

Centers for
International Business
Education & Research

Leading | edge

Projects 2008-2010



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

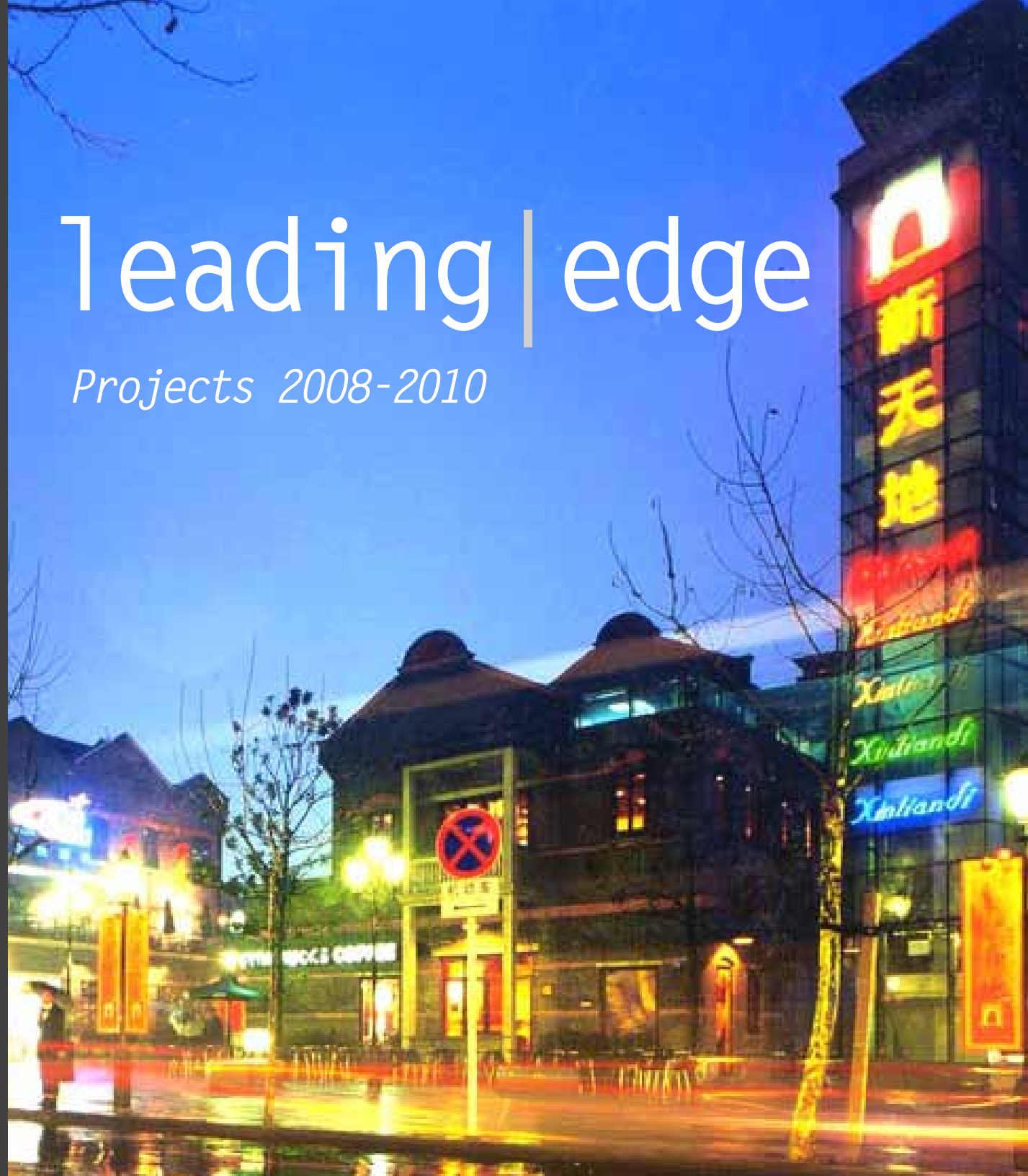


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Introduction

Susanna C. Easton

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

Authorized under the Omnibus Trade and Competitiveness Act of 1988 and transferred to the U.S. Department of Education for administration under Title VI, part B of the Higher Education Act of 1965, the first CIBER grants were awarded in 1989 to leading business schools in the United States to help internationalize U.S. business education. Today, the CIBERs serve as national resources for teaching, research, and outreach in international business. During the 2006 competition, business schools from 31 institutions of higher education were recipients of CIBER grants for the 2006-2010 cycle.

The legislation for CIBERs mandates six activities related to international business:

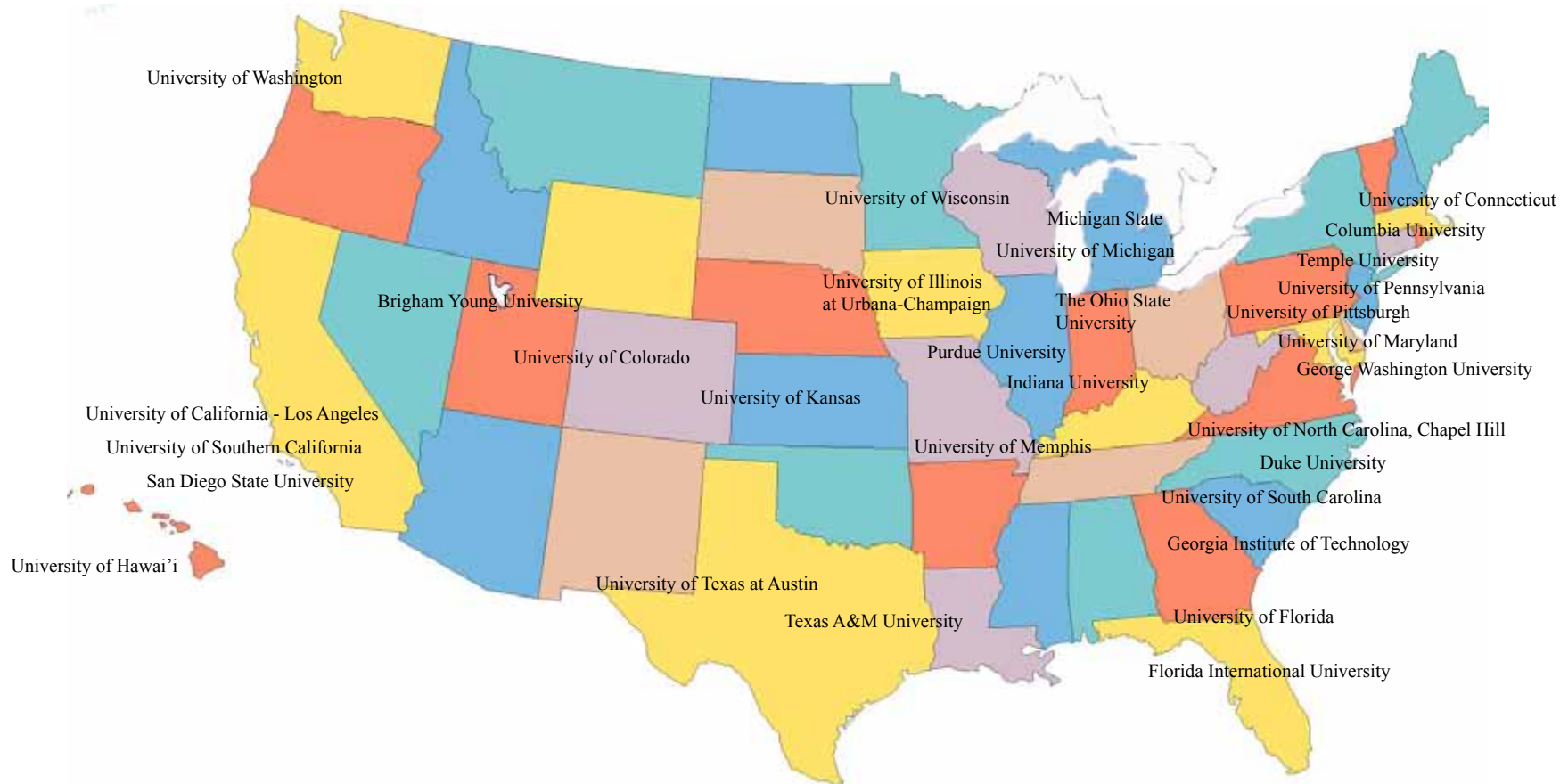
- (1) programs for business faculty and students;
- (2) programs for international studies and language faculty and students;
- (3) business outreach;
- (4) educational outreach;
- (5) curriculum development; and
- (6) international business research.

To effectively deliver on these mandates, the CIBERs provide an array of programs, services, and resources to faculty and students at institutions of higher education, K-12 educators and students, members of the business community, and many other constituencies in both the public and private sector. The activities implemented from 2008-2010 highlight the sustained commitment of the CIBERs to pursue the most leading edge approaches and identify the continually-evolving best practices that will ensure a competitive advantage for U.S. businesses in the 21st century. This Leading Edge publication is organized into nine distinct categories, each reflecting activities that not only support the six aforementioned mandates but also the breadth of innovative activities undertaken by the CIBERs.

- Business language and culture activities
- International programs for students
- Curriculum innovation and student development
- K-12 educational outreach initiatives
- International business research and conferences
- Faculty development activities
- Business outreach activities
- Evaluation and technology innovations
- Selected broad-reaching programmatic innovations

CIBERWeb, hosted by Michigan State University houses prior *Leading Edge* booklets, the *CIBER 20 Year Report*, and a wealth of other information online at ciberweb.msu.edu. We thank Indiana University CIBER for preparing, designing, and printing this publication. For information concerning the CIBER initiatives discussed here, please contact the individual CIBERs.

About the 31 CIBERs



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.

From 2008-2010, thirty-one universities designated as CIBERs served 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. Information about faculty development programs, workshops, conferences, research publications, resources for students and business professionals, and more can be found online 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
Web site: www.ed.gov/about/offices/list/ope/iegps*

Title VI of the Higher Education Act, Part B

(a) The Congress finds that-

- (1) the future economic welfare of the United States will depend substantially on increasing international skills in the business community and creating an awareness among the American public of the internationalization of our economy;
- (2) concerted efforts are necessary to engage business schools, language and area study programs, public and private sector organizations, and United States business in a mutually productive relationship which benefits the Nation's future economic interest;
- (3) few linkages presently exist between the manpower and information needs of United States business and the international education, language training and research capacities of institutions of higher education in the United States, and public and private organizations; and
- (4) organizations such as world trade councils, world trade clubs, chambers of commerce and State departments of commerce are not adequately used to link universities and business for joint venture exploration and program development.

(b) It is the purpose of this part-

- (1) to enhance the broad objective of this Act by increasing and promoting the Nation's capacity for international understanding and economic enterprise through the provision of suitable international education and training for business personnel in various stages of professional development; and
- (2) to promote institutional and non-institutional educational and training activities that will contribute to the ability of United States business to prosper in an international economy.

Sec.612. CENTERS FOR INTERNATIONAL BUSINESS EDUCATION.

(a) PROGRAMS AUTHORIZED.-

- (1) IN GENERAL — The Secretary is authorized to make grants to institutions of higher education, or combinations of such institutions, to pay the Federal share of the cost of planning, establishing, and operating centers for international business education which
 - (A) will be national resources for the teaching of improved business techniques, strategies, and methodologies which emphasize the international context in which business is transacted;
 - (B) will provide instruction in critical foreign languages and international fields needed to provide understanding of the cultures and customs of United States trading partners; and
 - (C) will provide research and training in the international aspects of trade commerce, and other fields of study.
- (2) SPECIAL RULE — In addition to providing training to students enrolled in the institution of higher education in which a center is located, such centers shall serve as

regional resources to businesses proximately located by offering programs and providing research designed to meet the international training needs of such businesses. Such centers shall also serve other faculty, students, and institutions of higher education located within their region.

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

- (1) faculty and staff travel in foreign areas, regions, or countries;
- (2) teaching and research materials;
- (3) curriculum planning and development;
- (4) bringing visitor scholars and faculty to the center to teach or to conduct research; and
- (5) training and improvement of the staff, for there purpose of, and subject to such conditions as the Secretary finds necessary for, carrying out the objectives of this section.

(c) AUTHORIZED ACTIVITIES.-

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

- (A) interdisciplinary programs which incorporate foreign language and international studies training into business, finance, management communications systems, and other professional training for foreign language and international studies training into business, finance, management, communications systems, and other professional curricula;
- (B) interdisciplinary programs which provide business, finance, management communications systems, and other professional training for foreign language and international studies faculty and advance degree candidates;
- (C) evening or summer programs, such as intensive language programs, available to members of the business community and other professionals which are designed to develop or enhance their international skills, awareness, and expertise;
- (D) collaborative programs, activities, or research involving other institutions of higher education, local educational agencies, professional associations, businesses, firms, or combinations thereof, to promote the development of international skills, awareness, and expertise among current and prospective members of the business community and other professionals;
- (E) research designed to strengthen and improve the international aspects of business and professional education and to promote integrated curricula; and
- (F) research designed to promote the international competitiveness of American businesses and firms, including those not currently active in international trade.

Leading | edge

BUSINESS LANGUAGE &
CULTURE PROJECTS

Business Language Courses & Case Competitions

BRIGHAM YOUNG UNIVERSITY

Brigham Young University (BYU) students gain unique language and cultural experience through its ten **Business Language Courses** offered at the advanced level of conversational fluency. Courses are offered in Business Arabic, Chinese, French, German, Italian, Japanese, Korean, Portuguese, Russian, and Spanish. Six of the ten languages are priority Less Commonly Taught Languages. The classes are for experienced speakers of the language who want to learn to communicate in a professional setting. Each class emphasizes business concepts, practice and case study to help students increase their skills in conversation, literacy, and public presentations, while enhancing vocabulary. Offered in evening school, it is available to full-time students and members of the business community.

BYU, a multilingual institution of higher education, extends its influence beyond the region as a national and international institution. In order to bring students out of the classroom to the real world of Business Languages, BYU CIBER developed the **Business Language Case Competition in Spanish and Portuguese**, the first of its kind. The competition is intended to provide students with the opportunity to showcase their theoretical business knowledge, foreign language skills, and presentation skills. Teams, consisting of three students each,

are given a case and two weeks to prepare their strategy to be presented in a one-day competition at the Marriott School of Management. Teams are judged on language ability, depth of analysis and effective delivery. The case competition is held annually in Spanish and in Portuguese involving non-native teams from U.S. universities.

Due to the success of the Business Language Case Competition, the BYU CIBER developed and hosted its first **High School Business Language Competition** for three-person teams of students to apply business and language skills. Under the guidance of a team coach, each team developed a business plan to market a product supplied by Nu Skin Enterprises, a corporate sponsor, to the Hispanic community. During a two-month period, coaches guided the students in preparation, but students came up with their own ideas. During the competition day, teams presented their recommendations to a jury of Spanish speaker executives from Nu Skin Enterprises. All presentations and marketing materials were in Spanish and teams included at least one native speaker or heritage speaker and at least one student who has not grown up speaking Spanish. The team structure was intended to encourage students to work in multicultural teams.



“We want to thank BYU for being the first to bring a business language competition to local high schools. It is the first of its kind, and it is exactly what we need to unite students and local business leaders.”

*Gregg Roberts
World Language Specialist, Utah State Office of Education*

“With many companies becoming more and more global, I’m sure my language skills will give me a competitive advantage for job opportunities.”

Nicolas Perfetti, Indiana University’s team member

Pictured on the right: Participants in the 2009 BYU Business Language Case Competition in Spanish and Portuguese



University of Wisconsin-Madison undergraduate student practices writing Chinese characters on a tablet PC computer

Initiatives for Less Commonly Taught Languages

COLUMBIA UNIVERSITY & UNIVERSITY OF WISCONSIN-MADISON

CIBER Less Commonly Taught Language Tutorials

The Columbia University CIBER awards grants to students at Columbia Business School and the School of International and Public Affairs who choose to study a less commonly taught language at a level not found elsewhere at the university. Recent grants have been awarded for advanced and high intermediate studies of Arabic, Cantonese, Farsi, Hindi, Portuguese, Russian, Swahili, Tagalog, Thai and Vietnamese.

Alumni Language Study Grants

In 2009, the Columbia University CIBER introduced alumni language study opportunities, sponsoring study of less commonly taught languages for Columbia Business School alums in New York, Washington, D.C. and San Francisco. This program provides language instruction to alumni in the business and public policy communities interested in building language skills for immediate use in their careers. In the first year of the program grants were awarded for the study of Arabic, Haitian Creole, Hebrew, Hindi, Mandarin, Portuguese, Russian, Swahili and Zulu. One of the 2009 grant recipients reported, “The language training exceeded my expectations. I attribute this not necessarily to the structure of the program but also to the quality and competency of the tutor. She had a high-level mastery of Vietnamese and three regional dialects. The tutor would break down the etymology, which allowed me to draw parallels between new words/phrases and my established vocabulary.”

Innovative Courses & Immersion Programs

In response to demand from students and the business community, the University of Wisconsin-Madison CIBER over the past several years has shifted support from more common languages such as Spanish and French to critical and less commonly taught languages. The Wisconsin CIBER, for example, partnered with the UW-Madison Language Institute, the Department of East Asian Languages and Literature, and the Center for East Asian Studies to offer an innovative course, “Introductory Online Chinese for Business Professionals.” We also worked with the Engineering Professional Development Program to offer basic, intermediate, and advanced technical Japanese courses. While not yet at the forefront for many businesses, modern Arabic and Farsi are important from a strategic and national security perspective, and the Wisconsin CIBER provided support for UW-Madison’s eight-week Arabic and Farsi Immersion Program, one of only a handful of such programs in the U.S.





Business Chinese Language Initiatives

PURDUE UNIVERSITY

Development of Instructional Material

Under CIBER research development grants, language faculty in the department of foreign languages and literatures developed “Practical Business Chinese,” first published in 1997 and the second edition in 2007 by China Books and Periodicals. The textbook has been widely adopted by a number of US higher education institutions. The supplementary CD-ROM was published and copy-righted by Purdue Research Foundation.

Course Development and Initiation

Business Chinese was offered for the first time in 1997 and has been one of the popular language courses in the Chinese Language Program. It has had steady enrollments from 4 to 25 and up in the recent semesters with students from across the campus including majority from the Krannert School of Management and has been recognized as a required course for Chinese Minor, Asian Studies Major/Minor, International Minor and Certificate in Entrepreneurship.

Research Conferences

CIBER hosted two Business Chinese language conferences in 2004 and 2007 at Purdue, assembling scholars and business executives to discuss how academia responds to the business community’s request to develop students’ language and communication skills in globalized business arena. Scholars presented their up-to-date research activities in textbook development, pedagogy of Business Chinese and discussed how language faculty be trained to teach business languages.



Faculty Development

Purdue CIBER actively engaged in faculty development programs in Business Chinese by providing training opportunities in the Mini MBA program, academic conferences and other networking opportunities. Benefits gained from such engagements lead to faculty research publications in Business Chinese, recognition by peers in teaching Chinese as a Foreign Language, and promotion.

Short-term Language Courses

With the inception of Confucius Institute at Purdue (CIP), CIBER has been working closely with CIP on developing Chinese language and culture courses targeted to the business community. Since 2007, CIBER and CIP offered Elementary Chinese I and II, Chinese Conversations for Tourism and Introduction to Chinese Culture and Civilization as short-term non-credit courses to the community.

Hindi and India/South Asia Program

UNIVERSITY OF PENNSYLVANIA

Penn Lauder CIBER is supporting the development of a Hindi and India/South Asia Program as part of joint MBA/MA in International Studies and the joint JD/MA in International Studies degree programs at the University of Pennsylvania. The MA program, managed by the Lauder Institute of Management and International Studies, includes three components: advanced language instruction; Arts & Sciences coursework in international and regional studies; and a research requirement, presently implemented through the Global Knowledge Lab (GKL)'s team-based research projects and individual research papers.

Hindi will become the ninth language track of the program. The other language tracks are Chinese, Japanese, German, French, Russian, Arabic, Spanish, and Portuguese. The program will matriculate its first students in May 2011 as members of the Class of 2013.

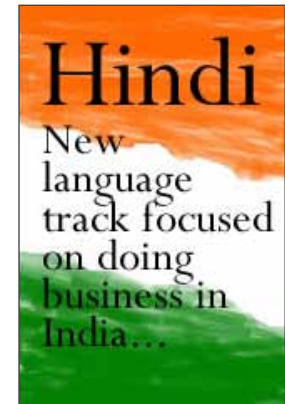
Hindi and India

The logic behind the Hindi track is somewhat different than that for the other languages, yet compelling. India is the world's most populous country, home to several ancient civilizations, and an emerging economic powerhouse. Indian companies in industries as diverse as steel, automobiles, pharmaceuticals, and software are making a dent in global competition through exports and foreign investment. The country's growing global importance makes it almost anachronistic not to offer a rigorous degree track providing graduate business and law students with a thorough understanding of India as a society, a culture, and an economy.

