

**CENTERS FOR INTERNATIONAL BUSINESS
EDUCATION AND RESEARCH**

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**COMPILATION OF
GRANT PROPOSAL ABSTRACTS
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**International Education and Graduate Programs Service
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1990 K Street, NW
Washington, D.C. 20006-8521
Susanna C. Easton, Program Administrator**

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BRIGHAM YOUNG UNIVERSITY
CENTER FOR INTERNATIONAL BUSINESS EDUCATION AND RESEARCH
BRIGHAM YOUNG UNIVERSITY

ABSTRACT

A special *Business Week* issue on management education (May 7, 2001, 68-69) contends that globalization is one of the five key curricular issues of U.S. business schools. However, business schools should “skip the lip service and put professors and students on the ground in lesser known countries.” Current and future global managers must address the critical issues of poverty in the Third World, human rights differences, open and free trade, respect for regulations and laws, terrorism prevention, and the use of technology to generate growth. Management of these daunting challenges facing American business leaders in the upcoming decade will contribute significantly to our nation’s international economic success.

The events of September 11th emphasized and attracted world attention to the need for improved cross-cultural communication and sensitivity. Misunderstanding, founded in fear and hatred, has impacted the lives of individuals in virtually all countries of the world. In addition to the effect on individual lives, businesses also face challenges in this same world of increasing uncertainty. Appropriate management of U.S. international business can strengthen the U.S. economy while concurrently building global relationships that improve the lives of individuals here and abroad. Our economic survival and social stability, therefore, depend upon greater understanding among the peoples of the world.

Brigham Young University (BYU) is meeting these challenges by developing global leadership and extending outward. Situated in Provo, Utah, part of the metropolitan area of Salt Lake City, BYU is in an ideal position to provide business education leadership in the Rocky Mountain region. The Rocky Mountain CIBER Network (RMCIBER), proposed by the BYU and Colorado (Denver) CIBERs, will impact the entire six-state region and beyond.

As a national and increasingly international institution, BYU’s influence extends beyond the region and the nation. More than 60 languages are taught on the BYU Provo campus. At the Marriott School of Management, 82% of all MBA students and 64% of American MBA students speak a second language other than English. Forty-nine percent of Marriott School graduate students have lived outside the USA for a year or more, and 73% of Marriott School faculty speak a second language. BYU students and faculty travel the globe participating in field studies, consulting projects, internships, case writing and humanitarian service projects—many of these in the language of the country. One-hundred twenty-four full-time BYU faculty have taken 155 trips abroad in the past two years. They are truly “... on the ground in lesser known countries.”

Founded in 1875, Brigham Young University is the largest private university in the United States. With campuses in Hawai’i (8,000 students) and Idaho (14,000 students), the main BYU campus in Provo, Utah serves 30,000 students in 13 schools and colleges and offers 115 masters and 29 doctoral degrees. Students come from all 50 states and the District of Columbia; only 30% come from Utah. About 8% of BYU students are from outside the USA, but 20% of all graduate business students are international. About 72% of BYU students speak a language other than English and most of these have lived abroad, some in distant parts of the world.

The Marriott School of Management at BYU has 1,700 junior and senior undergraduates and over 800 Masters level students in the following programs: MBAs, Executive MBAs, Masters of Public Administration (MPA), Masters of Accountancy (MAcc), Masters of Organizational Behavior (MOB) and Masters of Information Systems (MIS) students. Ranked

44th in the *U.S. News and World Report* survey of American business schools in 2001, the MBA program was recently ranked by *Business Week* as the best value, with the fastest payback period of any MBA program in the nation. The *Wall Street Journal* recently called the Marriott School MBA one of five “hidden gems” among U.S. business schools. The Marriott School program in Accounting was ranked 2nd nationally by the *Annual Survey of Accounting Professors*. Over 70% of Marriott School graduate students take their first job outside of Utah.

BYU has been part of the BYU/University of Utah Joint CIBER since 1991 and has already launched numerous international business programs. The University of Utah has decided neither to continue this relationship nor to apply alone for a CIBER grant. Therefore, the activities contained in this proposal are new undertakings that build on our past experiences.

BYU proposes to meet the purposes of the authorizing statute while addressing the challenges facing international business education and research. To do so, six key objectives and 56 corresponding activities are listed below. Each objective and supporting activity is established to build local and regional capacity in international business, while serving as a national resource for students, faculty, and business.

MAJOR OBJECTIVES OF THE BYU PROPOSAL

A: PROVIDE SIGNIFICANT INTERNATIONAL BUSINESS EDUCATION AND DEVELOPMENT FOR STUDENTS AND FACULTY

The Marriott School of Management at BYU has, via its strategic planning document, committed that, by 2006, 100% of all graduate students will have a strong international foundation in their programs, that 70% will take international-specific classes, and that 30% of all faculty at the school will participate in activities of the International Center annually. The activities that will help provide international business education and development are divided into sections for: (I) undergraduate students, (II) full-time Masters students, (III) Executive students, (IV) terminal degree students, and (V) faculty.

I. For Undergraduate Students

BYU has a very impressive undergraduate business program comprised of 1,700 upper division students. Over 1,200 students with a minimum grade point average of 3.0 apply for the program each year and about 800 are admitted. Eight activities are proposed to provide international business education and development opportunities for undergraduate students. We will extend business language courses to the undergraduate level while developing certificate program in international management and business language for upper division students. We will create new and enhanced international study programs in the areas of study abroad, internships, mentoring programs, and service learning projects. Case materials will also be developed to support curriculum internationalization.

II. For Full-time Masters Degree Students: MBA, MAcc, MPA, MISM, MOB

Since a large number of Masters students are bilingual and have international experience when entering our programs, the Masters programs have been the primary targets of internationalization efforts thus far in the Marriott School. The Masters level international efforts allow students to build their global business expertise while strengthening their language skills and understanding of culture in a business setting.