While English plays an important role in business in India, Hindi plays an equally prominent role in networking and informal business communications, in state governments, and in areas outside the major metropolitan centers. Hindi is one of the most widely spoken languages in the world and continues to be a language of every-day communication in India. We also strongly believe that an understanding of the culture, the society, and the politics of India requires knowledge of Hindi, which is increasingly becoming a cultural lingua franca. Hindi is the first language for nearly 500 million people and the second language for 100-200 million more. Hindi and English are the two official languages of communication in India,

according to the country's constitution. In addition, Hindi is an Indo-Aryan language, so it is understood in neighboring Pakistan, Nepal, and Bangladesh. It is also a principal language of the Indian diaspora in the United States, England, and Canada.

Without adequate Hindi language skills, there is limited access to the growing business sector in India's rural market or activities in the large non-profit sector. Developing significant linguistic proficiency in Hindi is an important window into India's culture, society, and polity and into the cultural variables that shape communication. The new Hindi track will be organized similarly to the existing language tracks: Admitted students will already possess a working knowledge of Hindi; there will be a two-month summer immersion in India and a four-semester course of language study at Penn designed to improve Hindi language skills and develop an understanding of Indian culture, history, and business; strong linkages to Indian companies will enable students to learn about the country's increasing role in the global economy; and GKL research projects will incorporate a strong focus on India.



Indiana University undergraduate Greg Baumer studied Twi and traveled to Ghana as part of an undergraduate course on emerging economies



Embedded Language Modules for Short-term Study Abroad Courses

INDIANA UNIVERSITY

Since 2008, IU CIBER has worked closely with two faculty members teaching an undergraduate course on emerging economies to identify effective ways to incorporate language and cultural instruction into the course. The ongoing challenge has been how to bridge the learning outcomes of the primary course instruction with those of the course's short-term study abroad component.

Recognizing that many business students had limited prior exposure to less commonly taught languages, the initial instructional model focused on an intensive introduction to common words and phrases in the selected language, with students tested periodically to determine retention. With such a tight timeline of seven weeks, however, cultural instruction was often secondary.

In Spring 2010, based on student feedback from the prior year, new learning outcomes were established for the short-term study abroad component. Students kept a reflective journal and participated in daily group discussions led and assessed by trained chaperones. This provided direct evidence of student learning.

In Summer 2010, IU CIBER completed a holistic assessment of the course. Based on the findings, course learning outcomes and instructional approaches were re-examined, and the lead faculty member for Spring 2011 was able to draft a comprehensive plan to better integrate the three major components of the course: (1) lectures on major emerging economy issues, (2) language and cultural instruction for targeted countries, and (3) short-term study abroad experience.

Continual improvement of this course through learning outcomes assessment has been critical given the number of business students impacted by the course. Each year approximately 80 students (mostly sophomores) complete the course, and around 10% add language study to their course load in subsequent semesters. Languages represented in the course have included Brazilian Portuguese, Hungarian, Croatian, Twi, and Korean. Advanced graduate students completing degrees through IU's Title VI area studies centers serve as instructors for the language and cultural component of the course.



LBAT students in France

Languages for Business And Technology (LBAT) Program

GEORGIA INSTITUTE OF TECHNOLOGY

The Georgia Tech School of Modern Languages, in conjunction with GT CIBER, offers special summer immersion programs in China, France, Germany, Japan, Russia, Egypt, South Korea, and a Spanish program featuring Mexico and Spain. LBAT consists of 6-8 weeks of study abroad in which classroom lessons in business, culture, and technology are combined with field work, cultural events, excursions, and visits to area businesses—all conducted in the target language.

In-country Immersion Program

Immersion in a country where the language is spoken greatly accelerates progress in language acquisition. It also provides the opportunity to absorb the practices of a unique cultural setting and gain new perspectives on how other people think, act, and live in their own culture and language. LBAT offers students instruction in Chinese, French, German, Japanese, and Spanish with an applied

language perspective; while developing the ability to communicate effectively in daily living situations and specific professional settings, students use the language to learn about basic aspects of business culture, technology, and society and to understand the issues of local economies and global interdependence. LBAT offers a unique opportunity for rapid growth in proficiency, to build a deeper appreciation for the cultures and lifestyle patterns of other peoples, and to make lifelong social and professional contacts.

Professional Site Visits

LBAT class sessions are supplemented by visits to area businesses and institutions such as chambers of commerce or stock exchanges. These professional visits provide students firsthand experience of business life, protocols and strategies of business transactions, and heightened awareness of issues facing the host country's economy.

Company tours are followed by question-and-answer sessions with company representatives.

Internship Market and Study Possibilities

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

Professional Examinations and Certificates

Upon students' return, they may wish to take a professional certificate examination. National language associations, chambers of commerce, and other entities of the host countries sponsor a variety of such general or business-specific language exams as a desirable qualification to complement the Georgia Tech degree.

2006-10 Online Asian Business Language Modules

UNIVERSITY OF HAWAI'I

Asian economies continue to grow, and knowledge of Asian languages is increasingly important to international business and US interests. The University of Hawai'i (UH) is particularly strong in East Asian and Southeast Asian languages. The university is home to a National Foreign Language Resource Center, Korean Language Flagship Center, Center for Philippine Studies, and Center for Interpretation and Translation Studies.

The UH CIBER has tapped into these resources and to fund production of six online business language modules for the following Less Commonly Taught Languages: Korean, Japanese, Chinese, Indonesian, Vietnamese, and Tagalog. These modules are designed to meet the educational needs of students who have taken coursework in these languages, but require further instruction to use their language skills in international business.

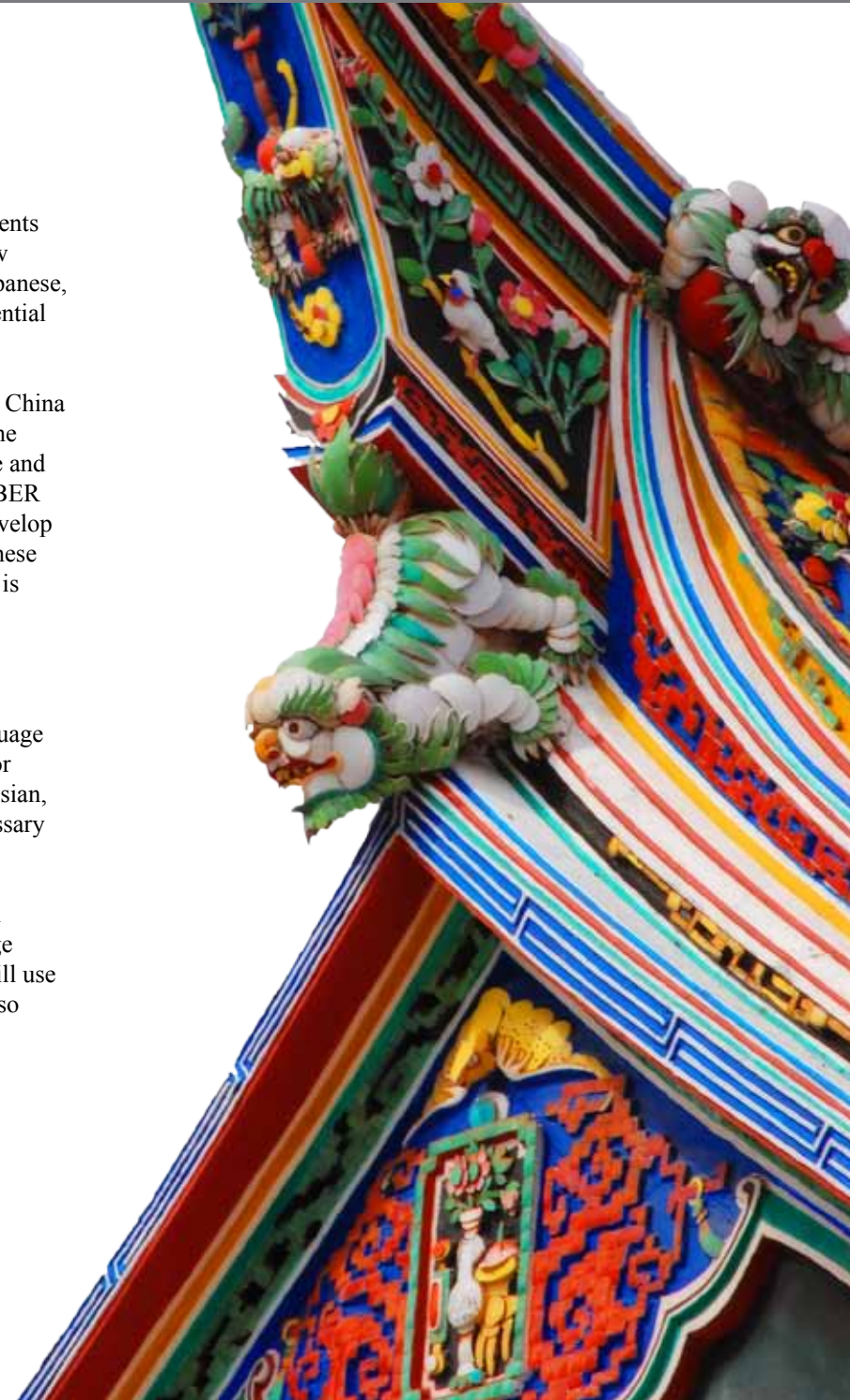
The online modules for Korean, which are still under development, were inspired by research that showed that advanced level students of Korean language lacked skills in managing face to face interactions and had difficulties with greeting strategies, using the appropriate body gestures, and dealing properly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

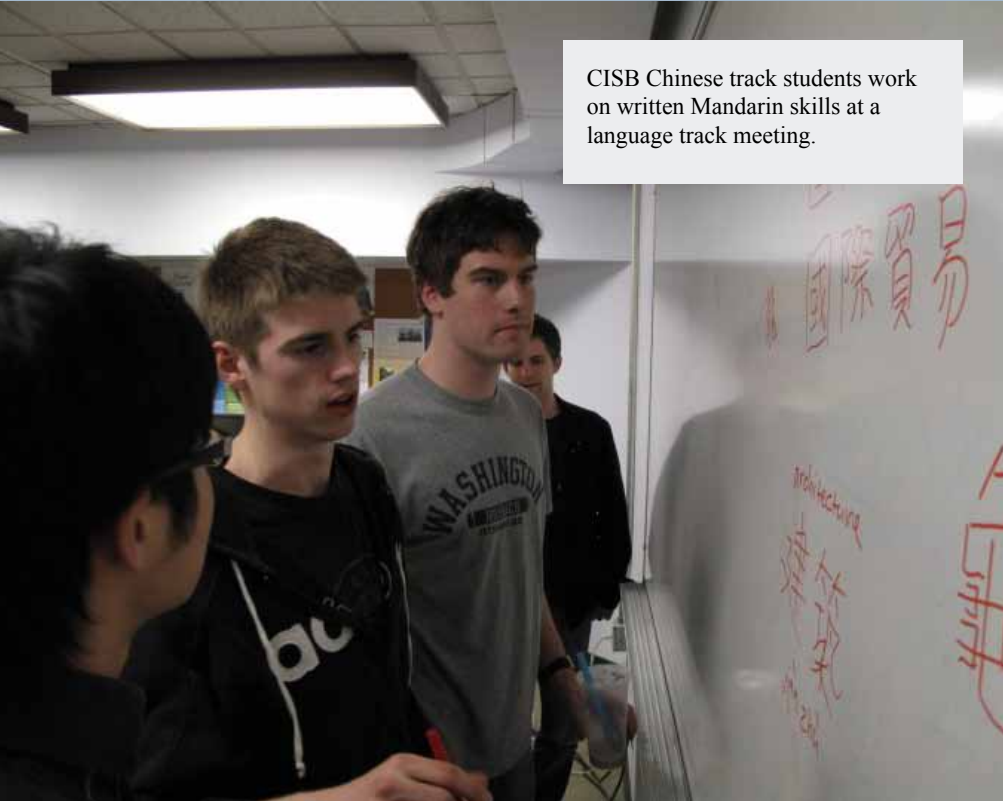
The Japanese online modules are nearing completion. They are designed to teach students to make initial contacts by phone to find new clients, perform well in job interviews in Japanese, and collect information from a client or potential business partner.

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

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

UH CIBER has already begun working with language scholars to develop online language modules for Vietnamese and Tagalog and will use the modules in its own programs and will also make them available to other CIBERS.





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

Certificate of International Studies in Business Language Tracks

UNIVERSITY OF WASHINGTON

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

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

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

CISB requirements and fulfillment opportunities are regularly reviewed to meet business community needs and to respond to student interests. For example, we have added an annual foreign market strategy project to the program. The project gives CISB students the opportunity to practice their functional international business skills while interacting with fellow students, networking with business professionals and practicing presentation skills. Participating companies receive assistance with market analysis and feasibility of market entry. We will also be developing an Introduction to CISB program for freshmen and sophomores.

Languages currently represented in the Certificate of International Studies in Business program:

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

Study Abroad @ Home

GEORGE WASHINGTON UNIVERSITY

Study Abroad @ Home program takes full advantage of the rich international resources available in the nation's capital by matching business language students with internships at organizations that have offices in Washington, DC. In these organizations, interns have the chance to use their language proficiency and business skills in a real-world setting. The program exposes students to an authentic environment in which their business-related language proficiency increases in a similar fashion as in a true overseas experience. It also serves well as a precursor to a longer study or work abroad experience, and for those with more limited financial means, it is seen as an affordable way to make the culture and language immersion experience possible at home.

The participating organizations also benefit program in several ways:

- The interns possess advanced proficiency in the language most relevant to the organization, as well as native fluency in English and additional skills needed for the job at hand.
- GW's business language courses, developed with GW-CIBER's support, prepare students to use their language skills in business context.
- All applicants are vetted by the GW-CIBER's administration and language coordinators.
- Participating organizations establish a partnership with the GW-CIBER thus ensuring future collaboration in securing first-rate interns.

Examples of past internships include a position at the DC office of the Voice of America – Russian Service, and the placement of several students in Business Russian to assist with the organization of the World Russian Forum, a major annual event (co-hosted by GW-CIBER) designed to discuss and generate new ideas for the development and expansion of U.S.-Russia cooperation in global security, business, science, technology, and education. GW-CIBER is currently working on the expansion of the Study Abroad @ Home program to other organizations and to a broader set of languages.



“The Study Abroad @ Home program is a fabulously eye-opening experience to “live” from 9-5 in a different country than the one outside your door, and I feel that any student would benefit from an internship similar to mine. I am eager to return to a similar environment, because it’s about as close as you can get to being in a foreign country without hopping on a plane... I’ve changed the way I listen to ‘real’ Russian speech, and I’ve changed the way that I try to process it. My relationship with the language has matured into the kind of relationship one has with an old friend – it doesn’t feel so new anymore (in a good way), and I’m less self-conscious and less intimidated.”

Jen Canose, SA@H intern at Voice of America, Russian Service



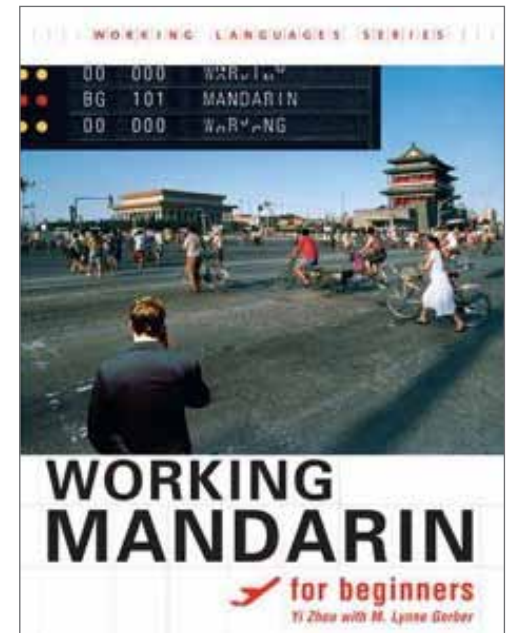
WORKINGLanguages™ and Business Languages

UNIVERSITY OF NORTH CAROLINA

A decade ago, University of North Carolina-Chapel Hill offered only four single-semester business language courses for undergraduates. Recognizing the importance of providing intensive foreign language study to students, businesses, and educators, UNC CIBER helped create and continues to run the WORKINGLanguages™ program for graduate students and professionals. UNC CIBER also initiated the creation of an array of undergraduate level Business Language courses focusing on the less-commonly taught languages. UNC CIBER offers WORKINGLanguages™ in Mandarin, Spanish, and Portuguese at UNC's Kenan-Flagler School of Business, Duke's Fuqua School of Business, and other schools around the country. These 28 week-long programs utilize a unique combination of interactive technology, distance learning, instructor-led workshops, and weekly conversation hours in small groups with a native speaker. Each program culminates with an in-country immersion experience, including home stays, intensive language training, business and cultural visits, and a community service project. Textbooks written by WORKINGLanguages™ instructors to accompany the

Mandarin and Portuguese courses have been published by Georgetown University Press. The success of the program for MBA students prompted UNC CIBER to create a WORKINGLanguages™ series specifically geared towards educators. The resulting WORKINGSpanish for Educators is taught completely online to make it accessible to educators all over the US. A WORKINGMandarin for Educators will follow suit.

To encourage the study of less-commonly taught business languages beyond the business school, UNC CIBER joined forces with several of UNC's foreign language departments to support the creation of a number of Business Language courses. As a result, UNC now offers Business Mandarin and Business Korean, both of which are popular courses, impacting the language capacity of hundreds of students and future leaders. For the future, UNC CIBER plans to make possible the development and offering of Business Swahili, Hindi, and Arabic. These courses not only help students prepare to function in a global work environment, but also bring international business content into language study.



Global Business Language Journal

PURDUE UNIVERSITY

Global Business Languages is a peer-reviewed, thoroughly edited annual journal that has appeared since 1996 with exclusive support from Purdue University CIBER. It contains research articles on the topic of languages for specific purposes that are focused on gaining proficiency in culture and language usage in an international business context. Articles have been theoretical or practical in nature, with a complete critical apparatus of extensive notes and bibliography. Although most articles emphasize the major cultures/languages of global business –Spanish, Chinese, Japanese, French, Russian and German – recent studies have also presented research on less frequently studied areas, such as Korea, Latvia and the Basque region. Each issue is theme-based, yet a wide variety of subject matter and approaches characterizes any one issue. Articles have been written on best practices in language class instruction, on intercultural issues often comparing American customs with those of other cultures, on case studies of a foreign business, on the use of technology (especially the Internet) in either language instruction or

the workplace, on study abroad programs and foreign internships, and on surveys of either businesses or educational institutions. The objective has been to increase awareness of business culture differences and expand abilities of students, instructors, and business leaders so American businesses can compete effectively in the global marketplace. In addition to the printed edition, articles are available electronically in searchable form through the Digital Commons platform (<http://docs.lib.purdue.edu/thepress/>) of Purdue University Press. The system's manuscript management system allows GBL editors to collaborate more efficiently and speed time to publication. The system also allows images, datasets, audio files and other supplemental materials to be made available, opening new avenues for the journal's development. To enhance awareness and usage, the site is indexed by Google and other search engines thus making GBL articles readily discoverable and available at all times around the globe.



Online Resources: Conveying Value of Study Abroad & Exploring International Careers

UNIVERSITY OF TEXAS-AUSTIN & MICHIGAN STATE UNIVERSITY

The CIBERs at The University of Texas at Austin and Michigan State University collaborated to create two online resources for higher education administrators and students. The project addresses two problems shared by the CIBERs and other U.S.-based institutions that emphasize study abroad as a way to build career-related skills. Online tools developed through this collaboration are designed for use by study abroad administrators, international business faculty, career advisors, and students.

Study Abroad as a Differentiator in Recruitment

In today's global business environment, employers increasingly emphasize the importance of global skills and experience for executives. Campus recruiters, however, do not always appreciate the value of study abroad in developing career-related skills and experience. Our online resource features a discussion forum in which career advisors, students, international business faculty, and recruiters describe ways to design and execute study abroad programs for maximum value

relative to employment, and to leverage the experience during recruiting. It includes a videotaped workshop demonstrating a study abroad "unpacking" methodology developed at MSU, in which a career advisor works with student volunteers from UT-Austin to help them articulate business-relevant skills and experience acquired while abroad.