The activities of Objective A geared toward Masters students offer opportunities to perform in global business settings using their language skills through consulting projects, internship programs, and through receiving functional business instruction in language. The Eccles scholarship program, new joint degree program, certificate program, and program with the engineering school strengthen curricula to allow students to explore business topics from a global perspective while significantly raising the level of their global expertise.

III. For Graduate Students: Executive MBAs

Executive MBA students are business leaders in the major industries in the region. The majority of these executives are seeking global expansion for their businesses. The activity oriented to EMBA students is geared to address that need.

IV. Terminal Degree Students: PhDs, JDs, EdDs

The global business training and international awareness of future students depends on current training of terminal degree students. The activities proposed in this section will prepare future teachers to enable students to strengthen U.S. international business.

V. Faculty and PhDs

In a constantly changing world, faculty skill must be regularly updated. In this section we propose initiatives that will help teachers remain current in international business issues, and that will train future teachers with needed skills.

B: INTERNATIONALIZING ENTREPRENEURSHIP AND E-BUSINESS

A major strength of the Marriott School is the synergy shared by the three academic centers: (1) the Center for International Business Education and Research, (2) the Center for Entrepreneurship, and (3) the Rollins Center for e-Business. The unique association among the three centers provides valuable programs, research, and shared energy, especially at the interfaces of these fields.

During prior grant periods, the Marriott School at BYU has built a solid international foundation within its academic programs. This proposal describes important projects that will build upon that foundation, refining the international focus. Yet, it also delineates a primary opportunity for large strides forward in strengthening the global orientation of the Marriott School by further internationalizing the other academic centers.

I. Global Entrepreneurship Initiatives

In the late 1980's, one in four graduates of business schools went to work for a Fortune 500 company. In 2000, this number was reduced to one in 11 graduates. There are 21 million small companies in America today—many of them working internationally—and they create a majority of the jobs. The Entrepreneurship Center at the Marriott School exists to focus attention on smaller entrepreneurial business; the BYU CIBER proposes to further globalize its efforts by providing workshops for students and entrepreneurs, by supporting research with theoretical and applied outcomes, by motivating future entrepreneurs to think internationally, and by cooperating with other organizations to use media for outreach.

II. Global e-Business Initiatives

Globalization is driving technology development and technology development is driving globalization. The Rollins Center for e-Business at the Marriott School, along with the BYU School of Engineering, seek to work with the BYU CIBER during this grant period to produce educational materials and make them widely available. We will also provide new faculty development and outreach programs that will help professionals remain current in this rapidly changing field.

C: IMPACTING INTERNATIONAL BUSINESS EDUCATION AND RESEARCH IN THE ROCKY MOUNTAIN REGION

In the *Wall Street Journal* of June 5, 2001 Robert Gavin heads his column, “The Rockies Merge as a Pocket of Prosperity in a Slowing Economy” (pp. A1, A8). He states that it is believed that employment in the eight-state region will grow at four times the national average (p.A1) and that metropolitan areas in the Rockies will add jobs faster than the nation as a whole. The BYU CIBER plans to provide international business education development for university and college faculty in the region through tailored outreach programs and by producing much needed case materials that can be used locally and nationally.

D: LEADING IN BUSINESS LANGUAGES TO HELP FUTURE BUSINESS LEADERS ACQUIRE “GLOBAL COMPETENCY” SKILLS

“Global Competency” has been defined as those skills that help business leaders communicate and conduct business in a culture and language other than their own. A recent OECD study (2001) confirms that it is still important to know a variety of languages in order to work effectively in a foreign culture. Over 60 foreign languages are taught at BYU, where the number and level of less frequently taught languages exceed the offerings at any other school in the country.

During previous grant cycles BYU has developed 16 business language courses in nine languages. We now propose to develop new materials to support development of business language courses, and to distribute new and previously developed materials nationally. We will provide leadership in the use of technology for business language delivery, and in faculty development offerings. The Asian business language workshop that was pioneered by the joint BYU/ University of Utah CIBER will grow in a new venue and with additional sponsors: the University of Hawai’i, Manoa and Georgia Tech University.

E: OUTREACH TO THE BUSINESS COMMUNITY

Besides what has already been described above, the BYU CIBER will also extend in outreach to help influence U.S. business practices in the Rocky Mountains, nationally and internationally.

I. In Utah and the Rocky Mountain Region

Regional managers require support to reach their potential in international business. Only 9% of Utah’s Gross State Product is realized through international business efforts. The activities in this section will assist local and regional managers to successfully

expand globally. Four new and enhanced outreach activities will be offered to local and regional businesses to support global expansion of local business.

II. In the USA and Globally

Through national and international alumni networks the Marriott School has the opportunity to impact U.S. global business success nationally and abroad. New executive education and outreach activities contained in this proposal will strengthen U.S. managers and executives working in international business in areas outside of our region.

F: CREATING NEW KNOWLEDGE

The Marriott School faculty are already research-active, having published from 1996-2000 495 peer-reviewed journal articles and 198 scholarly books and chapters. The Marriott School is emerging as a leader in international business research specifically, with 98 research projects underway at various stages during the 2000-2001 school year. The initiatives proposed in this section will expand international business knowledge through BYU faculty research output and by providing leadership for excellent international research throughout the rocky mountain region.

1.

COLUMBIA UNIVERSITY
CENTER FOR INTERNATIONAL BUSINESS EDUCATION
ABSTRACT

Since its establishment in 1990, the Center for International Business Education (CIBE) has become a multi-faceted organization that is the focal point of international business activities at Columbia University. CIBE programs include collaborative faculty research workshops, global training programs for students, and international research and business conferences for the business community and other graduate business programs around the US. In 2002-2006, the Center proposes an integrated set of programs that will help Columbia University build considerable expertise in international business education, which will then be disseminated to reach each of the audiences targeted in the authorizing statute.

CIBE is a distinct organizational unit of Columbia's Business School and the School of International and Public Affairs (SIPA) that uniquely links resources with every major division at Columbia University to ensure that international business education and research is of the highest caliber, greatest possible breadth and fullest integration. An Operating Committee of faculty members drawn from the Center's Advisory Council governs the daily operations of the Center.

Summary of 2002-2006 CIBE Activities

A. Globalizing the Curriculum

Over the past eleven years, CIBE has enabled new course development and curriculum innovation. In 2002-2006, the Center proposes the following programs:

1. **Implementation of MBA Core Curriculum Revisions.** CIBE Faculty Director Prof. Robert Hodrick works with faculty to continually assess and increase international content in the core MBA curriculum. As part of this effort, CIBE will conduct seminars for business school faculty on incorporating international data and research into their international courses.
2. **EMBA-Global.** The EMBA-Global program offers senior executives a joint degree program from Columbia Business School and London Business School in 2 years, ensuring a global management education. CIBE will support the expansion of this program with academic partnership in Asia.
3. **The Ph.D. Program.** CIBE will contribute to internationalizing the doctoral program by enlisting faculty to present international business research and teaching techniques at doctoral workshops; and, by giving research grants for integrating international business research in dissertations.
4. **The MIA Degree: International Finance and Business Curriculum.** The International Finance and Business (IFB) program at SIPA focuses on various dimensions of international business, such as the political and cultural aspects. CIBE and IFB will examine the influence of terrorism on the global economy, integrating new understanding in such areas as emerging markets and privatization.
5. **The MBA-MIA Dual Degree.** CIBE will enhance co-curricular programming in the MBA-MIA program to ensure its strength. CIBE will offer career and academic advising and disseminate the Dual Degree MBA-MIA Handbook. CIBE will support Admissions Offices of

both schools in their efforts to conduct information sessions on this unique cross-disciplinary program.

6. **Integrating Internet-Based Distance Learning Across Curriculum and Programs.** CIBE will support Internet-based distance learning in Ph.D., MBA and EMBA curriculum to provide “live” virtual class experiences and enhanced international course materials.
7. **Curriculum Development Awards.** CIBE proposes to make course development awards to faculty at SIPA, the Business School and foreign language departments to internationalize existing courses. Nobel Laureate Professor Joseph Stiglitz and CIBE faculty director Robert Hodrick will work closely to develop new courses on international economic policy.
8. **Faculty Research and Teaching Exchange.** CIBE will sponsor visiting professors to teach in the core curriculum, presenting lectures in his or her first language on business and speaking on business opportunities in their region of the world.

Business Foreign Language Initiatives

During the 2002-2006 funding cycle, CIBE proposes to expand foreign language study:

1. **Training the Trainers.** This innovative approach to intensive language training has the objective of providing immediate business functionality followed by higher skill acquisition. Techniques will be integrated into the language initiatives below.
2. **Excel Foreign Language Program.** The program will expand its curricular offerings to include intensive business study of Arabic, Korean, Hebrew and Turkish. Current languages offered include: Chinese, French, German, Italian, Japanese, Portuguese, Russian and Spanish at the beginning, intermediate and advanced levels.
3. **CIBE Intensive Commercial Foreign Language Training.** Each year, intensive workshops focus on commercial business transaction terminology, interview vocabulary and techniques in Spanish, French and Chinese.
4. **Emerging Markets Language Program.** To help promote understanding of business cultures and environments, CIBE will pilot intensive business training in Vietnamese, Hindi, Czech and Hungarian.
5. **Language House Programs (German, French, Italian and Spanish).** CIBE will develop co-curricular programming on globalization and the European Union. Programming in 2002-03 will focus on the themes of economic, social and political impacts of September 11th.
6. **Foreign Language Abroad Programs.** CIBE will gather, disseminate information and create relationships with foreign-based schools offering intensive language programming.
7. **Faculty Development Grants.** CIBE will continue with grant support to faculty seeking intensive language and/or cultural understanding in international business.

C. Global Training Opportunities for Students

1. **MBA Exchange Program.** CIBE will help expand the number of MBA exchange agreements with leading graduate schools of business around the world. CIBE promotes the current 22 programs, and in 2002-2006, will support 3 additional exchanges in Latin America, Europe and Asia.
2. **Overseas Study Tours.** CIBE will assist students in initiating industry-specific study tours to relevant emerging market regions around the world. The experiential programming gives students exposure to the managerial, political and cultural norms that shape business practices.

3. **Summer Fieldwork Abroad.** CIBE will sponsor MBA students or MBA-MIA dual degrees for consulting assignments abroad through placement organizations such as *Endeavor*, *MBA Enterprise Corps* and the *Environmental Enterprise Corps*.
4. **Summer Doctoral Research Abroad.** CIBE will offer grants to support doctoral candidates' research efforts that focus on American competitiveness and/or other issues relating to international business, finance, management or communications.

D. International Business Research

CIBE proposes the following research initiatives:

1. **International Valuation.** Following the success of the first three valuation conferences, CIBE will host annual valuation conferences from 2002-2006. Future conferences will address the complexity of determining the value of international projects from multi-disciplinary perspectives.
2. **International Entrepreneurship.** CIBE will support new courses, research and writing of case analyses exploring entrepreneurship and social responsibility in the emerging markets of Africa, Latin America and Asia.
3. **Global Branding.** CIBE will support faculty research and new course development focusing on this new marketing specialization of branding in the numerous markets in Asia, Latin America and Europe.
4. **Culture and Management.** CIBE proposes a series of research initiatives to explore the role of culture and cultural differences in management and organizational behavior. It will publish a cultural sensitivity guideline for US businesses operating overseas.
5. **Global Media and Communications.** CIBE will cosponsor conferences exploring the various dimensions of media, telecommunications and the management of information technology to better enable companies to compete in the global market.
6. **Revenue Management.** CIBE plans to cosponsor annual research conferences presenting views of global industry and academic leaders in the field of revenue management.
7. **Industrialization of Developing Economies.** CIBE will support comparative research on the industrialization of developing economies in Latin America, Europe and East Asia.
8. **Global Environmental Management.** CIBE will cosponsor conferences to discuss the challenges of international agreements and treaties with regard to the impact on business within the U.S. as well as the international arena.
9. **Web Journal of International Business.** CIBE will co-launch a web-based multi-media journal on international business; content will include CIBE's eight topical research initiatives for faculty research and teaching materials. Journal content will be disseminated broadly at no cost to users.
10. **Collaborative Faculty and Doctoral Research Grants and Development.** CIBE will annually sponsor eight to ten collaborative faculty and doctoral research projects. Projects will be encouraged to: relate research to the eight intellectual research areas as proposed above; and/or explore the social, economic and political impact of September 11th events.
11. **International Research Databases.** CIBE will collaborate with Library system to procure international research data, for faculty, Ph.D. candidates and practitioners, such as: Standard & Poor's DRI, Morgan Stanley's Global Indexes, Datastream International and the Wharton Database.