International Career Resource

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



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

Marilyn Mi, K-12 Teacher, Franklin High School

K-12 Language for Business Conference

FLORIDA INTERNATIONAL UNIVERSITY

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

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

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

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

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

Workshops for Foreign Language Professionals

UNIVERSITY OF MEMPHIS

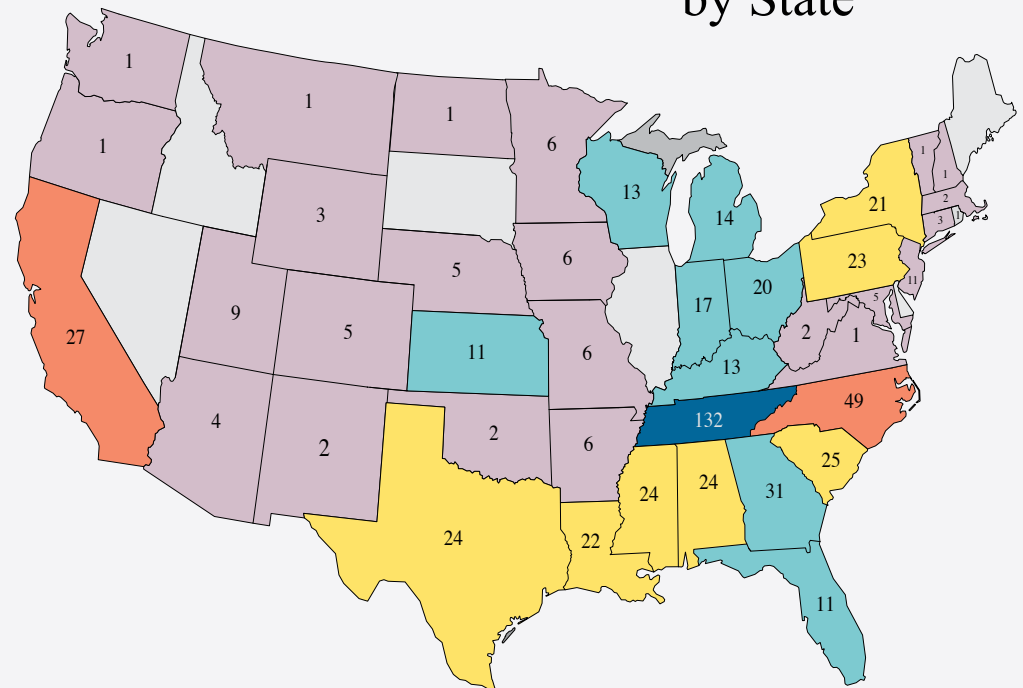
The Memphis CIBER has been extremely active in providing FDIB (Faculty Development in International Business) opportunities to language and area studies faculty since its inception. One of the foundation projects of the Memphis CIBER has been the long-standing Business Language Workshop, which was last held in February 2010. The Memphis CIBER has hosted the very popular Business Language Workshop for the last 18 years at the University of Memphis campus. The program has drawn Language and Area Studies faculty from across the United States, as well as a rapidly growing number of area high school teachers.

Workshop presenters provide a well-rounded offering that includes discussions on how to develop and teach a business language curriculum, insights into the relationships among language, culture and international business, an exploration of resources available, an introduction to business language examinations, discussions about using the internet for business language instruction, and ideas about ways to structure business language programs that meets the needs of a variety of constituents. Current business language options offered in the Business Language Workshop include German, Spanish, French and Japanese.

Co-sponsors include Michigan State University, Brigham Young University, University of South Carolina, San Diego State University, and Georgia Tech.

During the upcoming grant cycle, the Memphis CIBER expanded course offerings to include the instruction of Chinese as a business language option. Through its partnership with the Confucius Institute and the Department of Foreign Languages and Literatures at the University of Memphis, the Memphis CIBER looks forward to offering the less commonly taught language of such an important emerging economic power. With the addition of the Chinese option, we expect enrollment to continue to increase in the coming years.

Conference Participants by State



648 total participants
from 339 institutions to date

Leading | edge

INTERNATIONAL PROGRAMS
FOR STUDENTS

Global Marketing & Accounting Short-Term Study Abroad

BRIGHAM YOUNG UNIVERSITY

BYU CIBER offers a variety of international experiences to help students qualify for the Global Management Certificate. One of the main benefits of studying abroad is the opportunity for students of working closely with BYU professors. In addition, each course features learning experiences designed to actively involve students with the people, history, arts, attitudes, and traditions of the host country. BYU CIBER launched two innovative programs that have been highly successful in the past few years. These programs complement the region-focus business study abroad programs that have been offered to BYU students for over a decade.

As part of the **School of Accountancy Short-Term Study Abroad**, Master of Accountancy students travel to London, England for two great weeks during spring. Students spend the first three weeks of Spring Term at BYU focusing on completing coursework for International Business and International Accounting. They then fly to London and have meetings with the International Accounting Standards Board, the Institute of Chartered Accountants in England and Wales, The Association of Chartered Certified Accountants, accounting firms, and other experts in IFRS and the global convergence process. In addition to business trips, students visit historical sites and the vibrant London theater district. This program is designed specifically for accounting students who have finished their first year in the MAcc; however, interested students who finish the Jr. Core accounting curriculum by the program start date may also apply. As part of the curriculum, students complete a certificate program in International Financial Reporting Standards. This certificate program gives students a solid foundation in IFRS. The experience students gain through the coursework and the actual time abroad is part of the School of Accountancy's mission of preparing students for global careers.

“The London Accounting study abroad was one of the most enriching experiences I have had while at BYU. The exposure to the International Accounting Standards Board is like front row seats to the future of accounting. It was exciting to see accounting standards in the making. This program was a great introduction to international accounting firms and the opportunities that are available. It got me excited about my global career.”

Nathan Quinn, Student, Accounting



“The Global Marketing Study Abroad was an invaluable experience of a lifetime! Not only was it culturally and academically enriching, it opened my eyes to real-life international marketing--something a classroom setting could never quite do.”

Jonathan Wing, Business Management and Marketing

BYU CIBER offers the **Global Marketing Short-Term Study Abroad** for marketing majors from the Marriott School and advertising majors from the College of Fine Arts and Communications. East meets West on this four-week marketing and business strategy excursion to New York, Europe, and Asia. Students literally circle the globe as they visit the world's most advanced and fastest-growing marketing cities. Students have an opportunity to learn from marketing and strategy professionals working with billion-dollar organizations as well as niche emerging brands. They learn about effective product pricing, product positioning, brand development, communications strategies, successful international campaigns, and general business strategies. Some of the firms and departments visited include: Kiehl's, Young & Rubicam, Hunter Public Relations in New York City; Pirelli and Fiat in Italy; Nestle in Switzerland; Paris Tourism Bureau in France; Mercedes Benz and Marriott International in China; Seiko and Seiyu (Wal-Mart) in Japan. Students also visit numerous global cultural sites in these countries and are required to take two three-credit courses in International Marketing and Special Topics in International Business.

Emerging Market Field Study Course

THE OHIO STATE UNIVERSITY

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. The OSU Emerging Markets Field Study (EMFS) course continues to be a hallmark of the Fisher College of Business and the OSU 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 three full MBA sections and two honors undergraduate sections. 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, work with business executives on collaborative projects identified by Fisher faculty, visit their company's headquarters during the winter or spring break holiday, and return to produce a final project presentation based on their field study experience. Past projects have included work for companies such as Rolls Royce, IBM, and Intel; government projects with the Ohio Department of Agriculture and the federal government of Ethiopia; and NGO's such as Tawahando Social Services. Since 2008, cultural training and language studies have been included as a part of the course work to deepen students' understanding of the business environment of the focus country. Students and faculty have visited more than



25 countries via this program and recent destinations include Ethiopia, Vietnam, Brazil, Turkey, Russia and South Africa.

Participants in EMFS often remark that this CIBER program is the highlight of their education at Fisher and that it opens their eyes to the challenges and opportunities business executives face when working in a dynamic and fast-growing economy. The addition of faculty experts from OSU's Title VI area studies centers and language departments complement the international business faculty who lead these courses.

Microfinance Field Study to Bangladesh

UNIVERSITY OF HAWAI'I

The first MBA program of its kind at the University of Hawaii (UH) to focus on Microfinance, this trip was a unique opportunity to get hands-on experience in Bangladesh. It involved students from various universities and concentrated on exposing participants to local microfinance lending institutions and meeting face-to-face with loan recipients. Visits included three microfinance institutions: Grameen Bank, Association for Social Advancement, and Integrated Development Foundation. As a group, the students were able to engage in conversations with villagers in rural areas of Bangladesh, meet local entrepreneurs, and observe local microfinance centers such as hospitals, yogurt factories and fisheries.

The overall program objective was to prepare students for a professional career in international business. The goals were for participants to develop an awareness of the interconnectedness of the global economy and acquire sensitivity and adaptability to different cultures and business practices.

- Understand the roles of domestic, national and global public and private organizations in economic development.
- Learn about economic growth and self-sufficiency in impoverished areas of the world, and the role of rural women entrepreneurs.
- Understand the principles of microfinance and rural village marketing and their applications.
- Learn the unique aspects of developing a business and the marketing of products at the rural village level.
- Acquire a comprehensive view of the connection between local conditions and the international arena.





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

University of Washington's MBA Global Business Study Tours: 31 Countries Visited (and counting)

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

MBA Global Business Study Tours

UNIVERSITY OF WASHINGTON

Each spring for the past 14 years, Foster MBA students have proposed, led, and organized two-week intensive international study tours for graduate students from across campus. These tours are offered for credit and include intensive pre-departure sessions that engage experts from such sources as the National Resource Centers and the business community. Accompanied by a faculty advisor, tour participants gain first-hand business and cultural knowledge about a country or region. MBA student tour organizers also gain leadership experience. Tour destinations are determined by proposals submitted by the best student leadership teams, and approximately 30% of the MBA population participates each year. Since its inception in 1996, more than 700 students and 30 faculty have participated in a study tour. The primary objective of these tours is to increase the global knowledge of the tour participants by providing company visits, interaction with executives working in global business, and participation in cultural excursions and events.

During the last grant cycle, we implemented a formal pre- and post-tour evaluation process to assess content and cultural sensitivity learning. Results of this tool

have helped us to make improvements to the tours. Looking to the future, we are developing a new format that is more compatible with the evening MBA program. We will also encourage and support more tour proposals to emerging markets such as the 2010 tours to Kenya, the United Arab Emirates, Oman and Puerto Rico. Finally, we will support the efforts of the MBA programs at the University of Washington branch campuses to develop study tour programs of their own.

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

Carrie Stearns, MBA 2008

South American Study Abroad Programs

UNIVERSITY OF FLORIDA

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

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

The **International Financial Markets Short Term Study Abroad (STSA)** is led jointly by a finance professor from the business school and a political scientist from the Center for Latin American Studies. To avoid over-burdening foreign partners, and to serve diverse student interests, the tour rotates on a three-year cycle among Brazil, Argentina, and Chile. Combining classroom instruction with a week-long visit to Latin American financial institutions, the STSA is distinguished from similar programs at other institutions because it accommodates participants from multiple graduate business programs (MBA, MS in Finance, MA in International Business) and non-business graduate programs in Engineering, Law, Liberal Arts and Sciences, Agriculture, Medicine, Latin American Studies, and Health and Human Performance. Program evaluations document (1) significant program impact on student perceptions of international

business challenges and opportunities in the region and (2) significant learning from traveling and studying with students from very different disciplines. In partnership with UF's Miller Center for Retailing Education and Research, initial plans were completed for a new business STSA to Brazil, modeled after the Financial Markets tour but focused on the retailing sector.

The **Fly with the Flowers STSA** combines UF South American expertise, UF European Studies expertise, UF horticultural expertise, and Florida IB experience in a unique study abroad opportunity. Approximately two-thirds of the cut flowers sold in the US are imports that enter the country at Miami. In southeast Florida, 6,100 jobs derive from handling and distributing the 40,000 boxes of flowers arriving daily at Miami Airport for forwarding to wholesale and retail outlets throughout the country. Reduction in transportation costs, combined with scientific advances extending product shelf-life, has permitted movement of production from regions near final consumers in industrialized countries to high-altitude equatorial areas of developing countries that have both a natural climatic advantage and lower labor costs. Led by UF experts in business and scientific aspects of the market, the tour visits Miami, Colombia, and the Netherlands (the historical production and distribution center of the world cut flower industry). Unlike most STSAs focused on a particular world region (or perhaps a particular region and discipline), Fly with the Flowers focuses on a global market, teaching multidisciplinary perspectives on issues in global market competition such as conflict and collaboration between developed and developing economies, technology-based vs. resource-based national comparative advantage, differing concepts of sustainability, and ethics. Planned in 2006-2010, the STSA will be implemented in 2010-2014.



Global Business & Social Enterprise (GLOBASE) Program

INDIANA UNIVERSITY

Since 2008, 30 MBA students at IU's Kelley School of Business travel over Spring Break to Peru as part of the school's Global Business and Social Enterprise (GLOBASE) initiative, a social entrepreneurship consulting program that also combines international experience with leadership development. In Spring 2010, GLOBASE enabled students to complete a consulting project for four small companies and a not-for-profit enterprise in Peru. The business clients were Fabricaciones Industriales Metalic, a furniture maker; PeruVerde, a food processing and trade company; Laban Inversiones, a silver jewelry business; and Inkasign, a knit garments maker. They also did two projects for a non-profit, APOMIPE. While nearly half of the student participants already spoke Spanish, IU CIBER provided beginning Spanish and advanced Spanish translation at no cost. IU CIBER also worked closely with the American Chamber of Commerce (AMCHAM) in Lima.

"What GLOBASE does for our program is not just provide an experience that furthers their education in international business, but it also is an experience that furthers their education in leadership," said Phillip Powell, chair of the Kelley School's MBA program. "Typically in a top MBA program, you'd separate the leadership education from the global education. We're going to fuse that together.

That's what makes this really innovative," Powell said, adding that the MBA program is taking steps to expand GLOBASE to Ghana and India in Spring 2011.

Roberto Garcia, clinical associate professor of international business and co-director of the Supply Chain and Global Management Academy, added, "Last year's GLOBASE was so successful that even before we left Lima, our Peruvian partners were asking us to plan the dates for the 2010 version. We are very pleased to be going back to continue this worthwhile effort once again."

Student participant Casey Bronson said students value gaining international business experience while helping to make the world a better place. Last year and again this year, he will work with Inkasign, which has placed some of its weaving operations within homes in small villages. "I definitely plan to work internationally in the future, whether that's a rotation or a permanent foreign assignment," he added. "I think that the skills that I'm gaining with GLOBASE are very applicable -- working in teams, problem solving, adapting to new cultures and working with the difficulties of communicating in different languages ... These are skills that I've developed that I can apply in any workplace."



A student in the Kelley School of Business MBA Program watches as a small business owner in Peru demonstrates how her jewelry products are made.

Short-Term Study Abroad Program: Target and the China Supply Chain

UNIVERSITY OF TEXAS-AUSTIN

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

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

The intensive five-week study abroad program is the newest of the UT-Austin CIBER's summer abroad programs, developed in conjunction with the Faculty of Business Administration at The Chinese University of Hong Kong. In addition

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

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

Jared Pelley, UT McCombs student, 2010 Program Participant



International Practicum/ Global Consultancy Project

GEORGIA INSTITUTE OF TECHNOLOGY

Initiated and supported by GT CIBER, the course allows students to examine issues related to global management by focusing on diverse and developing countries. Students discuss current economic, cultural, and political issues with residents and experts of the focus country, as well as participate in social activities.



Since its inception, students have completed 30 projects in 7 countries. Georgia Tech partners with overseas universities and academic institutions to provide both support and shared project work between US-based MBA students and students in the target country, who provide a local project perspective as well as language and cultural abilities. Project sponsors are drawn from the business community at large, both US firms doing business abroad, as well as foreign firms who are looking for assistance that our joint-project teams can provide.

Course Objectives:

- To sharpen the students' managerial skills in addressing a practical international and operational business problem in a problem-solving mode.
- To provide students with an opportunity to work on a 'real world' problem with a cross-border dimension in which student participants identify an industry or a company; define a problem and resulting project; work with the prospective client; and refine and resolve salient issues and present findings to the client and the group.
- To expand the students' knowledge of a specific regional economy and business culture through immersion in the chosen country of focus.

Requirements:

- Completion of a set of readings.
- Attendance at a series of guest presentations and preparatory meetings.
- Completion of a cross-cultural management training and learning module.
- Satisfactory performance in the definition and execution of an international group project resulting in a written report and presentation.
- Active participation in the overseas trip (company visits, business and economic presentations, etc.)

Entrepreneurs without Borders

UNIVERSITY OF ILLINOIS

Entrepreneurs Without Borders™ (EWOB) is an international student organization dedicated to advancing entrepreneurial and business competencies among a wide variety of peoples in local and global communities. EWOB was founded in 2006 and is headquartered within the Academy for Entrepreneurial Leadership, at the University of Illinois, Urbana-Champaign.



The overarching mission of EWOB is to enable participants to put their diverse skills and resources together to work towards educating communities about social entrepreneurship, while developing projects and international travel opportunities that help communities in need and give back to areas of global concern. Entrepreneurs Without Borders™ utilizes faculty experts and entrepreneurs to guide students in helping communities solve social issues. For students, EWOB provides a valuable opportunity to work towards social change and integrate classroom learning into practice to become a force for the public good.

EWOB has executed projects in Croatia, India, and Peru. The Illinois CIBER will support EWOB's ongoing activities including (a) establishment of EWOB chapters at additional universities, (b) development of an entrepreneurship training curriculum for EWOB chapters, and (c) continuing projects in Croatia, India, and Peru and a new project in Scotland.



Short-Term International Immersions

COLUMBIA UNIVERSITY

The Global Immersion Program (GIP) provides Columbia Business School students with a new option for global business training through short-term immersion. The elective courses include sessions at Columbia, which focus on a thematic business topic in an emerging market country, and include one week in-country introducing students to the local and global business cultures through meetings with executives, government officials and non-profit organizations. Students and faculty attend meetings as a group and arrange individual meetings to research companies and industries for an analysis that serves as the final deliverable of the courses. Past GIP classes traveled to Brazil, China and India.

Bridging theory and practice, the **Master Class program** at Columbia Business School provides a unique opportunity for students to put their classroom learning into immediate use. Team taught by faculty members and practitioners, students learn valuable theories in areas of private equity, retailing or international development and entrepreneurship and apply their learning through consulting projects with clients. Through classes such as Private Equity and Entrepreneurship in Africa and Sustainable Development & International Entrepreneurship, students travel to Africa

and Chile and meet with small entrepreneurs to provide advice for the growth of their operations. They experience a “live” opportunity to apply strategic planning, business development and social enterprise knowledge and skills within the context of a private sector-led initiative in Chile’s Patagonia region, aimed at conservation through entrepreneurial economic development



International Study Tours offer students and their faculty adviser an intense, firsthand experience of the business culture of their chosen country or region. During the 7-10 day trips, students meet with leading executives and government officials while visiting businesses, factories and cultural sites. Study Tours are organized by student teams and give participants an opportunity to explore different business environments and to lay the groundwork for future international internships and jobs. The CIBER provides guidance and logistical support throughout the Tour planning.

Foreign Internships for Undergraduates

UNIVERSITY OF MICHIGAN

We operate two undergraduate internship programs in cooperation with foreign language departments. Our German Department places intermediate and advanced German speakers, including business school students, in corporate internships in Germany and Austria. CIBE awards fellowships to students to cover the balance of their expenses through salaries paid by the internship sponsor. This leverages our ability to negotiate in German, its knowledge of local economic conditions, and its vast network of alumni and corporate connections. We operate a similar program with the Department of Romance Languages and Literatures. Criso, our internship coordinator, also teaches intermediate and advanced business French courses and is responsible for developing internships in France and Morocco.

We also organize and partially fund internships in three Islamic countries: Turkey, Malaysia, and Egypt. We work with host organizations to develop internships, for recruiting, advising, orienting students, and for communicating with both students

and host organizations while the internships are in progress. Our target during the grant period was twenty-five students annually: ten in Turkey, five in Egypt, and ten in Malaysia. The internships do not require fluency in the local language. A key partner was our Center for Middle Eastern and North Africa Studies (CMENAS), which paid one month of salary for Criso. CMENAS also provides us with organizational contacts in Turkey and Egypt, helps with the design and delivery of the pre-departure orientation, and award academic credit to students who participate in the internships. CMENAS awards up to three academic credits for internships in the Middle East. In a similar arrangement, the Center for South Asian Studies grants credit for internships in Malaysia.



Internship group at Koç University in Istanbul, Turkey, 2009

International Education: Building Bridges to the Middle East

TEMPLE UNIVERSITY

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

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



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

In February, Temple CIBER sponsors two young women to attend the annual Insight Dubai conference in which female students from around the world actively participate with young women

from the Middle East to discuss issues of government, business and culture relevant in today's global world. The conference is characterized by its distinctive Arabic and Islamic theme. Activities include participation as a foreign diplomat in a simulated United Nations discussion, role playing within a mock Shari'ah (Islamic law) court case, debating leadership issues and an examination of the Majlis and the



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

local elections. Panel discussions regarding local issues such as promoting peace, female leadership in the Middle East, as well as site visits added to the participants' understanding of the local environment.

Temple CIBER's interdisciplinary Certificate of Specialization in MENA Business & Society for Temple students gives both business and non-business students the opportunity to study the Middle Eastern context of society and culture through required and elective courses in the Fox School of Business and the College of Liberal Arts. This program combines specialized international business courses, area studies, and language.

MENA FDIB: Temple, in collaboration with BYU, Colorado Denver, and South Carolina are offering the first CIBER faculty development in international business program to explore MENA to enhance knowledge about the region, to develop relationships, and to integrate the African context in academic coursework and faculty research. Countries and cities to be visited include Morocco, Tunisia, Egypt, Qatar, Abu Dhabi and Dubai.



Globally Focused Academic Programs & Internships

UNIVERSITY OF PITTSBURGH

Undergraduate students in the Global Management Major or the Certificate Program in International Business (CPIB) at the College of Business Administration (CBA) and graduate students in the MBA/Master of International Business (MIB) Program at the Katz School must have international study or work experiences and be proficient in a foreign language. The Global Management Major, launched in 2009, enables students to develop expertise in the management of people, processes, and policies in a global context. An international project course is also a crucial component. The MIB develops expertise in IB, a specific country or region, and competence in a foreign language. A joint CBA/Engineering Certificate Program in Supply Chain Management is being introduced in 2010. Since 2002, CBA and Engineering students between their freshman and sophomore years have participated in the Plus3 program, which in 2009 went to

Brazil, Chile, China, Germany, and Vietnam. The Pittsburgh CIBER has worked with others at Pitt to provide these international opportunities for students.

The Pittsburgh CIBER is working with the Career and Leadership Development Center (CLDC) and the Center for Executive Education (CEE) on an international internship program for CBA students, particularly those in the Global Management Major and the CPIB. Internships will come from a network of Pitt Business alumni and corporate board members identified by the CEE and from the contacts of CAPA. The program will begin in three locations: São Paulo, Brazil; Prague, the Czech Republic; and Beijing, China. In addition to doing a 10-week unpaid internship, students will complete intensive language training and a course on the culture and business environment of the country.

Leading | edge

CURRICULUM INNOVATION &
STUDENT DEVELOPMENT

Globalizing Business Schools Program for HBCUs

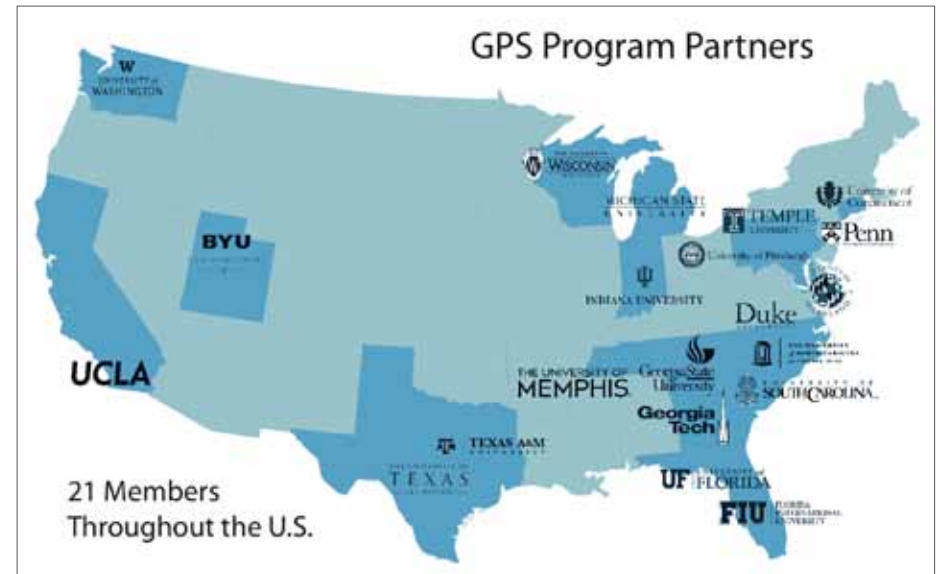
UNIVERSITY OF MEMPHIS

The Globalizing Business Schools (GBS) Program was designed to infuse understanding and the importance of international and interdisciplinary business education by equipping faculty with the pedagogical tools, knowledge, and experiences to incorporate international content into existing business courses and/or develop new courses. An integral component of the program is one-on-one assistance provided by the sponsoring CIBERs to their respective HBCU in facilitating the implementation of international business education programs on their campuses and in acquiring federal grant funds to support these efforts.

In the 2002-2006 grant cycle, ten Title VI funded Centers for International Business Education and Research (CIBERs) initiated a three-year, lock-step Globalizing Business Schools program for Historically Black Colleges & Universities (HBCUs). The University of Memphis, Michigan State University and the United Negro College Fund's Institute for International Public Policy (IIPP) were the lead project coordinators.

GBS Goal: To Enhance Global Competency Among HBCU Faculty and Students

- Each participating HBCU receives full scholarships to cover the registration fee, lodging, and most meals in all FDIB programs for each of the four years.
- Each year, three HBCU business faculty may participate in one of the five FDIB Globalization Seminars offered: Intro to International Business, International Finance, Global Supply Chain Management, International Marketing, and International Management, plus three workshops on Research, Grant Opportunities, or Pedagogy.
- Each year, two HBCU language faculty may participate in one of the four FDIB-Business Language Workshops: Business Spanish, Business French, Business German or Business Japanese.
- Each participating HBCU is invited to send two business faculty to attend the Short-Term Study Abroad Workshop.
- Each participating HBCU may send one business faculty each year to participate in one of the CIBER sponsored FDIB-Overseas Programs for Faculty (i.e., China, India, Vietnam, South America, European Union, Eastern Europe, Turkey, Africa).



Following the USDOE's announcement of the 2006-2010 CIBER grant awards, the University of Memphis and Michigan State University CIBERs with support from UNCFSP-IIPP began recruiting HBCUs for the next four-year GBS Program. Fourteen HBCUs and 14 CIBERs enthusiastically committed to participating in the 2006-2010 GBS Program.

It is certain that the GBS project has extended the reach of the CIBER network and influenced the HBCU institutions in a manner that is not only significant—but one that would not have happened without this initiative. The IIPP/CIBER/USDOE Consortium looks forward to working with all partners, co-sponsors, mentors and participants in the next GBS Program for HBCU institutions.



International Business Curriculum Development

COLUMBIA UNIVERSITY

International Case Studies

In collaboration with Columbia CaseWorks, Columbia Business School's case writing center, the CIBER supported development of 13 cases over the past four years. These cases feature international companies and/or business issues that challenge students' problem solving skills within a global context. Columbia Business School cases present students with shorter narratives and imperfect data to simulate real-life situations they may encounter upon graduating and entering the workforce, training them for their future roles as global business leaders.

Global Immersion Program

The Global Immersion Program (GIP) provides Columbia Business School students with a new option for global business training through short-term immersion. The three-credit elective courses include sessions at Columbia, which focus on a thematic business topic in an emerging market country, and include one week in-country introducing students to the local and global business cultures through meetings with executives, government officials and non-profit organizations. Students and faculty

attend meetings as a group and arrange individual meetings to research companies and industries for an analysis that serves as the final deliverable of the courses. Past courses offered include Opportunities in Infrastructure in India, Growth and Sustainability in Brazil and Growth and Challenges in the Chinese Economy.

Master Classes

Bridging theory and practice, the Master Class program at Columbia Business School provides a unique opportunity for students to put their classroom learning into immediate use. Team taught by faculty members and practitioners, students learn valuable theories in areas of private equity, retailing or international development and entrepreneurship and apply their learning through consulting projects with clients. Through classes such as Private Equity and Entrepreneurship in Africa and Sustainable Development & International Entrepreneurship students traveled to Africa and Chile to meet with small entrepreneurs to provide advice for the growth of their operations.



Shaping Leaders through Innovative Curricula

UNIVERSITY OF NORTH CAROLINA

With CIBER support, UNC's Kenan-Flagler School of Business was able to create the innovative and successful **GLOBE program**, which brings together three of the world's best business schools to provide undergraduate students a premier business education that spans the globe. UNC partners with the Chinese University of Hong Kong (CUHK) and the Copenhagen Business School (CBS) to offer a unique, integrated global business curriculum to prepare students as future managers and business leaders in a global economy.

In their junior and senior year, GLOBE Fellows from UNC, CUHK, and CBS form a cohort and study together at each of the three campuses for a total period of eighteen months. GLOBE students experience a truly global business education in Asia, Europe, and North America and learn about international business from

expert faculty at each school. Participants further gain firsthand exposure to foreign business operations and culture through company visits in five different countries, including Brussels, Berlin, Shanghai, Tokyo, Washington, D.C., and Research Triangle Park, N.C. The professional network that UNC students build during



their studies will serve them in future years as they will provide invaluable cultural and global business skill to US companies.

UNC CIBER supported in-house development of *ReasonSmart*, a project intended to build a unique educational platform providing a real-time, data-driven, and knowledge-centered environment for teaching graduate students in the latest data analytic tools and technologies. *ReasonSmart* allows for the gathering of massive amounts of data, manipulation, sorting, classification and analysis for knowledge extraction and “smart” tools for decision support that assist users in solving problems, such as global supply chain management and security, food safety and security, aviation, and so forth. *ReasonSmart* thus effectively responds to a critical need for students to be able to make the “best” decisions in a new international information environment that is characterized by increasingly large amounts of data. After a successful pilot, *ReasonSmart* is now being implemented into classrooms as part of a larger school-wide effort at UNC's Kenan-Flagler School of Business. Ultimately, *ReasonSmart* will be the primary aggregator of future faculty and student-developed analytics and case studies. This digital platform will serve as a virtual “home” for open-source free tools, instructional tools developed for future projects, and as a laboratory for implementing new algorithms and executing real-time collaborative work.

Action Learning Projects for Business Students

THE OHIO STATE UNIVERSITY

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

In summer 2009 and 2010, 57 MBA and UG students worked in integrated teams on global business innovation projects in Hong Kong and Dublin. Prior to beginning their projects, students take a series of courses covering innovation practices for top-line growth, global strategy and execution, global finance and

human resources and a project management boot camp. The program effectively enables students to take theories learned in the classroom and put them to work in a business environment made more challenging by the global financial crisis. This next generation internship program makes it possible for students to earn 12 MBA or UG credit hours and valuable work experience. The field projects benefit not only from the students' creative approach to problem solving, but also from the involvement and supervision of Fisher faculty and corporate leaders. 2009 program participants have accepted job offers with Booz Allen, Ernst & Young, The Limited, and Barclays.

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



‘Fixing’ Business Schools for Global Competitiveness

UNIVERSITY OF CONNECTICUT

Highly influenced by the Ford Foundation and Carnegie Council studies from the 1960s, MBA education has remained largely unchanged over the past fifty years, even while the practice of management has changed considerably during this same period. In response to the swiftly changing business landscape, scholars, business leaders, and others are raising numerous concerns about the quality, value, and relevance of MBA education. This growing criticism served as the motivation for the first-ever Global Roundtable for Advanced Management Education Reform (GRAMER), organized by the University of Connecticut’s Center for International Business Education and Research (CIBER) and held at UConn’s Stamford, CT campus. During this Roundtable, participants discussed strategies for restructuring MBA programs in ways that foreground the importance of global citizenship and sustainable business models that respond to social and environmental concerns.

Thirty-five deans and faculty from different parts of the world participated in the conference. They proposed that an integrated MBA educational experience should take into account three important drivers to position students forcefully

for 21st century leadership: (a) environmental shifts (e.g., emerging economic and political global trends); (b) professional skills for global contexts (e.g., writing and speaking effectively using emerging technologies, managing relationships in cross-cultural settings); and (c) sustainability concerns (e.g., worldwide poverty, global warming, and ethics).

With respect to curricular reform, participants shared a wide range of course offerings and programmatic innovations. Curricular recommendations generally fell into these streams: Seeking Insights into Business Functions, Gaining Global Perspectives, Developing Skills Desired by Employers, and Dealing with Present-Day Issues and Concerns. These streams attempt to respond to participants’ concerns for addressing important cultural, sociopolitical, and sustainability forces central to today’s global business environment.

The link to the GRAMER White Paper that resulted from this conference is available on the UConn CIBER website at: www.business.uconn.edu/cms/p1460

Key Regions / Critical Issues Lecture Series

UCLA

Throughout the academic year, UCLA CIBER sponsors a number of innovative lectures that highlight current topical trends and regions. This series, known as Key Regions/Critical Issues, brings renowned speakers to the UCLA campus to speak with our MBA students and faculty, as well as the greater UCLA faculty and student communities.

Most engagements are in partnership with other UCLA centers such as the African Studies Center, the Center for European and Eurasian Studies, or the Latin American Institute. Previous speakers include Dr. Debrework Zewdie, Director of the Global HIV/AIDS Program at the World Bank; Steve Levine, Wall Street journalist, and turn-around CEO Tom Epley.





International MBA Program

UNIVERSITY OF MEMPHIS

University of Memphis International MBA is the premier program developed and administered by the Memphis CIBER. Started in 1993, the program has been extremely successful, graduating over 270 students that have developed sophisticated business acumen, a global mindset, and an advanced understanding of language and culture.

In a testament to its success, IMBA alumnus and highly successful entrepreneur, Wei Chen, provided \$250,000 to enrich the student experience and expand the program. A model for other MBA programs at the University of Memphis and nationwide, the IMBA emphasizes experiential learning and immersion.

Designed for students entering the job market or wishing to expand their international career opportunities, the five-semester lock-step program features a rigorous and robust core curriculum with a mandatory two-semester international internship and study abroad component. Students hone their skills in the business practices, culture, and language of the host country.

Current language tracks include Spanish, French, German, and the less commonly taught Japanese and Chinese. Language and culture tracks with respective overseas destinations include the following options:



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

Master of International Business Program

UNIVERSITY OF SOUTH CAROLINA

As the world's economies continue to intertwine, corporations and international enterprises are developing an increasing demand for global managers who understand how organizations interact within socio-cultural and political environments. Business professionals who understand the role of government in international relations and global commerce will have a clear advantage within these environments. In response to this growing need, the Darla Moore School of Business has created the Master of International Business (MIB) program.

The MIB Program is a one-year graduate program offered by the University of South Carolina's Darla Moore School of Business in partnership with the College of Arts and Sciences (Political Science), and School of Law. The program provides an appreciation of the cultural, socio-political, and institutional settings within which global enterprises operate and develops a cross-disciplinary international mindset. The curriculum builds on the international business education received as an undergraduate and consists of 10 three-credit hour courses: 5 core courses, 2 international business electives, 2 international studies electives, and a foreign

policy course. Core courses include Sustaining the Global Enterprise; Nation States; Regional Networks and Global Markets; International Business Negotiations. Admitted students must have completed an undergraduate degree with an international business major or emphasis, foreign language proficiency demonstrated through coursework or ACTFL testing, international experience/exposure, and competitive GMAT score.



The Office of Career Management at the Moore School offers an intensive and cutting edge personal development curriculum called the Moore Professional Series. MIB students participate in a unique combination of classes and events created for the program that are focused on the development of professional career presence and strategic career search. Examples of career opportunities include multinational corporations (Eaton Corporation, Bank of America, ExxonMobil, Ingersoll Rand, Tyco), international organizations (World Bank, USAID, World Health Organization), and governmental agencies (State Dept., FBI, CIA, Treasury Dept.).

Global Business Learning Community

TEXAS A&M UNIVERSITY

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

GLC students are encouraged to begin planning in their freshman year to pursue one of the international business certificate programs (International Business, European Union Business, Latin American Business, and Asian Business Studies) and to study abroad to strengthen their international business, cultural, and foreign language competency. In the sophomore year, the GLC students can select to take a foundation global interdisciplinary course or an international business course. GLC students learn about the nature and scope of international business, how to communicate effectively with people from different cultures than their own, and attain understanding of the geopolitical forces that impact so dramatically on global business.

During their junior and senior years GLC students take international business and cultural courses relative to their major and serve as leaders in IBA and AGI. The GLC also provide a series of formal international business and cultural activities – noncredit seminars, guest speakers, and mentoring with international business executives. The principal GLC globalization activity is 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.





Global Social Entrepreneurship Competition

UNIVERSITY OF WASHINGTON

This competition invites students from across the nation and around the world to find innovative, commercially sustainable solutions to problems of poverty in the developing world such as clean water, limited access to technology and education, and disease. Launched in 2005, GSEC is unique in its access to a broad range of students and plans. As a result, the 160 entries for the 2010 competition included 36 countries. Previous competitors have represented such disciplines as business, engineering, health sciences, international studies, law, and public administration, and the plans have ranged from untested ideas to established start-ups.

Business plans are submitted in the fall, and the top teams are invited to compete in Seattle in late winter. Developing country teams receive travel scholarships. There is a strong focus on entrepreneurship education, and all selected teams are paired with business community mentors relevant to their business idea. Before the final competition, teams participate in events that provide presentation, networking, and business development skills, including a trade show, coaching round, and the chance to work with their mentors in person. In the competition, business plans are judged on impact on quality of life in developing countries, implementation feasibility, and financial sustainability. Winning teams are awarded monetary prizes.

Since 2007, we have partnered with the UW Department of Global Health to further interdisciplinary participation and leverage the strengths of our region. In the next 4 years, we will help take the most promising plans from GSEC and other social

entrepreneurship competitions around the US from idea to implementation. We will do this by hosting intensive Invention to Venture (I2V) Workshops focused on technology-based social enterprises for Bottom-of-the-Pyramid markets, with emphasis on global health initiatives. We will partner with the National Collegiate Inventors and Innovators Alliance (NCIIA) in delivering these unique new workshops based on their successful I2V model. We will also harness technology to encourage networking and interactions between students and practitioners around the world.

GSEC contributes to U.S. global competitiveness in the following ways:

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

MBA Global Business Project

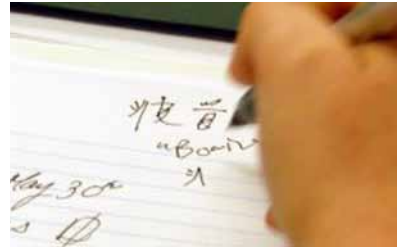
UNIVERSITY OF NORTH CAROLINA

Recognizing the importance of linking U.S. institutions of higher education with businesses to ultimately ensure the nation's economic interest, the UNC CIBER established and leads a consortium of thirteen CIBER institutions to offer a unique MBA course, the Global Business Project (GBP). U.S. companies participating in the GBP benefit from the program's highly motivated and diverse student teams who - under faculty guidance - carefully analyze the company's real international business issue and deliver strategic advice that is compelling and actionable. Business issues that student teams tackled in the past have included global supply chain issues, marketing research, market entry, and new product introductions. Since the program's inception in 2008, the GBP has provided its services to 32 companies operating or intending to operate in one of four target countries: Brazil, China, Japan, and Poland. The consortium is looking to expand to Russia and other countries of strategic economic importance to the U.S. The success of the program is reflected in participating companies' desire to continue to work with GBP students for the implementation of the recommendations and companies returning to the program with additional projects.



While increasing U.S. companies' global competitiveness, the GBP is, at the same time, a unique learning opportunity for MBAs and selected graduate students from other disciplines. Unlike other international consulting project courses, the GBP asks students to apply both cross-cultural awareness and foreign language skills, as well as functional knowledge, to produce actionable business solutions.

Since 2008, the GBP has offered 40-50 students each year the opportunity to increase their global business skills, cross-cultural competency, and language proficiency (especially in strategic languages) through faculty guided, hands-on business experiences in global markets. At the same time, students are introduced to the challenges of virtual teaming as diverse groups of students from the consortium schools and students from the GBP target countries collaborate virtually throughout the course. The program culminates with the teams working face-to-face in the target country with their clients to ultimately deliver a formal presentation of an action plan for the client to implement over a period of 12-18 months.