E. Programs Serving the Business Community

1. **Topical Research Conferences.** For each of the eight intellectual areas in section C on international business research, involved faculty will present research findings at planned conferences and workshops for local and national business executives.
2. **Executive Education.** The Columbia Executive Education Program offers innovative training to thousands of corporate executives around the US every year. CIBE will work with the Program to offer more courses on international business topics.
3. **Entrepreneurship Project for Small and Mid-sized Enterprises.** CIBE will offer workshops to New York-area companies on expanding global operations. The “How to Take Your US business Global” manual will be distributed to local and regional enterprises.
4. **Seminars on Risk Assessment.** International business opportunities often involve high levels of political and financial risks. Correct risk assessment is fundamental to international business. The CIBE conference is designed for academics, risk analysts and practitioners.
5. **Conferences on the Asian Economies.** CIBE will sponsor conferences for the business community exploring the changing economic climate in China and the greater Asian region, following China’s entry into the World Trade Organization.
6. **Trade and Investment Education Seminars.** CIBE, in collaboration with International Trade Administration, will organize trade and investment education seminars for small-and medium-sized businesses. CIBE will also sponsor seminars to facilitate discussion among U.S. Corporate Representatives, Foreign Trade Ministers and World Bank representatives on global trade and investment issues.
7. **Seminars on Tax Policy Toward Corporations.** In the wake of the terrorist attack on the US, CIBE will sponsor new seminars on the implications of tax policy on businesses engaged in international business.

F. Collaborative Programs with Institutions of Higher Education

2. **CIBER-sponsored Faculty Research Workshops at AIB Meetings.** The Columbia CIBE will join other CIBER schools to organize faculty research workshops during the regional Academy for International Business (AIB) meetings. The workshops will encourage business school faculty to pursue international research agendas.
3. **Roundtable Discussion of International Education and Research.** The Columbia CIBE and the Mid-American CIBER Consortium will hold annual roundtable meetings to investigate and assess major international business education and research issues and report the findings in a nationally disseminated monograph.
4. **Internationalizing Doctoral Education in Business (IDEB).** The Columbia CIBE will participate in the IDEB workshops, in partnership with schools in the Mid-American CIBER Consortium (MACC). IDEB workshops help doctoral candidates around the US develop the ability to conduct international research and to teach international business courses.
5. **International Trade Policy Forum.** The Columbia and Texas A&M University CIBERs propose, in partnership, a 2-day forum addressing international trade and investment issues. The Forum will feature spokespersons for trade policies from government, business and organized labor.

6. **Assessing the Need for Global Business.** Faculties from Columbia will work with other academic partners to organize faculty workshops to facilitate discussion on assessing the demarcation line between the public and private sector in the economy. The focus of such would be on the issue of regulating global business.
7. **Faculty Development Workshops in New York & New Jersey.** In collaboration with the Borough of Manhattan Community College, CIBE will organize faculty development workshops focusing on research and teaching strategies for faculty of community and four-year colleges in New York City, New Jersey and Connecticut.
8. **International Centers Conference.** CIBE will assist in launching a conference focusing on best practices for enhancing international business education.
9. **International MBA Placement Conference.** CIBE will host a conference for career services professionals from more than 60 schools, to discuss the nature of the global marketplace and international placement opportunities for MBA students.



[T]he stamp of Duke University and its continuing goal ought to be the unrelenting search for excellence in all of its endeavors. Duke aspires to leave its students with an abiding concern for justice, with a resolve for compassion and concern for others, with minds unfettered by racial and other prejudices, with a dedication to service to society, with an intellectual sharpness, and with an ability to think straight now and throughout life. All of these goals are worthy of outrageous ambitions.

Terry Sanford, Outrageous Ambitions

The President's Address, Annual Meeting of the Faculty of Duke University, October 25, 1984

DUKE UNIVERSITY

Abstract

The Duke CIBER has completed three successful CIBER grant cycles. Internationalization, globalization, and strong interdisciplinary partnerships and strategic alliances succeeded each other as overarching themes governing the period from 1992 to the present. The initiatives based on these themes have qualified The Fuqua School of Business (FSB) as one of the top five and among the most internationally diverse business schools in the world. With the advance of the Internet, however, neither *internationalization* nor *globalization* characterizes the strategies needed to confront the challenges of the times.

Traditional education, the time-honored way to promote learning, cannot parallel the synergism afforded by the speed and accessibility of knowledge disseminated via the Internet. Teaching business without leveraging Internet-mediated technologies is like managing business by post-WWII standards. Then, America accounted for 75% of the world economy and there was little impetus toward transnational awareness. Today, the United States accounts for less than 20% of the world economy and continued sovereignty is contingent on real understanding and cooperation on a day-to-day basis.

To capture the essence of the changes wrought by the transition to the Internet Age and inform the theme of this proposal, the Duke CIBER is guided by the phrase “global interdependence.” America cannot survive as a free-market-based society without establishing mutual dependencies with other nations. Sadly, nothing demonstrates this like the attack on 11 September 2001 by an extremist group whose customs, language, ideals, and way of life are opaque to most Americans but whose acute knowledge of American culture and ideals allowed them to exploit American belief in individualism, self-reliance, and the efficacy of market mechanisms.