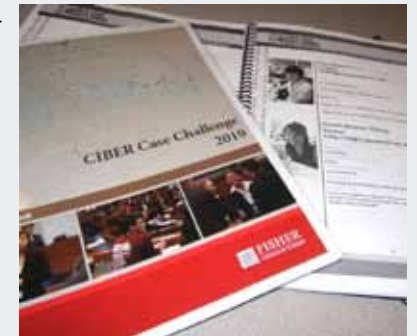


International CIBER Case Challenge

THE OHIO STATE UNIVERSITY

Held in the fall each year on the Fisher College of Business campus, the OSU CIBER Case Challenge brings together teams from around the world to compete in analyzing and presenting an international business case to a panel of expert judges. The case often addresses several geographic regions and multiple functional areas and is only revealed to the teams after the competition begins. Each participating school sends four of its brightest students, each of whom has been selected due to their strength in a specific functional area. Team members collaborate to solve complex issues related to doing business in an interconnected world.

The event is planned and coordinated by more than 50 Fisher undergraduates each year and has featured more than 120 executive judges since its inception. More than 28 top business schools from around the world have participated over the past six years. OSU CIBER staff have made innovative changes in the past two years to more fully engage students and to make the competition a truly international experience for each participant. Instead of having teams from each school compete against each other, we have moved to a new format to increase interaction among students from different universities. Our approach is to have students mixed up and assigned to teams randomly, with each team having at least one student from a business school outside the U.S. This enables students to experience different viewpoints and approaches to addressing business problems, increases their appreciation for multicultural and multiple language skills, and stresses the importance of flexibility and adaptability when working in an international business environment.



The Case Challenge has grown in both prestige and size over the past six years as it expanded from 12 to 16 teams. Highly respected international business schools often request an invitation and some have asked to join the 10 co-sponsoring CIBER institutions as permanent members.

International Fellowship Program

UNIVERSITY OF MARYLAND

The Smith School prepares students to be global leaders through experiences that develop international perspectives and give them the confidence to succeed anywhere in the world. During 2010, the Smith School provided fellowships to MBA students for International Internships:



Helena Wagner Porto Rocha

Pictured here with Ratan Tata
Pune & Mumbai, India Tata Quality Management Services - TATA Group

“My internship in India was incredible. The cultural and professional experiences I had were of great value... a perfect balance to what I learned in the classroom. I even had the opportunity to meet Mr. Ratan Tata, chairman of the company.”

- Helena Wagner Porto Rocha



Reneida Leon and Lina Montoya

Bangkok, Thailand / GMM Grammy,

“Going to Thailand made me realize how technology impacts a country’s ability to compete in international markets. We helped Thailand’s largest entertainment company move its digital media strategy to the next level. A big takeaway for me - in a world that’s becoming more and more globalized and competitive, staying still means staying behind.” - Reneida Leon

Eric Miller

Manila, Philippines USAID-sponsored microfinance program



“We provided training and technical assistance to rural banks in the Philippines. Helping them profitably provide micro-loans and other microfinance services to farmers, entrepreneurs and underserved households is truly impacting lives here.” - Eric Miller



Jennifer Yuen and Rodney T. Dalton

Upper Santa Cruz, Trinidad and Tobago Foliage Design – plant rental division

“We get a lot of classroom work on the topic of globalization and international business, but having the opportunity to get hands-on experience and apply what we’ve learned is really AMAZING. It’s intrinsically rewarding to say the least and definitely allows you to be more competitive and better prepared for corporate America.” – Rodney T. Dalton



Brandon Prichard

Freetown, Sierra Leone First Step Economic Opportunity Zone Inc.

“Through an agreement with the government of Sierra Leone, First Step will parcel, build on and lease a 50-acre site to corporations that process local raw materials or import inputs. Attracting foreign investment and helping grow local businesses that locate in the zone will create higher paying, more skilled jobs – among many other benefits. I applaud First Step and learned so much from spending time on the frontlines.” - Brandon Prichard

Leading | edge

K-12 EDUCATION
INITIATIVES

Support of Model United Nations and Model Senate Foreign Relations Committee

TEMPLE UNIVERSITY

Temple CIBER's outreach partner in K-12 education in the region, the World Affairs Council of Philadelphia, is a private, nonprofit, nonpartisan educational organization dedicated to informing and engaging people of all ages on matters of national and international significance. As one of the top public policy forums in the nation, the Council also offers a diverse series of more than 30 informative programs each year, enabling members access to some of the most influential people of our time.

The Council plays a pivotal role in education and has sponsored a nationally acclaimed world affairs education program that has become a staple part of the curriculum of major school districts in southern Pennsylvania, southern New Jersey, and northern Delaware, directly reaching 2,600 students annually for more than 50 years. More than 80 schools currently participate in the Council's education programming and they have collectively reached more than one million students since their inception in 1949.

Temple CIBER sponsors and hosts the Council's annual Model United Nations and Model Senate Foreign Relations Committee programs in the state-of-the-

art facilities at the Fox School's Alter Hall. These programs introduce a diverse group of students at the intermediate and high school age to global studies, international affairs and foreign and public policy issues. These programs also enhance the humanities and social studies curricula in area schools and encourage young people to think critically and thoughtfully about their local and global communities. Students are required to deeply immerse themselves in a globalized world, simulating the roles of diplomats and US senators, respectively.

Dana Devon, Vice President of Education and Public Programs at the World Affairs Council, stated, "The Council is very grateful for the opportunity to introduce hundreds of K-12 students to Temple CIBER and the Fox School of Business. This venue has significantly impacted the caliber of the Council's educational programming. The heart of these conferences centers on dialogue and negotiation of resolutions and this process was greatly enhanced by our collaboration and the advanced technology that the students had access to throughout the entire day."





Academic WorldQuest 2010

Programs for High School Students and Teachers

UNIVERSITY OF PITTSBURGH

Academic WorldQuest

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

High School Marketing Competition

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

Additional K-12 Activities

The Pittsburgh CIBER co-sponsored Pitt Model United Nations in November 2008 and 2009. The annual Pitt Model UN conference, now in its 12th year, gives area high school students the opportunity to assume the role of diplomats as they participate in mock sessions of the UN and other international organizations. The Pitt Model UN program includes workshops conducted at local high schools upon teachers' requests to help their students prepare for the simulation; in 2008, a workshop for teachers on advising Model UN teams was held at Pitt as well. In addition, a teachers' workshop on a topic related to the UN is held on campus the day of the simulation. The Pittsburgh CIBER also co-sponsors International Connections, an annual program for area minority high school students to discover academic and career opportunities to be had by studying foreign languages and international studies. Local minority leaders in business, education, and Pitt students hold panel and group discussions with student participants about opportunities available at Pitt and their educational and career goals.

Partnership with East Side Memorial Global Tech High School

UNIVERSITY OF TEXAS-AUSTIN

The UT-Austin CIBER has an active partnership with East Side Memorial Global Tech High School, a predominantly Hispanic high school in an underserved community in Austin. We provide curricular support, presentations on applying business theory to practice, and mentoring services for the high school students.

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

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

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

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



Eastside students visiting McCombs demonstrate their winning project

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

Gregory Weber, Eastside Memorial international business teacher



Global Green Business Week for Young Leaders

UCLA

UCLA Anderson School of Management's Center for International Business Education and Research's (CIBER) Global Green Business Week for Young Leaders is a one-week summer institute for talented rising high school seniors addressing the fundamentals and current trends of greening and management from the triple bottom line of people, profit, and planet.



Applicants are the best and brightest, and students come from around the globe representing the USA, Italy, France, England, United Arab Emirates, Peru, and Malaysia, just to name a few. Selection to the program is highly competitive and limited to 50 students. Previous attendees have started green initiatives in their schools, created small companies while in high school, and developed non-profit ventures across the globe, all before turning eighteen.

Students are introduced to the question, what is meant by sustainability, and what are its core concepts? UCLA professors, researchers, doctoral students, MBA students, and practicing executives give insight on the biological, societal, and economic factors that drive and define green business. Faculties come from management, the UCLA Institute of the Environment, economics, urban planning, and public policy. Panel executives have included representatives of Red Bull, Opportunity Green, Planet Green, X Prize, and Causecast.

Learning activities are varied, ranging from lectures, case studies, experiential exercises, and corporate panel discussions. Each facet of the program is designed to challenge students to use innovation and critical reasoning to think about business in the 21st century. As our world changes and our ways of conducting business change, young leaders must be able to think creatively about these complex and dynamic issues



The EU: Addressing Global Issues (High School Teachers)

TEXAS A&M UNIVERSITY

In partnership with other colleges, professional schools, and units on campus, the Texas A&M University (TAMU) CIBER offers on an annual basis a one-day teachers workshop that focuses on the evolution and role of the European Union (EU) in the global geopolitical environment. The objective of the program is to enhance the knowledge of high school teachers in Texas and surrounding five states on the important economic, political, scientific and social role played by the EU as the world moves from a U.S.-centered uni-polar world to one based on multi-polar global economy with the EU, Brazil, China, India, and Russia playing important roles.

Using the European Union Center of Excellence and the Office of International Outreach at Texas A&M University as the epicenter for organizing this activity, TAMU CIBER collaborated with the colleges of Agriculture and Life Sciences, Education and Human Development, Geosciences, Liberal Arts, and Veterinary Medicine and Biomedical Sciences to come up with a comprehensive set of topics wherein the EU plays an important global role. TAMU's EU Center of Excellence is one of ten such centers in the U.S. that receives funding from the European Commission to promote a better understanding of the European Union, and the policies and issues that influence the Transatlantic relationship.

Some 50 high school teachers are selected each year to attend this program and the speakers are faculty experts drawn from the collaborating TAMU colleges on campus. Topics presented include: The Evolution of the European Union, the "euro" and how the euro is Benefiting the EU; Constitutional Crisis of the EU, EU Enlargement and Immigration Policy; Food Industry Market Issues and Trends: Domestic and International Dimensions; Using the de Bono Six Hats Method to Facilitate Effective Discussion in the Classroom; Threat of Transatlantic and Global Pandemics; and Energy Resources and Climate Control.



Knowledge@Wharton High School

UNIVERSITY OF PENNSYLVANIA

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

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

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

“Wharton is excited to deliver this dynamic new site to high school students around the world—the first of its kind from a business school,” says Georgette Chapman Phillips, vice dean of the Wharton Undergraduate Division. “We hope to encourage business literacy in the next generation as well as spark the interest of students who otherwise might not consider the ways in which business is at the core of solving the world’s problems. KWHS can also be a classroom and learning resource for teachers and other educators at the high school level.”

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

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Knowledge@Wharton High School

Introducing KWHS

- Introducing KWHS
- KWHS Essay Contest
- Sponsorship Opportunities
- Pre-Register

Knowledge@Wharton High School is an interactive site for high school students interested in finding out more about the world of business. It's a subject that touches your lives in many ways – from the malls you shop and the plastics you recycle to the entrepreneurs, sports managers, fashion designers, stock brokers, artists and other leaders that you might become. At KWHS, you will find features

For more information, visit <http://kwhs.wharton.upenn.edu/>

Leading | edge

INTERNATIONAL BUSINESS
RESEARCH & CONFERENCES



Professor Arie Lewin discusses ORN survey results

Offshoring Research Network Research Project

DUKE UNIVERSITY

Starting in the Fall of 2004 The Duke University CIBER initiated the international Offshoring Research Network (ORN) research project. This is a multiyear survey that tracks adoption of offshoring implementations over time by launch year, adoption of offshoring strategies, at corporate & function level. It includes 1,445 companies that do, do not, or are considering and over 4800 discrete offshoring events. It covers all industries (e.g. financial services) all functions, (e.g. IT) all locations (e.g. Latin America), and all delivery models (e.g. captive, hybrid). It is complemented by annual ORN Service Provider Survey (600+), focused surveys and debriefing workshops, in-depth analyses, reports, case studies and academic publications. ORN is one of the two Duke CIBER signature programs.

Sponsors include: The Conference Board (since 2007–), PricewaterhouseCoopers (2008–), Booz Allen Hamilton (2006), Archstone Consulting LLP (2004, 2005). Affiliates include: The Information Technology Association of America, Globalization Services Magazine, International Association of Outsourcing Professionals, nine CIBERs, Council for Entrepreneurial and the Development, Enterprise Software Roundtable.

Among the many significant findings of the ORN project is that globalization of innovation work is directly related to American competitiveness and long-term economic viability. Contrary to conventional wisdom labor arbitrage was not the key driver. The primary driver for offshoring and outsourcing innovation was the need to access qualified science and engineering talent anywhere in the world (See Lewin et al “Why Are Companies Offshoring Innovation? The Emerging Global Race For Talent,” *Journal of International Business Studies*, 40 (2009), p901–925. And Manning et al “A Dynamic Perspective on Next-Generation Offshoring: The Global Sourcing of Science and Engineering Talent,” *Academy of Management Perspectives*, 22 (2008), p35–54).

During the next grant cycle, ORN will launch a major initiative to track and understand how and why American companies, from small entrepreneurial firms to major corporations, offshore and/or outsource innovation work. Findings will be discussed at the annual International Research Conference on Offshoring organized and hosted by Duke CIBER and cosponsored by nine CIBER partners, as well as at specially-convened, industry-specific workshops. Examples of specific themes to be investigated include strategic drivers for offshoring-outsourcing innovation; factors explaining decline in US citizens selecting careers in science and engineering; risks of lock in effects and the growing trend for large innovation projects to be segmented and distributed to research/engineering groups located across the world. A key basis for discussions will be continuing findings from the ORN annual longitudinal surveys of companies and providers companies and in depth case studies.

The InterCultural Edge Project

DUKE UNIVERSITY

The InterCultural Edge (ICE) project is one of two long term signature projects of the Duke CIBER which have achieved new levels of national significance and purpose. ICE is an ongoing research project and instrument for assessing and training cross-cultural communication effectiveness. It was launched in 2004 by the Duke CIBER in collaboration with CIBERs at Georgia Tech, Purdue, UNC at Chapel Hill, South Carolina, University of Pennsylvania, and Washington. By 2009 the ICE assessment instrument has become a social psychological validated and tested instrument for measuring an individual's cross cultural communication profile. The Duke CIBER recruited and oversaw the lead research team of Professor Wendy Adair (Waterloo University), Nancy Buchan (South Carolina), and Xiaoping Chen (Washington). Richard Lewis, of Richard Lewis Communications and author of "When Cultures Collide" is a lead partner.

The ICE instrument assesses an individual's cross cultural communication profile on the basis of three communication styles (Direct, Expressive and Indirect) and four social interaction styles (Communication Style, Relationship Context, Time Context, and Space Context). The ICE instrument consists of a total of 71 survey items. The validated ICE instrument was first integrated into the revised Fuqua Cross Continent MBA (CCMBA) program with the 2009 entering class. The role of the CIBER was to integrate ICE into the new Culture, Civilization and Leadership (CCL) course which is one of two CCMBA back bone course which are foundational for the Fuqua School globalization strategy to graduate globally competent students. Specifically the CIBER worked with the CCL to create cross cultural experiential disconnects (for their ICE profile) in each of the five offshore residencies (Dubai, China, India, Russia and Europe). Following the successful CCMBA application ICE was rolled out to the 463 new day time MBA students and subsequently to the WEMBA students and they revised GEMBA program. In all of these programs the application of ICE supports specific experiential exercises designed to simulate cultural disconnects that serve the basis for individual introspection and formal analysis of the courses of the disconnects. At the request of the students another ICE assessment takes place at the end of the program and 18 months after graduation.

During the final year of the current grant the Duke CIBER is offering sponsoring CIBERs certification and training workshops to facilitate their application of ICE in their programs. The application of ICE requires that faculty and trainers be

Communication and Social Interaction Style: Three Culture Types			
	Reserved	Direct	Expressive
Communication Style	Indirect Holistic Listener oriented	Direct Linear Speaker oriented	Moderately direct Holistic Listener oriented
Relationship Context	High relationship context Moderate work/non-work relation overlap Self and other face maintenance	Low relationship context Work/non-work relations distinct Self face maintenance	High relationship context High work/non-work relation overlap Self and other face maintenance
Time Context	Fluid time Flexible schedules and deadlines	Highly fixed time Fixed schedules and deadlines	Fluid time Flexible schedules and deadlines
Space Context	Distant, clear communication space Reserved Subtle body language	Distant, filled communication space Moderately expressive Moderate body language	Close, filled communication space Emotional Highly Expressive body language

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trained and certified by Duke CIBER on the social psychological theoretical foundations of the assessment, its application and debriefing as well as the design of experiential disconnects and guiding of students in the interpretation of their individual ICE profiles. Ultimately Duke CIBER plans to roll out an online national ICE certification program.

Beginning with the new grant cycle Duke CIBER will make ICE training and certification to any university or company for use in internal corporate training programs. Duke CIBER has plans in place to make ICE assessments to any users similar to the business model underlying the Myers Briggs instrument including all necessary debriefing materials for individual feedback summaries, trainer (instructor) debriefing charts etc. In addition the Duke CIBER will establish an ICE community of practice user group for sharing best practices.

During the new grant cycle the Duke CIBER will continue to develop other aspects of the ICE instrument such as country tests (in collaboration with World Bank), the application of ICE in International Business research as well as support the translation to several languages (e.g. Chinese, Spanish, Arabic and Japanese) and initiate data collection in China, Japan and Spain. Within Fuqua Dean Blair Sheppard has indicated that ICE and CCL training be made available to Fuqua global staff and through the Duke Engage programs to high schools in Durham and ultimately to any high school in the US.



Pictured above: Staff and affiliated faculty of George Washington and Temple CIBERs. Pictured from left to right are Gloria Angel, Kim Cahill, Temple CIBER; Hildy Teegen and Prabir Bagchi, GW CIBER; Arvind Phatak and Mike Kotabe, Temple CIBER.

IB Research Forum and *Journal of International Management*

TEMPLE UNIVERSITY

The *Journal of International Management* (JIM) was inaugurated in 1995 and has been edited by Dr. Masaaki 'Mike' Kotabe, professor of IB and Marketing, since 2002, with Kim Cahill, IGMS/CIBER Director, serving in the Managing Editor role since 2003. JIM is housed at the Institute of Global Management Studies (IGMS) and Temple CIBER, the Fox School of Business, Temple University. Devoted to advancing an understanding of issues in the management of global enterprises, global management theory, and practice, JIM also provides theoretical and managerial implications useful for the further development of research. It is designed to serve an audience of academic researchers and educators, as well as business professionals. JIM was selected by Thomson Reuters for inclusion in the Social Science Citation Index™ (SSCI) as of January 2007.

The Fox School of Business has a history of excellence in international business research and publications and was ranked 4th in the world in IB faculty research productivity by the *Asia Pacific Journal of Management*. The annual International Business Research Forum, highlighting a special international business research theme reflective of the challenges of the day, has been managed and supported by IGMS/CIBER for over a decade. Invited researchers from around the world

converge on Temple's main campus every spring to share and critique research on a timely topic within the annual theme. Selected research papers are published in a Special Issue of JIM on the conference topic every year. Conference details may be found on our website: <http://fox.temple.edu/conferences/ibrf/>

Temple CIBER has partnered with more than thirty CIBER institutions and their research scholars on this initiative over the last ten years. Past topics included:

- International Sourcing
- Institutional Changes and Organizational Transformations in Developing Economies
- Global Security Risks and International Competitiveness
- Information Technology, IB Theory and Strategy Development

Published papers from the conference may be downloaded from our publisher, Elsevier, and are available in full text through www.sciencedirect.com electronic reference databases, and are abstracted on EBSCO.

Interdisciplinary Research Projects

UNIVERSITY OF HAWAI'I

University of Hawai'i (UH) CIBER sponsored nine interdisciplinary research projects in the 2008-2009 academic year, continuing on two prior years of successful projects, some of which are nearing the publication phase. Each project must have a business school faculty collaborate with non-business school faculty, thereby integrating knowledge from different disciplines.

An interdisciplinary research committee comprised of faculty from representative disciplines evaluate and select promising proposals, with funding ranging from \$3,000 to \$7,000. Primary evaluation criteria include the project's interdisciplinary nature, international scope, impact, feasibility with the given budget, and potential for publication and follow-on research. The interdisciplinary awards aim to advance the competitiveness of U.S. businesses in global markets, improve international business education and international professional education, and promote integrated curricula.



Shidler College of Business Faculty	University of Hawai'i Collaborating Faculty	Interdisciplinary Research Project
Dr. Mooweon Rhee, Management	Dr. Alex Golub, Anthropology	A Mixed-Method Study of Business Inner-Circles in Papua New Guinea
Dr. Ying Liu, Information Technology Management; Dr. Wei (Victor) Huang, Finance	Dr. Hui He, Economics	Information Technology Investment, Organizational Change and Business Performance: Evidence from Chinese Manufacturing Firms
Dr. Mooweon Rhee, Management	Dr. Seio Nakajima, Sociology	The Chinese Film Industry in the Reform Era: Global and Local Co-Productions as Social Structuration During Market Transition, 1979-2008
Dr. Stephen Vargo, Marketing	Dr. Sun-Young Park, Travel Industry Management	Cultural Impact on Value Co-Creation and Determination: An Investigation of Asian Tourist Markets
Dr. James Richardson, Management	Bill Richardson, Esq., Law; Charles Chen, JD Student	Venture Capital Risk in Transitional Economies: Evidence from China
Dr. Kiyohiko Ito, Management	Dr. Christine Yano, Anthropology	The Japanese Business of Cute: Sanrio (Hello Kitty) and "Pink Globalization"
Dr. Xin Zhao, Marketing	Dr. Xiaqiong (Kate) Zhou, Political Science	Avatar and Consumer Identity Construction in Online Gaming Communities

Capacity-Building Research & Training Projects

UNIVERSITY OF PENNSYLVANIA

Penn Lauder CIBER seeks to leverage the international research capability of The Wharton School and the School of Arts & Sciences at the University of Pennsylvania to undertake research and training activities on topics that can improve the competitiveness of U.S. business. On the research front, we seek to generate new knowledge about foreign-market opportunities and how to pursue them. On the training front, we aim to build capacity for international business, helping U.S. companies—especially small ones—develop new skills and knowledge about international markets.

To this end, Penn Lauder CIBER is launching several research projects on key topics of current interest and importance. We anticipate that, collectively, these projects will create a new body of knowledge, which we are calling the Global Knowledge Lab (GKL). The projects are unique along a number of dimensions:

- They seek to identify global best practices and strategies to deal with challenges faced by the U.S. economy.
- They are led by faculty members from various disciplines, including architecture, economics, engineering, history, management, and political science.
- They involve both graduate and undergraduate students, helping them acquire research skills and develop career options.
- They engage companies and other stakeholders at the local, regional, and national levels.

The current projects fall under three categories: green technologies and energy, national financial security, and the competitiveness of local and regional companies.

We are pursuing initially three projects in green technologies and energy:

- The commercial feasibility of green products, including automobile electric engines, bioplastics, ethanol, and environmentally friendly tourism, searching for best practices in the U.S., Europe, Latin America, and Asia.
- Best practices in the energy-efficient design of buildings and the possibilities for U.S. exports of expertise in this area to the Middle East, China, and Latin America.
- Carbon trading schemes as a way to limit and manage global warming, examining best practices in Europe and their applicability to the U.S.

In the area of national financial security, we are pursuing two projects:

- An examination of the economic, political, and legal aspects of sovereign wealth funds, especially in Latin America, Asia, and the Middle East.

- An examination of the political aspects of special tax regimes and how multinational firms structure their operation to take advantage of them, focusing on tax havens in the Middle East (UAE), China (Macau), and Japan (Okinawa).

In the area of global small business development, Penn Lauder CIBER is collaborating with Wharton's Small Business Development Center to help Philadelphia-area companies enter foreign markets. Our projects have an initial focus on the biotech and pharmaceutical industries but will not be limited to these.

Workshop on Corporate Environmental Sustainability

UNIVERSITY OF KANSAS



KU CIBER organized the workshop Corporate Environmental Sustainability across the Globe. It examined the efforts of businesses to reduce their impact on the environment, focusing on non-traditional, innovative environmental management methods, especially pollution prevention and methods to avoid the creation of pollution, while still examining standard end-of-pipe treatment methods. Co-sponsors were University of Michigan CIBER and Erb Institute for Global Sustainable Enterprise, along with University of Kansas' Institute for Policy & Social Research, Environmental Studies Program, Center for Sustainability, and the Title VI Center for Russian, East European, & Eurasian Studies.

Seven presenters from academic institutions, research think tanks, policy making institutions and government agencies were invited to participate. They discussed research on environmental compliance issues in Canada, Czech Republic, Japan, and Mexico, as well as the diffusion of environmental standards and business practice globally. The workshop focused exclusively on state-of-the-art research on corporate environmental management, with a strong emphasis on empirical studies. Consistent with this focus, the workshop participants met privately on the second day of the conference to discuss their papers with an eye to revising their presentations and disseminating the results of their research as a book or as a symposium within a relevant academic journal.



Sustainable Environmental Stewardship Conference

UNIVERSITY OF CONNECTICUT

In recent years, the concept of climate change has received growing recognition. It is no more a reserve of scientists and political activists, but it has become a mainstream discussion. It is recognized that climate change is a global problem that requires global approach to resolve it. In the world of global business, climate change has evolved from being a fringe issue to a strategic concern that requires high level deliberations and decision-making. More and more MNEs have come to accept that the issue of climate change goes beyond the focus on a firm's brand and its social responsibility. While climate change could pose enormous problems for some MNEs, it also offers huge potential for innovation leading to new products and services. Firms that recognize the challenge early, and respond imaginatively and constructively will create opportunities for themselves and thereby prosper.

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

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

Leadership for a Better World Conference

UNIVERSITY OF MARYLAND



The Center for Social Value Creation joined the Center for International Business Education and Research (CIBER) in hosting a one-day forum, "Leadership for a Better World: Creating Social Value through Innovation," at the Ronald Reagan Building in Washington, D.C. The forum featured a series of high-profile thought leaders on the role of business in society and fostering social change through models of innovation. More than 250 academics, business leaders, nonprofit executives and policy makers attended and joined in the discussion.

Keynote speakers included:

- Seth Goldman, President & TeaEO, Honest Tea
- Shannon Hebert, Vice President of Integrated Marketing, National Geographic Global Media
- Rosabeth Moss Kanter, Author, SuperCorp: How Vanguard Companies Create Innovation, Profits, Growth and Social Good, Ernest L. Arbuckle Professorship at Harvard Business School
- Richard Kiy, President & CEO, International Community Foundation
- Paul Light, Author, The Search for Social Entrepreneurship, Paulette Goddard Professor of Public Service at NYU's Robert F. Wagner Graduate School of Public Service
- Thomas Schelling, Distinguished University Professor, Emeritus (Department of Economics and School of Public Policy), University of Maryland, and Nobel laureate
- Charles Stuart, President, Stuart Television Productions, Producer and Filmmaker of The New Heroes on PBS
- Alan Webber, Founder, Fast Company magazine, Author, Rules of Thumb: 52 Truths for Winning at Business Without Losing Yourself

"The important thing is that the developing world is extremely vulnerable to climate change. And the best hope for their defense against climate change is going to be their own development."

Thomas Schelling

Multinational Enterprises & Sustainable Development International Conference

GEORGIA INSTITUTE OF TECHNOLOGY

In November, 2009 the second Multinational Enterprises and Sustainable Development International Conference (MESD 2009) was held. This conference is co-organized by the ICN Business School, Nancy, France, the CEREFIGE (Centre Européen de Recherche en Economie Financière et Gestion des Entreprises - a multi-university European business research consortium), Nancy-Metz, France and the Center for International Business Education and Research at the Georgia Institute of Technology, Atlanta, USA. The choice of Nancy as a partner location is also driven by the presence of Georgia Tech's European Campus in Nancy.

Strategic choices for technology and innovation have become key success factors in implementing sustainable development policies. The MESD Conference focuses on the issue of Strategies for Sustainable Technologies and Innovations. This event, an excellent opportunity to discuss and address questions at the core of sustainable strategic management, is designed for management scholars, economists, lawyers, sociologists and those in relevant engineering fields. We encourage participants to consider and share potential answers to questions such as why, when and how innovative and strategic technological choices will be made and deployed. We also compare worldwide corporate policies and best practices. We support a rigorous and focused exchange of ideas.

From this, we publish selected papers and presentations in a proceedings book and in special issues of international business journals to enrich a growing body of policy and management literature.

Empirical Investigations in International Trade Conference

PURDUE UNIVERSITY

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

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



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

Summer Doctoral Institute

GEORGE WASHINGTON UNIVERSITY

The Summer Doctoral Institute provides leading doctoral students from across the U.S. an opportunity to conduct research on our Center's theme of Institutions, the State and Development, in collaboration with aligned GW faculty experts. Both doctoral and faculty participants are recruited from a wide range of fields, such as business, economics, political science, public administration, international relations, and sociology.

The students live together for two months in GW housing on our downtown Washington, D.C. campus to promote interaction and the development of a scholarly community. The student participants also:

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

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

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



SDI participants and
GW CIBER Staff

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

Osman Antwi-Boateng, 2008 SDI Participant

Supporting Cutting-Edge Research

UNIVERSITY OF CONNECTICUT

The UConn CIBER pursues its research mission in two ways. First, it provides grants to faculty for cutting edge research. Second, it organizes state-of-the-art, by-invitation-only research conferences. The focus of both the endeavors is to enhance U.S. competitiveness in global markets.



In terms of grants to faculty, we have supported work on Global Supply Chain Management, Bottom of the Pyramid Market, and other important topics in international business. Each year, we offer the faculty who have received CIBER grant funding to present their work at a poster session. This provides an opportunity for all faculty to engage in a conversation about the important research areas that have been funded.

For the state-of-the-art research conferences, UConn CIBER chooses an emerging issue and invites the leaders in the field to present at a conference held at the University of Connecticut.

In order to disseminate the knowledge from these conferences, the papers that each presenter is required to write are published in a book. Past conference topics include The Global Challenge of Intellectual Property Rights, attended by scholars from all over the world and from such known organizations as WTO and OECD.

Creating an International Accounting Research Network

SAN DIEGO STATE UNIVERSITY

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



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

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

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

2009 Asia-Pacific Homeland Security Summit & Exposition

UNIVERSITY OF HAWAI'I

The 7th Annual Asia-Pacific Homeland Security Summit was held on November 9-10, 2009 in Honolulu, Hawai'i. The University of Hawai'i (UH) CIBER co-sponsored the event along with other CIBERs. The total number of attendees for the meeting was 343 of which 238 were from the government sector, 53 represented the industry, 34 were from academia, and 18 were from non-governmental organizations.

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

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

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

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



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

2008 Global Security Conference

UNIVERSITY OF MARYLAND

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

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

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

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

APEC Business Advisory Council Research Project

UNIVERSITY OF SOUTHERN CALIFORNIA

The Asia-Pacific Economic Cooperation (APEC) is a confederation of 21 Pacific Rim economies that encourages economic cooperation and promotes free trade among its members. It is made up of 63 chief executive officers - three from each of the 21 Pacific Rim economies. The APEC Business Advisory Council, or ABAC, studies issues of economic importance and provides a business perspective on them. ABAC seeks to promote trade, investment, and technology cooperation among APEC members.

Since 2003, the USC Marshall School of Business has been the only business school worldwide whose MBA students have conducted research for ABAC. Each year, outstanding Marshall MBA students are selected to conduct a research project on specific issues requested by the APEC economies. The selected students extend their international experiential study-trip (PRIME) as a fact-finding mission to meet and interview business/government leaders for their research. The work associated with this project is conducted in addition to each team member's GSBA 580 PRIME project and coursework. In November, the ABAC Marshall MBA team travels to the ABAC CEO Meeting and present their findings. Their research is included in the annual prioritized advice report that ABAC gives to the 21 APEC Heads of State.

Year	APEC Summit	Project
2003	Bangkok, Thailand	Connecting BizAPEC and E-IAP to the Business Community
2004	Santiago, Chile	Developing the E-Commerce Environment
2005	Seoul, South Korea	Barriers to Global Trade Through Marine Ports
2006	Hanoi, Vietnam	The Proliferation of Free Trade Agreements in the Asia-Pacific Region: A Business Perspective
2007	Sydney, Australia	Rules of Origin Regimes and Impact on Business in the APEC Region
2008	Lima, Peru	Behind the Border: Non-Tariff Barriers to Trade in the APEC Region
2009	Singapore	Labor Mobility



Leading | edge

FACULTY DEVELOPMENT
ACTIVITIES

Faculty Development on “Strategies for Teaching International Negotiation”

DUKE UNIVERSITY

Duke CIBER launched the first annual FDIB on “Strategies for Teaching International Negotiation” in 1998. The program spanned three grant cycles with the support of CIBER sponsors.

The workshop was designed for faculty who teach or plan to teach courses on international negotiation or who would like to add an international negotiation component to a course. The workshop alternates between a more traditional format in which participants are introduced to frameworks for teaching international negotiation, and a more interactive format in which participants use role playing simulations every other year. Duke CIBER offered an optional one-day pre-workshop for faculty who want to learn the basic frameworks for teaching negotiations before undertaking the more advanced FDIB program with its focus on teaching strategies and research. Additionally, Duke CIBER provided scholarships for faculty from minority or under-funded schools to attend the workshop.

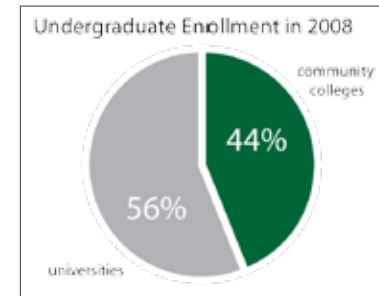
From 1998 to 2006, Duke CIBER led the FDIB on “Strategies for International Negotiation.” Subsequently and with the support of Duke CIBER, the workshop has been transferred to the George Washington CIBER during the current grant cycle from 2006–10. Under the George Washington CIBER’s leadership, the workshop was offered every other year that reinforced key concepts and methods for teaching international negotiation including negotiation paradigms, techniques, and materials. It was also opened to advanced doctoral students who were involved in the teaching of international negotiation. Duke CIBER supported the workshop, with the finale workshop held on June 2–6, 2009 at the George Washington University’s campus.

The workshop has been an important component of the Duke Fuqua School of Business’s long-term focus on internationalization. In summary, the FDIB on “Strategies for Teaching International Negotiation” was a successful program designed to meet the needs of faculty and doctoral students who were looking to develop and expand their skills, methods, and resources in the teaching of international negotiation. It provided valuable tools and techniques that participants could take back and implement in the classrooms immediately.

International Business Institute for Community College Faculty

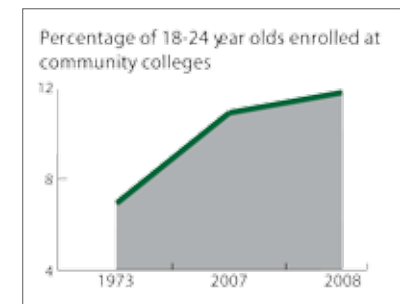
MICHIGAN STATE UNIVERSITY

The future of US global competitiveness is based on the quality of today’s higher education graduates from across the country. Adding international components to business education, especially community colleges, is an important part of globalizing tomorrow’s workforce. Nationally, 12 million students each year attend community colleges, and more than half of total incoming freshman attend community colleges. To address these students’ needs, MSU-CIBER, in conjunction with 12 CIBERs, offers the biennial International Business Institute for Community College Faculty on the MSU campus. The institute brings together faculty from across the nation to learn about international business, exchange ideas and get resources to create new programs and improve existing international education programs at community colleges. In 2009, 42 community college faculty spent four days swapping ideas and planning new programs with other faculty members.



Adding internationally focused courses to community college curricula can broaden the perspectives of students and help them prepare to be a part of the global workforce. The Institute provides a unique opportunity for community college faculty to interact with their counterparts at MSU both one-on-one and in lecture settings to learn about the current international business research covering a wide variety of topics. The program also includes time for community college faculty to share their experiences with each other and to find solutions to common problems.

Since the Institute’s launch in 1995, 408 community college faculty members have attended the conference. These participants have launched or improved 816 international business courses and created certificate programs and other specializations to reach almost 25,000 students across 42 states and Puerto Rico. The program has been so successful that the Advanced International Business Institute was created in 2008 to provide a more in-depth look at international issues and business education. Participants leave the conference with notebooks and digital information to develop or improve classes at their respective colleges. They also leave with a new network of people to share information and work together to improve international business education across the country.



Faculty Development on “Succeeding in Emerging & Developing Markets”

GEORGE WASHINGTON UNIVERSITY

The majority of traditional Western business curricula are founded on theory and research generated in developed countries, where political, economic, legal, and social institutions generally are formalized, well-developed, and stable.

But multinational corporations increasingly are setting their sights on developing and emerging countries for future growth potential, where the institutional context is quite different. In these markets, international institutions play a prominent role, and local institutions are often informal, weakly formalized, in transition, or sometimes nonexistent.

This 5-day faculty development workshop is designed to equip international business educators with an in-depth understanding of how institutions shape the strategies that firms employ and the actions that managers take in developing and emerging countries. It explores how weak institutions create particular challenges, such as corruption, political risk, regulatory obstacles, social divisions, and civil strife – and the ways firms and managers can cope with these issues.

The workshop also examines how non-governmental organizations (NGOs), social entrepreneurs, diaspora communities, and multilateral organizations are working to strengthen institutions in these markets and how these new institutional forms affect firms and managers.

Participants learn about the institutional realities practitioners and policymakers are currently facing in these countries and the latest scholarly research findings in this area. Workshop speakers include representatives from key institutions, such as the World Bank, International Finance Corporation, the US Agency for International Development; firms and NGOs operating in developing countries; and International Business academics conducting cutting-edge research on the topic.

Workshop attendees acquire hands-on experience with and receive a package of various teaching materials including articles, cases, videos, syllabi, in-class exercises, Internet exercises, and PowerPoint slides.



Dr. Liesl Riddle, Workshop Leader

Faculty Development in International Business: China

UNIVERSITY OF COLORADO

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

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

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

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

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



Participants in the 2010 Faculty Development Program-China

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

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

Faculty Development in International Business: Turkey

UNIVERSITY OF KANSAS

Support for business and non-business faculty to attend programs that will increase their knowledge of international business and thus expand their research and teaching portfolios has been a linchpin of the CIBER programs for many years. FDIB programs have proven to provide immediate, positive results for faculty as well as long-term impact on their institutions.

The KU CIBER FDIB Turkey, organized and directed by University of Kansas Professor Daniel Spencer, was one such program with a very timely and topical theme. Located at the meeting of east and west, of Christianity and Islam, Turkey, is a secular but predominately Muslim nation that offered an ideal situation for faculty to learn something about Islam and business in a diverse emerging market. Noting its strategic importance and entrepreneurial spirit, Spencer worked with Dr. Örsan Öрге, assistant professor of business at Bilkent University in Ankara, to design a program that would highlight the country's vibrant economy and build on ties to industries in Kansas.

The 12-day program starting in Ankara and ending in Istanbul attracted faculty from 11 different institutions of higher learning including 4 HBCUs and one Tribal college. The program began at Bilkent where participants learned about the current state of the Turkish economy, foreign trade, the relationship to the EU, and other relevant regional issues affecting, and perhaps being driven by, Turkey. The group continued on to Istanbul, visiting many firms across Turkey including both multinationals in Turkey and domestic, mostly family-owned, firms. Faculty

participants were able to learn about the issues of doing business in Turkey through their discussions with managers, owners and workers at the several different sites.



Of the 14 faculty who participated in the FDIB, all agreed or agreed strongly that they had learned new and useful information about Turkey, were better prepared to pursue new research in international business, and well-equipped to provide new content for their curriculum. They derived enormous benefit from the lectures that offered context to their visits, and were impressed that so many members of top management were involved in the company visits, offering first-hand observations about the culture, business and economic environment in Turkey.

Faculty Development in International Business: European Economies in Transition

UNIVERSITY OF PITTSBURGH

Since 2003, the University of Pittsburgh CIBER has offered its annual FDIB to European Economies in Transition. The three-country, 12-day program varies in countries annually, and has visited Bulgaria, Croatia, the Czech Republic, Poland, Russia, Turkey, and Ukraine. These countries are relatively new or aspiring members of the European Union (EU) or have economies that are strongly related to the EU. In May 2010, the FDIB focused on the Czech Republic (EU member since 2004), Croatia (incoming member), and Turkey (in negotiations to join).

Company visits and lectures provided by Dr. Robert Donnorumbo and local experts stressed the relationship of these countries to the EU, the potential for U.S. business involvement, and the political economy of the region. Dr. Donnorumbo is a historian and immediate past Associate Director of Pitt's Center for Russian and East European Studies who has led numerous faculty and student group trips to the region.



Faculty Development in International Business: Vietnam

UNIVERSITY OF WISCONSIN

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

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

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

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

Leading | edge

BUSINESS OUTREACH
ACTIVITIES



“The Mercosur program was carefully planned and highly organized, which enabled the focus to be on education and interaction. Equally as important to the country and cultural education was the relationships forged with other U.S. faculty and administrators. Further, in meeting faculty and business people from a variety of countries, we had a much more personal experience than a standard tourist would have in Brazil, Argentina and Chile.”