The need for linguistically and culturally aware business managers and government policymakers in the context of national security is no small concern and highlights the imperative for widespread educational changes that take into account America’s place in a globally interdependent world. The European Union’s flexibility in considering the inclusion of Eastern European countries is a political and economic response to geopolitical strife, and perhaps U.S. relations with emerging nations, e.g., MERCOSUR countries, could benefit from a reexamination of economic/geopolitical strategies. Moreover, the Internet Age has contributed to a shrinking globe, new organizational forms, and new ways of managing.

The role of the FSB is to enable students to address such global issues with input from all sides, from everywhere in the world, and with all the tools available. The mission of the CIBER is to initiate, support, and implement a range of programs that fit the global dimension of these issues, and share them with American business students and professionals at every level. Thus global interdependence is continually enacted within the FSB, guiding long-range plans and informing ongoing programs and activities.

This proposal requests funding for twelve initiatives. Taken together, the twelve initiatives detailed here represent a quantum advance in the transformation of the FSB for a global interdependent world and the Internet Age. The initiatives are:

- Research and Disseminate On-Demand, International Teaching Resources
- Integrate a Language Component into CIBER Computer-Mediated Cross-cultural Role-Play Negotiation Simulations
- Explore and Select “Best-in-Class” Business Language Immersion Programs
- Share “Best-in-Class” Business Language Immersion Programs with Regional Universities and Community Colleges
- CIBER Executive Students-in-Residence
- Lead Integration of Duke Title VI Center Outreach Initiatives
- K-12 Exploratory Global Awareness and Business Language Initiatives
- Annual Frontiers in International Business Research Conference: Collaboration with the *Journal of International Business Studies* and Seven CIBER Schools
- Fuqua School of Business International Strategy Center on Business Dynamics
- Global Executive Programs on China, Brazil, and Russia
- Promote Fuqua Infusion Model of Internationalization throughout Duke University Undergraduate Core Curriculum
- Duke University and UNC-CH CIBER Global Leadership Series.

These initiatives mirror the theme of the 2002–2006 Duke CIBER grant proposal. Many of the initiatives are timed to advantageously exploit a new technological tool, the Fuqua Portal. From the CIBER perspective, the Fuqua Portal will be instrumental in the emergence of self-organizing communities of teaching professionals involved in international business (IB) and business language courses. The CIBER has leapt at the opportunity to participate in the beta-testing of this technological triumph and will be among the first centers at Fuqua to leverage the Portal for disseminating and, in the words of the Portal engineers Nevin Fouts and Randy Haskin, “repurposing” international teaching materials, language immersion programs, experiential exercises, and a vast pool of teaching resources.

The proposed initiatives represent a concerted effort to improve the second-language competency of Fuqua MBA and Executive MBA (EMBA) students. Drawing on experience from several programs, as well as strong collaborations within and outside Duke, the CIBER is repurposing its cross-cultural role-play negotiation simulations as computer-mediated learning modules for teaching second language(s) in business courses and IB concepts in language courses. This initiative heralds an exciting collaboration with the Duke Center for Slavic, Eurasian, and East European Languages (CSEEL) and the Slavic and East European Language Resource Center (SEELRC), a joint resource of Duke University and The University of North Carolina at Chapel Hill (UNC-CH). The use of a new CIBER experiential simulation, *GlobO in Russia*, for language immersion programs on location at St. Petersburg State University also forecasts the beginning of a productive collaboration to extend the CSEEL as a business language resource.

The Duke CIBER has built into the proposed initiatives collaborative opportunities with regional universities, national universities, and scholars in cutting-edge research fields. The language immersion programs will be “shared” with advanced students and faculty of regional universities in workshops to provide training in the use of the computer-mediated simulations. In addition, the Duke CIBER is collaborating with four other CIBER schools to develop initiatives for global education in secondary schools. Finally, the Duke CIBER is undertaking several research programs in collaboration with other CIBERs, other professional schools at Duke, and a new FSB International Strategy Center on Business Dynamics. These research collaborations are designed to intensify explorations of emerging themes in IB and strategy through annual research conferences. To accelerate research on emerging themes, summary proceedings will be published in the *Journal of International Business Studies* (Duke CIBER Director Prof. Arie Y. Lewin is the new Editor-in-Chief, and Michigan State University CIBER Director S. Tamer Cavusgil is one of five Associate Editors-in-Chief).

The Duke CIBER Advisory Council Chair and Chief Executive Officer and FSB Dean Douglas T. Breeden believes firmly in Fuqua’s mission to be “a recognized global leader” among business schools. The Duke CIBER has Dean Breeden’s strong support, particularly with regard to increasing the second-language competency of FSB students. The Duke CIBER Advisory Council, the CIBER Director and Associate Director, affiliated faculty, program collaborators, and staff are all dedicated to the success of the CIBER.

The CIBER has assembled a remarkable team, and the initiatives presented are the result of careful planning and testing carried out by these team members. At the same time, the new initiatives owe much to the vision of Duke CIBER Director Arie Y. Lewin, whose leadership in international management as founding Editor of *Organization Science*, convener of the Organization Science Winter Conference, tireless advocacy of the internationalization of the Fuqua MBA and EMBA curriculum, and now Editor-in-Chief of the *Journal of International Business* (not to mention innumerable publications and years of teaching at Fuqua) attest to the dedicated leadership of the Duke CIBER.