Mindy Kraft, University of Florida

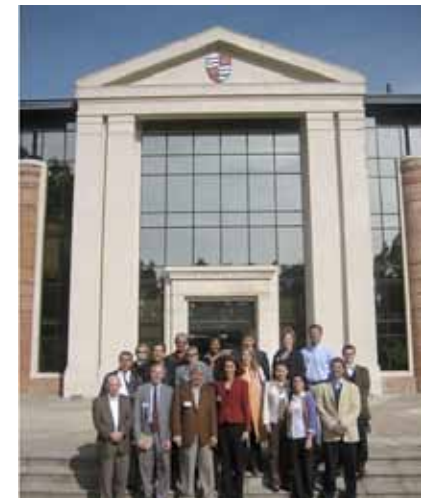
PDIB Mercosur Program

FLORIDA INTERNATIONAL UNIVERSITY

The PDIB - Mercosur program is offered by the Mercosur CIBER Consortium which forms a powerful network focused on improving American competitiveness by providing comprehensive services and research to assist US businesses, colleges and universities to succeed in global markets.

The main objective of the PDIB Mercosur program is to raise US business professional and faculty awareness of the social, political, economic, and business environments that exist in South America. Topics include national economic reforms and adjustments, the opening of markets to the global economy, regional integration as a basis for global competition, the impact of these domestic changes on commerce with the US, and both regional and country specific business practices. The program in Argentina, Brazil and Chile will include meetings with business faculty from leading academic institutions, business executives from multinational companies, and government officials.

Professional and faculty members that had the opportunity to participate in the 2010 Mercosur Program visited companies such as Southern Cross, EMS Sigma Pharma, Disney Latin America, and Google during their trip. In addition to the business visits, participants were exposed to the culture and traditions of each of the companies with visits to salsa lessons, horseback riding through the mountainside and trekking excursions.



PDIB India Program

FLORIDA INTERNATIONAL UNIVERSITY

India's colossal economy is intrinsically dynamic and innovative. In today's globalized and interdependent economy, innovation is recongoized as an essential engine for growth and India is seen as a top global player. Despite the global slowdown, and although growth has slowed from last year, the economy is still expanding faster than most other countries.

This program is designed for professionals and faculty interested in pursuing their interests in the Indian business environment. Participants will experience first hand how multinationals and leading Indian companies are riding the global economic wave, while simultaneously reshaping the Indian business environment. Our 2009 program took place in Mumbai and Chennai, two of the most advanced and business forward cities in India. In Mumbai, participants visited top multinational companies such as Glaxo-SmithKline Limited, Siemens, RPG Group, and US Foreign Commercial Service. In Chennai, participants visited companies such as TATA Consultancy Services, BMW, and took part in lectures at Park Global School of Business Excellence.

Participants in our 2011 program will experience a change in venue as the program will take them back to Mumbai and Bangalore, where they will have

"I just wanted to express my 'happiness' about this program. The Academic Director, Professor Sumit Kundu, is fabulous. He was great in everything he did. The companies we visited were all top notch companies in India. All the participants were very highly collegial. I hope I will get an opportunity to participate in these programs again, in the future.

Pandu R. Tadikamalla, University of Pittsburg

the opportunity to visit companies such as UPS, Essar Group, Caterpillar, Wipro, Mphasis, and IIMB-Bangalore. Mumbai is the commercial and industrial centre of India with a magnificent harbor. In Bangalore, known as the Garden City and Silicon Valley of India, participants will have the opportunity to visit key multinational IT companies.

During their visit in India, participants will also enjoy the Indian culture by visiting Mahalaxmi Temple, the Towers of Silence, and the Mani Bhavan with a visit to Dabbawallas at the church gate.



World Trade Association of Utah

BRIGHAM YOUNG UNIVERSITY

The World Trade Association of Utah (WTA) is an organization comprised of individuals from business, government, and academic sectors sharing a common interest in promoting and expanding international business opportunities. As a founder of the local WTA, the BYU CIBER has been a strong WTA supporter for the past decade. BYU CIBER participates on the Board of Directors, provide staff support for secretarial and treasurer responsibilities, and assist in finding speakers for WTA luncheons and events which are targeted to the local business community. In 2009, the WTA hosted the following monthly luncheons and periodic seminars with expert speakers addressing various aspects of international business and trade.

Friday, 23 January 2009 | SLCC's Women's India Trust Initiative

Randy N. Schouten spoke on the Salt Lake Community College's Women's India Trust Initiative (WIT). WIT provides training to underprivileged women in Mumbai to develop skills and earn a regular income, changing their lives and the lives of their families. Schouten has served a president/CEO of two Midwest banks and as executive vice president of a bank holding company. Schouten is currently division chair of the Miller Business Resource Center at SLCC.

Thursday, 26 February 2009 | The New Global Economy

James E. Glassman, managing director and senior economist with J.P. Morgan Chase & Co, works closely with the firm's chief investment officer, commercial banking, investment banking, and government relations groups. He publishes independent research on the principal forces shaping the economy and financial markets. He spoke on the New Global Economy after the 2008 financial crisis changed the marketplace.

Thursday, 26 March 2009 | Utah's Resources for International Trade

Representatives from each of the following organizations discussed what their organizations do and how they can help Utah businesses: The Kennedy Center at Brigham Young University, Executive Certificate of Global Business Management, Governor's Office of Economic Development/International Trade and Diplomacy Office, Salt Lake Chamber of Commerce, Utah U.S. Export Assistance Center, University of Utah International Programs, and The World Trade Center Utah.

Thursday, 23 April 2009 | Translating your Brand for Global Markets

Christopher Liechty, vice president of communications for Bank of American Fork, spoke on transforming your brand for global markets. He has helped organizations such as American Express, Time Warner, Berlitz, Symantec, and The World Trade Center's Association for a number of years, supporting projects in more than 30 languages in more than 200 countries. Liechty teaches marketing in the MBA program at Westminster College.

Tuesday-Thursday, 21-24 July 2009 | Outdoor Retailer Summer Market

The WTA co-sponsored the largest international trade show in Utah with more than 12,000 exhibitors, and 6,000 buyers, nearly 900 of whom were from outside the United States.

The event provided a unique opportunity for individuals to reach out to exhibitors and international buyers.

Thursday, 17 September 2009 | IM Flash Technologies Tour

The WTA facilitated a company visit to IM Flash Technologies. IM Flash Technologies is a joint venture of Micron Technology and Intel, formed to manufacture NAND flash memory for use in consumer electronics, removable storage, and handheld communication devices.

Thursday, 29 October 2009 | The Nutritional Supplement Industry

The WTA hosted a panel discussion on "The Nutritional Supplement Industry in Utah." The panel was moderated by Tamara Goetz who is the state science advisor and manages the Life Science cluster initiative. She gave insight into how her office is working with the dietary supplements and natural products industry to facilitate partnerships.

Tuesday, 10 November 2009 | Chinese Vocational Education Leaders

The WTA teamed up with the American Association of Community Colleges and Salt Lake Community College to host a delegation of five presidents from Chinese vocational and technical institutions to learn about the model of a comprehensive community college as part of higher education in the United States. The delegation met with SLCC's international business, education, and economic development partners to understand how these groups support community colleges within the Utah System of Higher Education.

Thursday, 10 December 2009 | Black Diamond Equipment Ltd. Tour

Peter Metcalf, CEO/president & co-founder of Black Diamond Equipment, and Mark Ritchie, vice president of operations of Black Diamond Equipment hosted the WTA at their facility for a tour and presentation. Black Diamond Equipment Ltd. was founded by Metcalf in 1989 and moved to Utah in 1991. Black Diamond is recognized as the global leader in the design, manufacture, and distribution of innovative equipment for climbers, mountaineers, peak baggers, and free-ride skiers.

Understanding Business Opportunities in Africa

UNIVERSITY OF FLORIDA

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

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

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

Delivery of similar conferences is scheduled for other major metropolitan areas of the state.



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

Asia/Pacific Business Outlook

UNIVERSITY OF SOUTHERN CALIFORNIA

The 2009 Asia Pacific Business Outlook Conference, produced by the USC CIBER and sponsored by the USC Marshall School of Business and the U.S. Commerce Department, drew 300 entrepreneurs, experts and U.S. officials to the University Park campus to discuss opportunities in an overseas market predicted to grow despite the U.S. recession. The annual gathering, held for the past 22 years, is regarded as a premier forum for small-and medium-sized business seeking to export products to Asia. The participation of U.S. senior commercial officers who travel to USC from a dozen embassies in Asia and India enhances the yearly event, giving entrepreneurs direct access to U.S. officials to start and expand export operations.

For many businessmen, the event was more than just a conference chock-full of seminars, workshops and one-on-one meetings with the U.S. commercial officers or experts. Some came for the behind-the-scenes opportunities to network with experts and officials to glean tidbits of valuable information about Asian business opportunities.

Keynote speaker James Flanigan, a business columnist for the New York Times, told attendees over lunch that Southern California will weather the economic downturn and see a better future because of its vast network of research universities stretching from Santa Barbara to San Diego – including USC. Their research will yield discoveries that will revive the economy, he said. “It’s a tremendous hotbed,” Flanigan said. “The future of American industry is definitely in the universities because they can do the research and the public companies cannot,” under studies requiring more than three years of work, he said.

Marshall School of Business Dean James Ellis told speakers and sponsors at the private APBO Cast Dinner that the conference was designed for all “to share thoughts and ideas about what’s happening in the Pacific Rim.” Adding: “This is a very, very meaningful event to us at USC.” USC CIBER director

Richard Drobnick summarized the value proposition of the conference with: “For 22 years, USC Marshall has provided excellent value to APBO participants by recruiting 50 Asia business experts to provide up-to-date information about the rapidly changing business opportunities and challenges in the dynamic economies of the Pacific Rim.”

If you're doing business in the Asia/Pacific region,
this is the one conference you can't afford to miss.

2009
ASIA/PACIFIC BUSINESS OUTLOOK

April 6-7 • Los Angeles



APBO features networking luncheons

Michigan Export Growth Program

MICHIGAN STATE UNIVERSITY

Fostering relationships between universities and local businesses is an essential way to bolster the innovation cycle and promote global competitiveness. Partnerships in the private sector create opportunities to share knowledge on both sides. Dealing with local businesses is a direct way to teach them about current best-practices in international business and to learn what kinds of questions and challenges they face to direct future research.

As a way to improve the Michigan economy and foster business relationships, MSU-CIBER launched a new pro bono exporting consultation program in 2009. The Michigan Export Growth Program provides companies with free consulting to encourage local businesses to export their products. Many Mid-Michigan business owners hesitate to begin exporting because of complicated regulations, local competitors, logistics issues and cultural complexities. To address these complexities, the program pairs teams of business students, faculty members and advisors with small- to medium-sized businesses in the greater Lansing area. These teams research issues that a company will face when going abroad and deliver reports to answer their questions. To start the process, all businesses need to do is fill out an online questionnaire.

Through this program, local businesses are able to get their questions answered without having to worry about a large capital investment. This first step could pave the way to new markets for goods produced in the United States. The Michigan Export Growth Program also offers a unique opportunity for business students and MBA students to work with the faculty and staff at Michigan State to get real-world experience in finding solutions to international business challenges. Teams have already started working with local food producers, telecommunications providers, manufacturers, health and biotechnology companies and even the local international airport.

The Michigan Export Growth Program was started with a seed grant from the Ford College Community Challenge, which funds projects that meet community needs, create student leaders while building sustainable communities and fostering community partnerships. Exporting is a challenging but essential part of the economic recovery of Michigan. Pro bono consulting through the MEGP is one way that MSU-CIBER is directly involved in enhancing the competitiveness of local businesses.

Improving Translation Support for International Business

UNIVERSITY OF ILLINOIS

Translation and localization is critical for success in international business. Driven by globalization, the \$9.4 billion translation industry is expanding at over 7% a year. Marketing materials, product manuals, websites and company policies must be translated into the languages of the countries in which a firm operates. Competitive intelligence requires timely access to media and technical publications in many languages. Modern translation, particularly in the corporate setting, involves much more than linguistic expertise. It requires understanding of machine learning, lexicon development, technical & commercial writing and the content of the target field.

To enhance the availability of high quality translation services to U.S. firms, Illinois CIBER will collaborate closely with the UI's Center for Translation Studies (CTS) to create a diverse curriculum that will prepare students to work in a variety of professional settings. CIBER/CTS collaboration will provide translators with practical business consulting experience and future managers with training and experience in working with translators and translations.





South East European Film Festival Business Conference

UCLA

Held in May 2010, the business conference was organized by the South East European Film Festival Los Angeles and sponsored by UCLA CIBER, UCLA Center for European and Eurasian Studies, UCLA Center for Managing Enterprises in Media, Entertainment & Sports (MEMES).



With money for independent filmmaking becoming even more scarce and with many U.S. studios closing down their in-house specialty divisions and reducing the number of films they release, it is important (in fact it is essential) that independent filmmakers look the world over to find new sources of funding, new ways to stretch that funding, new platforms to showcase their final products, and new media solutions to finding the audience for their films.

The half day seminar included discussions on:

1. How to access and structure financing for domestic, and international productions
2. Perspective on studio productions, independent films, and location filming
3. Using local governmental incentives, banks and currencies
4. What to expect when producing overseas including the use of local crews, stages, post-production facilities and locations, and the legal and business practices involved
5. How to find distribution, pique interest and “get the word out” to both specialized as well as general audiences, and utilizing new media in the marketing mix.

Speakers included Richard Soames, Mace Neufeld, Ron Yerxa, and Jonathan Handel.

Wisconsin Entrepreneurial Bootcamp & Biotech Sector Support

UNIVERSITY OF WISCONSIN

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

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

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

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

Recently, the Wisconsin CIBER partnered with BioForward, the UW-Madison Small Business Development Center, and TomoTherapy Incorporated (a publicly traded medical device company headquartered in Wisconsin) to deliver management training seminars intended to enhance Wisconsin biotechnology managers' ability to take advantage of global business opportunities. CIBER and



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

its partners identified seminar topics such as communication strategies, project management essentials, and basics of financial management. In cooperation with faculty from the UW-Madison Initiative for Studies in Transformational Entrepreneurship (INSITE), CIBER will also develop seminars on international biotechnology regulatory trends, intellectual property laws, emerging business opportunities, and entrepreneurial ventures.

Global Enterprise Institute

UNIVERSITY OF COLORADO

The Global Enterprise Institute (GLEI), designed to increase mid-market and entrepreneurial firms' participation in international business, is an exciting partnership between the University of Colorado Denver CIBER and KPMG Denver, the Denver office of the international accounting firm KPMG LLP.

GLEI provides a quarterly forum where business executives from over 100 Colorado companies learn from thought leaders about key issues and trends in international business, share best practices dealing with opportunities and risks of international expansion, and network with regional counterparts in numerous industries to learn from each other's successes and challenges. Focus groups facilitate discussions relevant to select businesses.

GLEI sessions are summarized in the University of Colorado Denver CIBER's Global Forum Reports and distributed to businesses and business schools across the nation as well as included on the University of Colorado Denver CIBER website (www.ucdenver.edu/CIBER).

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

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

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



Pictured above: CIBER personnel Manuel Serapio (University of Colorado Denver) and Anil Gupta (Temple University) lead a GLEI session on Getting India and China Right

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

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

NASBITE International Certified Global Business Professional Credential

TEXAS A&M UNIVERSITY

The Texas A&M University CIBER has collaborated with NASBITE International for several years, with the support of CIBERs at Brigham Young, Colorado, Duke, Florida International, Illinois, Memphis, Michigan State, Ohio State, San Diego State, South Carolina, Temple, Texas, Washington and Wisconsin to develop a national credential to recognize the unique knowledge and skills required by global business professionals.

Strong support for this initiative has also been received from federal, state and local trade assistance organizations, private corporations and academic institutions. Many educational institutions across the U.S. are using the credential to guide what they teach in their international business courses and training programs.



The credential provides a benchmark for competency in global commerce. The NASBITE CGBP™ designation demonstrates an individual's knowledge, skills and ability to conduct global business. For those experienced in international trade, the certification confirms that knowledge and for those just beginning, it establishes a professional development goal to insure a full understanding of the profession. For companies and government international organizations, it assures that employees are able to practice global business at the professional level required in today's competitive environment.

The NASBITE CGBP™ certifies that a candidate is competent in these areas:

Top Level Domains

- Global Business Management
- Global Marketing
- Supply Chain Management
- Trade Finance

Threads (Topics across all four Domains)

- Documentation
- Legal and Regulatory Compliance
- Intercultural Awareness
- Technology
- Resources

To receive the NASBITE CGBP™ designation a candidate must pass the examination and have completed either two-years of college-level study or have worked in global commerce for two years.

Over 700 professionals have earned the NASBITE CGBP™ credential. For more information visit the NASBITE CGBP™ website (www.nasbitecgbp.org) or the Texas A&M CIBER website (cibs.tamu.edu).

Leading | edge

EVALUATION &
TECHNOLOGICAL
INNOVATIONS

globalEDGE

MICHIGAN STATE UNIVERSITY

Improving global competitiveness requires creating and sharing knowledge that can help businesses become globally competitive. Wedding research and education is the key to making sure the people who need accurate information can find it and apply it to their global business operations.

Technological advances have made it possible to reach millions of business people, public policy makers, scholars and students in ways that even ten years ago would not have been possible. MSU-CIBER has a long history of providing relevant research online through globalEDGE (globalEDGE.msu.edu), a leading global business information website. Today, globalEDGE receives more than six million hits per month. These visitors are gaining business knowledge that will make them more competitive.

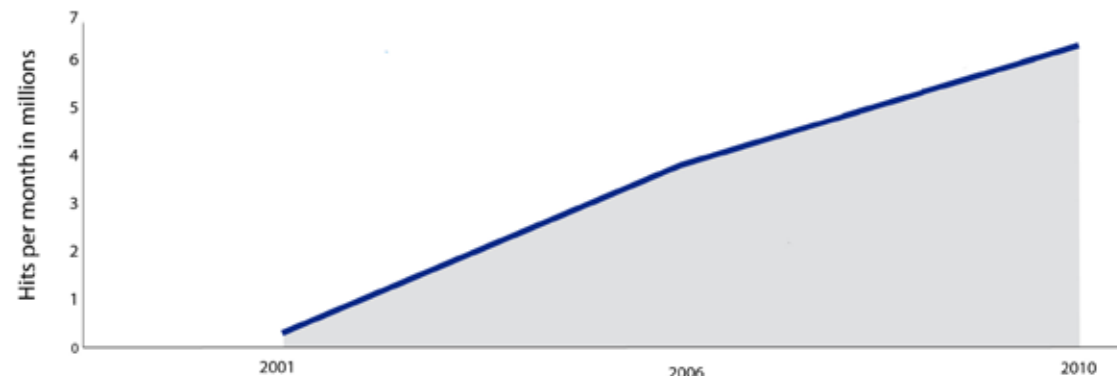
The grandfather of globalEDGE, called the International Business Resources on the WWW, was launched in 1994. Finding resources in the early era of the Internet was difficult; searching by keywords was often a painful and frustrating experience since the technology of search engines was not that advanced. To help people find the information they needed, MSU-CIBER launched the site to provide a human intelligence-based and expert-driven categorization of international business resources.

At MSU-CIBER, teams sort through thousands of sites and only keep the best research and sort it into meaningful categories. The

combination of rigorous people-based evaluation of each site and highly targeted descriptions set globalEDGE apart from simply using a search engine.

globalEDGE boasts information on more than 200 countries and 5,000 online resources. Compiled information on each country includes key statistics, history, economy, government, links to country specific resources, stock markets and recent news. In addition, the Academy section consists of interactive course modules, video depositories, textbook publishers, job postings, grant opportunities, conferences, journals, academy publishers and much more--providing academicians with valuable resources to internationalize their research and teaching.

Since the beginning, globalEDGE has been a place to find original research, teaching tools and exporting advice. Collaboration with researchers, government organizations, law firms and industry leaders has helped provide and interpret research for key audiences and new technologies like multimedia make new research digestible and useful. One recent example is 17 multimedia modules developed from the 2008 edition of A Basic Guide to Exporting, published by the U.S. Commercial Service. These modules represent chapters of the book as narrated slideshows so people can find the answers they need in a format of their choice. Through a partnership with the U.S. Commercial Service, MSU-CIBER is able to help make U.S. businesses more competitive.