THE FLORIDA INTERNATIONAL UNIVERSITY

ABSTRACT

HISTORY AND FUTURE

Florida International University's CIBER was formally established in October 1995, after careful and detailed planning and with the help of our Advisory Council and some financial support from the U.S. Department of Education. Our first three-year cycle was as a "mini-CIBER," in that our annual funding was approximately \$140,000. Since 1998 our funding was increased from \$228,000, and now in the final year to \$248,000. We now request renewal of our CIBER for another four-year cycle, from 2002-2006. We firmly believe we have exceeded what we committed to do four years ago, with some of the programs we initiated in 1998 having spin-offs that begat additional spin-offs. For example, we said we would launch a global Executive MBA, and this has led to the launching of an International MBA program. Furthermore we launched a new Masters in International Business and anticipate a global honors program at the undergraduate level, upon which we will report in this application. We initiated the Faculty Development in International Business Program in South America to consistently rave reviews. Now have many more programs for our students and our faculties interested in learning more about International Business. We also started a Professional Development in International Development Program that focus on executives as they seek to become more competitive internationally. Here we have sponsored and supported numerous trade missions, where we have worked with local business people, as well as the State of Florida to promote international trade activities for Florida companies. We now have numerous Study Abroad Programs, where we send our students all over the world. We have promoted languages across the curricula, and for special purposes, and have integrated many of these into existing programs. We work closely with our Modern Languages Department and our Spanish Language Institute and English Language Institute to support various language immersion efforts. And, we plan on working with high schools in this next cycle. This is an example of how we went beyond what we said we would do in 1998.

The thematic research we supported has blossomed into new extensions. In 1998, we supported three thematic areas: global competitiveness research, global logistics research, and research involving community outreach on trade data. All areas have been enormously successful in generating additional publications, or in the third thematic area, a unique B2B joint venture for us. Global Logistics has iterated into Global Supply Chain Management, and there are two Eminent Scholars that have been hired to move this research further. As one example, the CIBER Director and one of the Eminent Scholars has just been awarded a NSF Grant to study globally distributed work teams in software development projects. The Dean of the College of Business will join us in a new extension of this research, which will be discussed at length in the narrative. The Global Competitiveness Research produced an important award from the Society on Competitiveness, and numerous publications, many of which are still forthcoming.

We are strongly committed to deliver unique curricular, research and outreach programs that serve our students, faculty and university community, our local business and indeed educational community within South Florida as a whole. Underlying all of this is the desire to make our constituents more competitive in the global economy, and to become an obvious local and regional resource for promoting U.S. business' global reach. This is even more critical in the aftermath of September 11, 2001. You will see this in our letters of endorsement which

include both of our Mayors of Miami-Dade, the head of the Chamber of Commerce and numerous prominent public and private sector firms, including our various consulate generals.

FIU- CIBER services the largest urban community of the State of Florida. There are over 500 multinationals that have their Latin or Caribbean offices here, as well as over 50 Consulates. This is a hugely diverse, international community and is widely acknowledged as gateway to South America. It is also a portal city, bridging activities from Asia and Europe directly with Latin America. Our \$3million Ampath project will expand the Internet 2 into 10 countries in Latin America, making FIU and CIBER an important player in the technological revolution around bandwidth. In 1994 when President Clinton held the first Summit of the Americas, Miami was host to all of the Democratic Presidents of the Hemisphere, and the Summit of the Americas Center is now housed at FIU, and is a sister unit on our campus. We therefore see our programs as multifaceted, connecting all of our constituents.

FIU has a dynamic new dean Joyce Elam and a newly endowed graduate school run by a former CIBER Director Jose de la Torre (*Appendix A*). We have attracted the attention of several donors who have gifted FIU with slots designed for Eminent Scholars who bring prestige to their fields of research. We have hired three at present, with at least 9 more Chairs to fill, we see this new hiring as key in bolstering existing programs and enhancing our research capabilities and continued success. We have bold and exciting things planned for our region in this application, as we strive to do honor to our commitment to deliver programs with high impact.

HOW WILL FIU CIBER ACCOMPLISH HIGH IMPACT?

The hallmark of a good learning organization is its ability to generate good ideas, and then generalize those good ideas across boundaries (space, time, geography, vertical, horizontal and external walls) with impact that is effective and recognizable. FIU CIBER has and will continue to support combinations of programs that will allow us to have impact. We will continue with some of our successful activities and improve on them, eliminate those whose time has past, and implement strategically designed new activities that are directly responsive to the needs identified in South Florida and the nation, mindful of recent terrorist activities here in South Florida. We will continue our geographic emphasis on Latin America and the Caribbean, for that is our competitive advantage. We have had much success in some of our programs in Europe and Central Europe and expect to build upon these in the next four years. We also anticipate expansion into Africa with a new FDIB and Asia. Of course this is a large and multifaceted emphasis, however through sharing of best practices, we are easily able to generalize learnings from one region to others, as we have successfully done over the past four years.

In terms of our academic programs, our overall philosophy is to create international knowledge for all of our constituents. We now offer several new activities, some of which build on the learning from the previous two funding cycles. Our GeMBA, IMBA (which has now achieved important recognition as per *Appendix B*), IB Honors Program, Andean Executive MBA, MBAs delivered in Bolivia and Jamaica, MIB Program are just a few of the international degree programs that CIBER has or will support. However we also have engaged in several activities where our littlest constituents—those in K-12, can also benefit. We have a number of new activities with High Schools planned in our local region. In addition, the extensive impact of our Knight Ridder Center under Paul Root's guidance, the Ryder Center for Supply Chain Systems, the new Alvah H. Chapman, Jr. Graduate School of Business under Jose de la Torre, our Knowledge Management Lab under Irma Becerra-Fernandez-- all attest to how we have and will continue to generate high impact. Furthermore, our international business plan competitions, Study Abroad Programs, teaching of different languages across the curriculum, certificates in

languages such as Japanese and Chinese, Spanish for High Schools Project, and our work with the Institute for the Study of Transnational Crime and Terrorism, all point to high impact.

It is with the emphasis on relevancy that we support two notable themes in this CIBER reapplication. The first emphasizes what we refer to as the dark side of international business in the 21st century: crime, corruption, money laundering, narco-trafficking and terrorism. To wit, we join hands with one of our sister units at FIU, the Institute for the Study of Transnational Crime and Terrorism. We also propose a partnership with the North-South Center of the University of Miami on money laundering and offshore tax havens. This theme also deals with trade related activities, ethics, crisis management as well as regional integration via the Free Trade Area of the Americas (FTAA). This first overarching theme, into which many of our programs will fall, is **Terrorism/Corruption and FTAA Regional Integration: Competing Realities?**

Integrating our hemispheric region has as much to do with building on our strengths around trade and trade-related activities, and particularly within the FTAA discussions, as it does with the dark side of terrorism and corruption. Toward that end, FIU CIBER has a B2B joint venture which has produced CIBER-TRI Trade Data Website, in which we share transactions analyses on import/export data for almost any country, on any specified product, traceable to the 10 digit level. One of the two FIU College Professors that innovated this service is known affectionately as “Mr. Money Laundering”, featured on CNN, and quoted regularly by the *Wall Street Journal*, *Business Week* and many others. These two professors, on the CIBER Advisory Board, have testified in front of Congress, Treasury Department, INS, The U.S. Customs Service, among others on their path-breaking work. See *Appendix I* for the text of their most recent sleuthing.

We also focus on the Secretariat and negotiating committees of the FTAA as an opportunity to increase trade to Miami Dade, and indeed the State of Florida. At the present, the FTAA Secretariat is located in Panama, and will move to Mexico in 2003. FIU CIBER will take an active role in evaluating the progress over the next few years. FIU CIBER has also been active with the Mayor’s Office, which has the mission of enhancing trade missions to and from Miami.

While regional integration is an important goal that will be assisted if FTAA is realized in 2005, it is also important to remember that this will be the largest trading bloc in history, dwarfing the EU and NAFTA among others. Such a large group of vastly different, and culturally dissimilar players necessitates education, learning commencing with our K-12, through executive education, on how to become a citizen of an integrated world. Hence, we support educational efforts at going beyond what we think of as “cultural distance,” or “cultural diversity.” We support innovative partnerships across educational institutions that seek to develop ways to help us learn about regional integration.

A second theme links to the first, and hinges on communications technology, language, cross cultural issues and the entire supply chain associated with international commerce today. We call it **Using Languages, Management Best Practices and Technology Wisely to Improve Transnational Organizations**. Nowadays, work tends to be globally distributed, often performed in virtual teams where people don’t know one another or speak the same language. There is little time for “best practices” to be documented, let alone embedded into subsequent practice. Quick response teams demand coordination and control unlike anything else we have learned from current management thought and practice. Elements of trust, language, the use of technology as an enabling device can enhance or exacerbate these relationships. Couple that with economic difficulties that demand greater attention to speed, agility and cost cutting, today’s organizational environment is qualitatively different that transnational forms of even a decade

ago. In today's modern global enterprise, one overlooked element tends to be the development, management and subsequent integration of knowledge. How do we learn from virtual team "snapshots" that can help inform new organizational forms? Here we also include K-12, and other public sector organizations, as will become evident in the narrative portion, where we discuss initiatives that cross our own organizational boundaries. We propose to partner directly with the Florida Public School System.

Most of the projects described in this application will fall into these two broad categories, both of which are mandatory activities for CIBER. There are ancillary activities that also fit into "other allowable activities" such as our outreach to consortia of higher education in the Caribbean and South America.

CIBER MANAGEMENT

Under the guidance of the Advisory Council and in consultation with the CIBER Director, and deans of the College of Business Administration, as well as our cooperating sister units on campus, CIBER is uniquely well qualified to continue to operate in a cost-effective and productive manner. CIBER has supported more than half of the faculty of the CBA, as well as our students. In addition, CIBER has assisted other faculty on the FIU campus, as well as others from Miami-Dade Community College, and Nova Southeastern University. CIBER endorses the PhD Project, the CIBER Director having given a talk at their national meeting. CIBER also supports MEA, and the HBCU, Historically Black Colleges and Universities in Florida. We serve as a magnet for FIU's internationally-focused faculty, and others hoping to become internationalized. We participate in the State of Florida's International Days, and work closely with Secretary of State Katherine Harris as we execute programs deemed critical to our State's economy. FIU CIBER Director is a trustee of the Greater Miami Chamber of Commerce, and we deliver assistance to our businesses through this and other Chambers locally. FIU CIBER works with local economic development groups, such as Enterprise Florida, Beacon Council and the Mayor's Office via the Trade Mission Center of the Americas. In short, FIU CIBER plays a vital role in our community's international business education, and research. With the continued support of the Department of Education, we will engage in what we firmly believe is our mission—to create international learning capabilities for our students, faculty and business community as we strive to increase the competitiveness of our city, region, state and the U.S. as a whole.

**The Georgia Tech Center for International Business Education and Research
(GT CIBER)
2002-2006**

**Georgia Institute of Technology,
The DuPree College of Management,
Atlanta, Georgia 30332-0520**

Executive Director: Prof. John R. McIntyre,
Phone: 404-894-1463, Fax: 404-894-6625
email: ciber@mgt.gatech.edu
<http://www.ciber.gatech.edu>

Associate Director: Mr. Mark J. Ballam
Phone: 404-894-4379, Fax: 404-385-2240
Email: mark.ballam@mgt.gatech.edu

Faculty Director: Prof. Francis Ulgado
Ph: 404- 894- 4360, Fax: 404-894-6625
Email: francis.ulgado@mgt.gatech.edu

CIBER Language Director: Prof. Heidi Rockwood
Ph: 404-385-0910
Email: heidi.rockwood@modlangs.gatech.edu

This proposal extends the Georgia Tech Center for International Business Education and Research (GT CIBER), a national and regional center, through a Phase IV for FY 2002-2006. GT CIBER was established in July 1993 and renewed in 1996 and 1999. Georgia Tech proposes to continue operating the GT CIBER as a catalyst in mobilizing the host institution's resources to enhance international competitiveness through creative new programs and maintaining exemplary performance. The Governor of the State of Georgia, the Honorable Roy E. Barnes, notes that GT CIBER has become an "integral part of the process of educating and training of Georgia's future workforce." International business education, research, and outreach programs are delivered via mainline academic units of Georgia Tech, working with ease across units and disciplines: the DuPree College of Management (DCoM), administrative home to the Center; the Ivan Allen College (IAC, a multidisciplinary academic unit covering the humanities and social sciences); and the College of Engineering. As part of a quality national technological university, GT CIBER integrates the technological and entrepreneurial dimensions with international business-related education and scholarship; it seeks to prepare its students, faculty, and businesses for a globalized economy. Phase IV solidifies the GT CIBER as a national resource among technological and other universities.