2007
The globalEDGE logo is redesigned to represent global connectivity



2001
International Business Resources on the WWW becomes globalEDGE

1991
The world wide web is invented at CERN



1994
International Business Resources on the WWW is launched at MSU

1997
Google launches their new search engine



Integrated Technology for National Forum on Trade Policy

INDIANA UNIVERSITY

The three co-hosting CIBERs for the 2009 National Forum on Trade Policy joined forces with North America Works Conference. This event, held annually in Kansas City, has proven successful with increasing attendance each year and a continual strengthening of partnerships across the US, Canada, and Mexico. Determining that NFTP and North America Works (NAW) shared parallel visions, the co-hosting CIBERs identified an opportunity to enhance the synergistic potential of such collaboration. While the NAW focus has been primarily on trade and transportation issues across a north-south axis, the parameters were expanded to be more comprehensive geographically. This year's combined event, held at the Kauffman Foundation, attracted over 200 attendees.

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

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

Highlights of NFTP 2009:

- Partnership with the Mid-America Regional Council (MARC), City of Kansas City, North America's SuperCorridor Coalition, and the Kauffman Foundation
- Conference Focus: Enhancing North America's Competitiveness in a Changing World
- Speakers included David Sanger (The New York Times) and Stephen Blank (Senior Fellow at CIGI)

Evaluation of FDIB Programs

UNIVERSITY OF PITTSBURGH

Working with its external evaluator, the Pittsburgh CIBER developed pre, post and post-post surveys to help evaluate outcomes from its FDIB in European Countries in Transition. Before each trip participants are asked to write essays about the primary objectives in participating in this program and their plans to incorporate the FDIB experience in their teaching and research. They also must complete a short survey which asks about learning objectives, expectations, and past experience related to international study and the specific countries to be visited.

At the end of the trip, participants are surveyed not only on lectures, logistics and other matters that might improve the trip, but also on expected outcomes. They are asked whether their learning and personal objectives were met, what else they gained from the trip, and what they plan to do with what they have learned on the trip and its impact on their career. They are also asked about how knowledgeable they believe they now are about the countries visited. In 2008, the Pittsburgh CIBER surveyed all participants of its FDIBs from 2003 to 2007 with an electronic questionnaire that focused on outcomes. Participants were asked to look back to consider the impact of the FDIB on their teaching, research, and other activities. One result of this survey was the conclusion that the highest responses are likely to be from those who participated within the last two years. As a result we will be surveying 2008 and 2009 participants this summer.

The Pittsburgh CIBER is part of the CIBER Consortium on Evaluation. Although this Consortium has focused primarily on evaluation of study abroad for business students, it also has begun to look at best practices for FDIB. The Pittsburgh CIBER director reviewed the evaluation surveys of several other FDIBs and made some preliminary recommendations regarding surveys and desirable outcomes.

Methods of Evaluating FDIBs

Pre-trip Surveys: Survey participants before the program to learn about participant interests, expectations, and knowledge. It would be useful to connect the related before and after responses.

Post-trip Surveys: The most common type of evaluation of the FDIB is at the end of the program. These usually include a lot of questions about satisfaction with

aspects of the program so that the organizers can make changes to improve the next program. However, these can also include some questions on outcomes.

Post-Post Trip Surveys: Survey participants about two years after their participation to determine the extent to which desired outcomes were achieved.

Desirable outcomes for an FDIB Study Tour:

Teaching

- Added material to an existing course as a result of the FDIB.
- Offered a new course as a result of the FDIB.
- Presented material in another instructor's class or made a presentation to a student group.
- Used a new pedagogical method as a result of the FDIB.

Research

- Wrote or writing a paper for a refereed journal related to the FDIB subject matter.
- Wrote a chapter in a book related to the FDIB subject matter.
- Wrote an article for newspaper or practitioner's journal related to the FDIB subject matter.
- Wrote a case study or exercise based on material from the FDIB.
- Wrote or are writing a working paper related to the FDIB subject matter.
- Gave a presentation at a conference related to the FDIB subject matter.
- Gave a talk to students on a topic related to the FDIB subject matter.
- Made contact with a potential or actual co-author as a result of FDIB trip.
- Have begun a research stream related to the subject(s) of the FDIB.

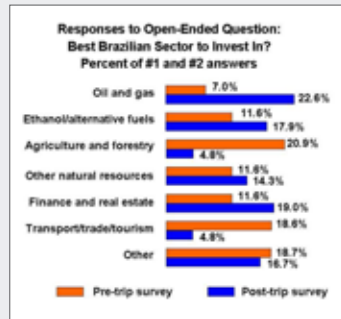
Other

- Led or organized a study abroad trip related to the FDIB
- As a result of this FDIB program, decided to participate in another program.
- Have applied for a Fulbright or found other way to teach or conduct research in one of the countries.
- Encouraged colleagues or students about visiting/learning about subject of FDIB.

Measures of Perception Changes from Short-term Study Abroad

UNIVERSITY OF FLORIDA

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

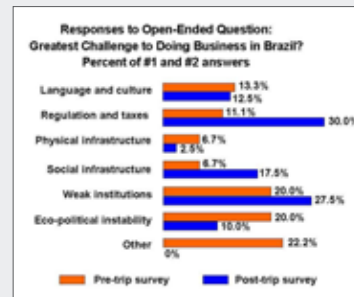


Early student evaluations of University of Florida (UF) STSA programs sometimes offered useful advice on logistics and frequently verified that students had a “good time” and, from their perspective, a “valuable experience.” However, they did not address a very basic question: Did those students learn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

It is often relatively straightforward to design pre/post tests that allow quantification of learning when the latter takes the form of

knowledge acquisition. However, absorbing factual information about the region visited cannot be the learning goal of an STSA; facts can be learned from on-campus research. Nor can skill acquisition be the goal (gaining expertise in conducting business in the country); the length of visit is too short. Primary learning is in the form of changes in student perceptions of the country.

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



International Business Measurement Repository

SAN DIEGO STATE UNIVERSITY

The International Business Measurement Repository, created by SDSU CIBER, provides a one-stop on-line database (www.sdsu.edu/ciber) for international business concepts and measurements. Over the years, personal computers and sophisticated statistical software have significantly improved the proliferation of research. One deficiency, however, remains the consistent usage of valid and reliable measurements of international business constructs used in research (e.g., born global, cultural distance, and psychological acculturation).

The objective is to establish a highly respected catalogue of international business measurements. As part of the project, top journals in international business have



been scanned for concepts and measurement instruments. Included in the repository are any relevant index, original measures and links to articles. This tool is integrated and flexible and will now allow researchers to perform a basic or an advanced search to see the measure, its operationalization, and any psychometric quality.

The repository will support the efforts of the entire international business research community. It will operate as an open source to assemble and disseminate international business measurements (instrument and psychometric quality). As such, in the Input section, visitors are asked to enter a measure or concept which they have designed or found useful. These entries will be screened, verified and published in the database. The Forum section will give researchers the opportunity to discuss measures and concepts and share their experience with using the measure. This forum will prove beneficial in designing measures and seeking international collaboration.

The database will assemble international business measurements and organize them into functional areas. Established measures that have appropriate psychometric quality, been published in reputable journals, and been widely cited will be differentiated. Along with the actual measurement, psychometric and citation data will be provided. The International Business Measurement Repository will be continuously updated, maintained and made available to researchers and educators as the leading source of international business measurements.

Collaborations on Program Evaluation

UNIVERSITY OF MICHIGAN

The Michigan CIBE has taken a leading role in a working group established for the purpose of designing and implementing outcome-based program evaluations. The members of the working group are the CIBERs at Duke, Hawaii, Michigan, Pittsburgh, Texas, Texas A&M, Washington, and Wisconsin. The group focused on the development of outcome-based learning indicators and assessment tools for education abroad programs, which include student exchanges, short-term study abroad, internships, consulting projects, and study tours.

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

One important goal of the working group is to distribute its best practices to other institutions. The accomplishments of the working group have been presented at three national conferences, including the Association on International Education Administrators. During the new grant period, the working group will continue to assist other institutions in the development of learning indicators and assessment tools. An additional task of the group in the new grant period will be to perform longitudinal surveys of its alumni in an attempt to determine the impact of educational abroad on career choice and managerial effectiveness.

Computer Assisted Screening Tool

SAN DIEGO STATE UNIVERSITY



With continued support from SDSU CIBER, the Language Acquisition Resource Center (LARC) at SDSU has successfully spearheaded, developed and launched an on-line computer program to assist with assessing foreign language proficiency. This assessment tool can be used to measure proficiency in several languages, including less commonly taught languages. This program consists of on-line exams that are efficient

offshoots of the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interviews and the Computerized ACTFL-based Screening Tool. The “Computer Assisted Screening Tool” (CAST) was developed jointly with the American Council on Teaching of Foreign Languages, Brigham Young University, the Center for Applied Linguistics, the Defense Language Institute (DLI), and San Diego State University.

CAST is designed to assess business language skills and can be used to tailor and evaluate the effectiveness of language programs. CAST is extremely convenient and easily accessible. It can function on any computer platform, using any browser, by any test taker at anytime, anywhere. It is a “semi-direct” assessment, which means oral prompts elicit oral responses from the test taker. This screening tool is considered a “low stakes advisory assessment” that will give test takers a strong idea of how they would perform in a high stakes oral proficiency interview. CAST can be used by a wide variety of audiences. It is especially beneficial for K-12 pre-service and in-service teachers, employers and candidates for employment. It can also benefit students preparing to study abroad or entering academic programs which require advanced language skills. CAST is already used by universities and institutions to analyze the efficacy of their language programs. The first CAST examinations integrated the advanced level of the ACTFL Oral Proficiency Scale as this level represents the minimum proficiency threshold. Currently, CAST tests advanced level speaking proficiency in six languages, including Spanish, French, Japanese, Filipino, Arabic (Modern Standard), and English as a Second Language. Production is currently underway for CAST to include diagnostic tools for other critical languages including Mandarin, Persian, and the Egyptian and Iraqi dialects of Arabic.

The Computer Assisted Screening Tool can:

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

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

Leading | edge

BROAD-REACHING
PROGRAMMATIC
INNOVATIONS

Islamic Asia Initiative

UNIVERSITY OF HAWAI'I

More than 60% of the world's 1.57 billion Muslims reside in Asia, with the greatest concentration in Indonesia. The past decade has seen tremendous growth in Islam-related industries. Halal food represents a rapidly growing multi-billion dollar industry, to both Muslims and non-Muslims, including the health conscious and alternative Kosher markets. The Shariah finance sector is nearing one trillion dollars. Given the importance of international trade to the US economy and diplomatic relationships via trade, there is a critical need for international business education focusing on issues related to Islamic business.

Building on the success of the Doing Business in Islamic Asia Conference in Kuala Lumpur, attended by over 200 industry executives and academicians throughout the Asia Pacific region, UH CIBER organized the Islamic Asia Initiative, an interdisciplinary initiative designed to help promote the understanding of the Muslim world. UH CIBER kicked off the initiative with an Interdisciplinary Symposium on Muslim Asia. Twenty-eight scholars presented papers at the symposium on a wide variety of topics. A follow up meeting focused on topics of common interest to promote interdisciplinary research collaboration. UH CIBER Asian Field Studies program took EMBA students in 2006 and MACC and BBA students in 2009 to Kuala Lumpur, to learn firsthand the unique aspects of doing business in Islamic Asia, including site visits to an Islamic bank, a global Halal foods manufacturer, and the U.S. Commercial Service. Outreach activities with the US Department of Commerce Hawaii Export Assistance Center, Foreign Trade Zone, Hawaii Pacific Export Council, and Small Business Development Center, continually look for networking opportunities involving Islamic businesses.

The initiative has grown and prospered via the Muslim Societies in Asia program, supported by the State of Hawai'i Legislature, School of Pacific and Asian Studies, and UH CIBER, leveraging the largest concentration of expertise in the Asia-Pacific region of any university in the Western world. The program's goal is to be a resource center for academics and the general public seeking information on Muslim societies in Asia. A public "Muslim Societies in



Asia" social network site has been established by the UH Center for Southeast Asian Studies (CSEAS) on Facebook, which has become the global hub for conferences, lectures, calls for papers, collaborative research, and discussions related to Muslims in Asia. Levering the network site, UH CIBER will conduct research on Islamic banking and coordinate with the CSEAS on quarterly symposiums. UH CIBER will continue the study and research of business in Islamic Asia through its Outreach activities, Asian Field Studies (Kuala Lumpur in summer 2010) and Southeast Asian FDIB programs, with planned visits to Kuala Lumpur and Jakarta.



Africa Initiative

UNIVERSITY OF SOUTH CAROLINA

University of South Carolina CIBER's 2006-2010 Africa Initiative included three types of activities:

Faculty Development in International Business-Africa

- 2007 – Kenya & South Africa
- 2008 – Botswana, South Africa, Zambia & Zimbabwe
- 2009 – Botswana, South Africa, Zambia & Zimbabwe
- 2010 – Kenya, South Africa & Tanzania

Africa Research Program:

- \$15,000/year during 4-year grant cycle

Seminar Programs

- Public Programs with invited recognized scholars
- FDIB program with African business workshop

Regional Courses

- Graduate (IMBA, PMBA, EIMBA)
- Undergraduate (International Business Major)
- Short-Term Study Abroad Program – Kenya, Mozambique, South Africa, Swaziland, Tanzania, and Tunisia



Pacific Cities Sustainability Initiative

UNIVERSITY OF SOUTHERN CALIFORNIA

The Pacific Cities Sustainability Initiative (PCSI) will produce an annual series of sustainability workshops and conferences, as well as support student and faculty research on Pacific Rim cities sustainability issues and develop a Sustainability Awards Recognition program for Pacific Rim cities. The goal of PCSI is to help stimulate major Pacific Rim cities to transform their current carbon-intensive architecture to a more sustainable footprint. PCSI aims to stimulate behavioral change among municipal decision makers, consumers, and business by fostering on-going dialogue and sharing best practices on urban sustainability.

PCSI was launched in 2009 as a joint collaboration of the Asia Society Centers of Northern and Southern California, the CIBERs at the University of Southern California and the University of California Los Angeles, and the Association of Pacific Rim Universities' World Institute.

By 2011, it is anticipated that the Asia Society Centers in Hong Kong, Shanghai, Manila, and Melbourne will become partners in this initiative. As an objective clearinghouse on urban sustainability, PCSI will support municipal projects, public-private partnerships, and outreach initiatives.

The majority of the world's development over the next 50 years will occur in Pacific Rim cities, which represent both the problem and the solution to many environmental concerns such as clean water, energy efficiency, air pollution, and security. Balancing urban growth and resource conservation requires community leaders to cooperate in developing solutions and implementing actions.

PCSI activities will bring together policymakers, business leaders, investors, architects, urban planners, academics and NGO leaders to identify workable solutions to the interrelated themes of: Water, Transportation, Clean Energy, Green Building and Green Infrastructure. PCSI will become a regionally-focused forum for stimulating the sustainability of Pacific Rim cities.

On January 14, 2010, the Northern California Asia Society Center hosted the first public forum, "The Water Crisis in California and Asia," which was followed by a PCSI Planning Meeting on January 15. The second PCSI Planning Meeting was held in May in Los Angeles to finalize the Initiative's 2010 to 2011 calendar, as well as to develop the agenda for the 2010 sustainability public forum and PCSI Leaders' Workshop.



Rocky Mountain CIBER

UNIVERSITY OF COLORADO & BRIGHAM YOUNG UNIVERSITY

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

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

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



University of Colorado-Denver



Brigham Young University

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

Chris Fawson, Senior Associate Dean, Utah State University

CIBER Directory

Brigham Young University
Global Management Center
610 TNRB, P.O. Box 23143
Provo, UT 84602-3143
www.marriottschool.byu.edu/gmc

Columbia University
Columbia Business School
212 Uris Hall, 3022 Broadway
New York, NY 10027
www7.gsb.columbia.edu/ciber

Duke University
The Fuqua School of Business
Duke University
Box 90120
Durham, NC 27708-0120
www.fuqua.duke.edu/ciber

Florida International University
11200 S.W. 8th St. RB 345b
Miami, FL 33199
www.ciber.fiu.edu

George Washington University
Duques Hall, Suite 450
2201 G Street, NW
Washington DC 20052
www.business.gwu.edu/ciber

Georgia Institute of Technology
Dupree College of Management
Georgia Institute of Technology
800 W. Peachtree Street, NW
Atlanta, GA 30332-0520
www.ciber.gatech.edu

Indiana University
Kelley School of Business
324 N. Jordan Avenue
Bloomington, IN 47405
www.kelley.iu.edu/ciber

Michigan State University
The Eli Broad Graduate School of Management
International Business Center
7 Eppley Center
East Lansing, MI 48824-1121
www.ciber.msu.edu

Purdue University
Krannert Building
403 West State Street
West Lafayette, IN 47907-2056
www.mgmt.purdue.edu/centers/ciber

San Diego State University
5500 Campanile Drive – SSE 3375
San Diego, CA 92182-8230
www.sdsu.edu/ciber

Temple University
Fox School of Business
349 Speakman Hall, 1810 North 13th St.
Philadelphia, PA 19122-6083
www.fox.temple.edu/ciber

Texas A&M University
Mays Business School
4116 TAMU
College Station, TX 77843-4116
cibs.tamu.edu

The Ohio State University
Fisher College of Business
2100 Neil Avenue, Room 356
Columbus, OH 43210-1144
www.cob.ohio-state.edu/international

The University of Texas at Austin
McCombs School of Business
21st and Speedway Streets, Room 2.104
1 University Station B6000
Austin, TX 78712-1026
www.mcombs.utexas.edu/ciber

University of California, Los Angeles
UCLA Anderson School of Management
110 Westwood Plaza, Gold Hall
Suite B307, Box 951481
Los Angeles, CA 90095-1481
www.anderson.ucla.edu/research/ciber

University of Colorado at Denver
Institute for International Business
Campus Box 195, P.O. Box 173364
Denver, CO 80217-3364
www.cudenver.edu/public/inst_intl_bus/main.html

University of Connecticut
School of Business
2100 Hillside Road, Unit 1041
Storrs, CT 06269-1041
www.business.uconn.edu/ciber

University of Florida
Warrington College of Business Administration
224 Matherly Hall, P.O. Box 117140
Gainesville, FL 32611-7140
www.warrington.ufl.edu/ciber

University of Hawaii at Manoa
College of Business Administration
2404 Maile Way, A-303
Honolulu, HI 96822-2223
www.shidler.hawaii.edu/ciber

University of Illinois at Urbana-Champaign
College of Business
430 Wohlers Hall, 1206 South Sixth St.
Champaign, IL 61820
www.ciber.uiuc.edu

University of Maryland
Robert H. Smith School of Business
4550 Van Munching Hall
College Park, MD 20742
www.rhsmith.umd.edu

University of Memphis

Fogelman College of Business and Economics
 330 Innovation Drive
 220 Fogelman Executive Center
 Memphis, TN 38152-3120
www.memphis.edu/wangctr

University of Miami

417 Jenkins Building
 5250 University Drive
 Coral Gables, FL 33124-9145
www.bus.miami.edu/

The University of Michigan

University of Michigan Business School
 701 Tappan Street
 Ann Arbor, MI 48109-1234
www.umich.edu/~cibe

University of North Carolina at Chapel Hill

Kenan-Flagler Business School
 Kenan Center, CB #3440
 Chapel Hill, NC 27599
www.kenan-flagler.unc.edu/KI/ciber/

University of Pennsylvania

Penn Lauder CIBER
 The Joseph H. Lauder Institute of Management and
 International Studies
 Lauder-Fischer Hall 2nd Floor
 256 South 37th Street
 Philadelphia, PA 19104-6330
www.lauder.wharton.upenn.edu/ciber

University of Pittsburgh

International Business Center
 Joseph M. Katz Graduate School of Business
 339 Mervis Hall
 Pittsburgh, PA 15260
www.business.pitt.edu/ibc

University of South Carolina

Moore School of Business
 1705 College Street
 Columbia, SC 29208
www.mooreschool.sc.edu/moore/ciber

University of Southern California

3716 S. Hope St. RAN 313
 Los Angeles, CA 90089-7705
www.marshall.usc.edu/ciber/

University of Washington

The Global Business Center
 University of Washington Business School
 Box 353200 Seattle, WA 98195-3200
www.foster.washington.edu/centers/gbc

University of Wisconsin

School of Business
 Grainger Hall, Rm 2266
 975 University Avenue
 Madison, WI 53706-1323
www.bus.wisc.edu/ciber

CIBERS on the Web

Information on CIBERs featuring faculty development programs is available online and updated periodically through the national CIBER website: ciberweb.msu.edu.

The Michigan State University CIBER maintains CIBERWeb. One important feature of CIBERWeb is the one-stop-shopping approach for users to find activities taking place at each CIBER, historically, now, and in the future. Beyond the wealth of information on CIBERWeb, visitors can also 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 ranging 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.

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