In addition to its support of the University's education and research missions, a major objective of GT CIBER is to enhance the economic competitiveness of Metropolitan Atlanta, the State of Georgia, the Southeast region, and the nation through cooperation with the business and economic development communities and their constituent businesses. This proposal renews a strong commitment from Georgia Tech and the business community in the region to GT CIBER, financially, in-kind, and programmatically. A well-developed pattern of mutually beneficial and reinforcing partnerships will be sustained and extended.

The Phase IV proposal of GT CIBER seeks to leverage the University's commitment to globalization – faculty, students, programs, and overseas facilities – consistent with the mandates of the Higher Education Act. It validates a distinctive national and regional resource as a role model for

improving the international competitiveness and stature of American businesses, educational institutions, and employees. GT CIBER will serve as an important organizing force, providing focus and initiative for resources inside and outside the University. It has the unqualified support of the University leadership and of the University System of Georgia.

Building on lessons of past CIBER phases and on the existing organizational structure, Phase IV will enhance the international and foreign language dimensions of business and professional education and promote an interdisciplinary perspective in learning. Its long-term objective is to prepare well-informed business and high tech leaders fully functional in a globally competitive U.S. economy. Thus, the Phase IV proposal has an over-arching ambition of **quality outcomes** for students, faculty, and in executive development and research results. Within this encompassing objective of quality, the proposal emphasizes five cross-cutting features:

- A determined focus on international experience for student, faculty, and business constituencies.
- An integration of engineering, entrepreneurship, and international management in education and research programs.
- A broad-spectrum application of electronic technology in international programs: pedagogy and delivery.
- The deepening of economic development and educational partnerships in internationalization of "best practices" learning, cross-cultural and transactional effectiveness.
- The weaving of language education for business and technology across the breadth of academic and professional programs.

GT CIBER Phase IV will expand and deepen the integration of its international business programs with technological and entrepreneurship initiatives and also will focus on specific industry segments and geographical regions. Those chosen reflect the economic and industrial structure of the region and the strategic thrusts of Georgia Tech. The industry segments of focus are (1) information communications technology; (2) biomedical technology; (3) manufacturing; (4) pulp and paper; (5) apparel and textiles; and (6) construction.

The four geographic focus areas improve the program balance of expertise at Georgia Tech and serve a national and regional role in outreach and research resources. They are (1) North Asia [Greater China, Japan, South Korea]; (2) the European Union; (3) South America [the Southern Cone countries]; and (4) the Indian Subcontinent [India, Pakistan, Bangladesh]. These areas of emphasis fit within the updated strategic plan of the University and the DuPree College's thrusts. This Phase IV proposal has been benefited from the active involvement of our Advisory Council, of senior business and government leaders of the Southeast; from a core faculty group of over 40 members from across the disciplines at Georgia Tech; from discussions with representatives from 20 partner organizations in the region and abroad; from consultation with leaders of other CIBERs, and from the review and discussions of Dr. John Dunning, the national evaluator of our past CIBERs.

GT CIBER will be guided by a strengthened faculty and staff leadership, and benefit from the allocation of non-CIBER resources to activities complementary to the CIBER objectives, including new facilities, research and activity funding from external sources, and support from the GT Office of International Education. The proposed budget for a Phase IV CIBER therefore permits the alignment of a wide variety of organizations, within and outside the University, enabling a common pursuit of the internationalization mission.

The work plan for Phase IV is phased in over four interdependent years with evaluation for each program year. The eight organizing "program elements," each of which has several program modules, have been formatted to address the statutory objectives and legislatively mandated activities, and to focus on the defined educational and research needs of students, faculty, and business.

First, Phase IV will broaden and deepen past initiatives in foreign language education for business and technology. Innovative new programs in language competency assessment will be applied; language instruction will be extended in Chinese and Korean; immersion experiences through the Language for Business and Technology Summer programs, with overseas residencies and language internships, will be added for new groups of students. Continuing development of language instructional technologies will be implemented; language pedagogical workshops will reach out to school systems; a new joint master's

degree initiative in multimedia and foreign language will be launched; as well as consortial language for business workshops for university faculty.

Second, extending and deepening degree and certificate offerings in international business at all levels is a central activity, so as to finalize the internationalization of the programs and faculty of the DuPree College, and most components of the Ivan Allen College. Much attention is given to international business (and foreign language) modules and undergraduate certificate programs in area studies; a university-wide Global Competence Certificate; globalization of the new masters in computational finance; a new innovative degree in global economics and modern language; internationalization of graduate executive education degrees in Management of Technology and International Logistics; as well as a new doctoral international business strategy specialization. Consortial activities include a doctoral workshop in international entrepreneurship and an undergraduate international business case competition.

The third program element deals with the “internationalization” of faculty and students through international experiences. These activities range from encouraging student and faculty international mobility to broadening the one-semester or one-year study abroad partnerships. A unique initiative is to develop more opportunities for international co-op and work internship experiences for Georgia Tech students; to intensify the utilization of the Georgia Tech Lorraine campus for language and business education of American students. This element places renewed emphasis on faculty internationalization through overseas tours and consortial faculty globalization seminars because of their multiplier effect.

The fourth program element bears on research and lines of inquiry which capitalize on the strengths of the DuPree College, continue injecting quality and relevance, while adding a focus on the industries and regions identified above. Multi-year research themes include: global supply chain agility, international strategic alliances, empirical investigations of trade economics, comparative behavioral dimensions of entrepreneurship. Several international research conferences, yielding published proceedings in international finance, engineering entrepreneurship, international trade are held each grant year. A Core Faculty Group provides guidance and feedback for all research undertakings.

Fifth, deploying pedagogical model for integrating engineering and management education in the international dimension is a distinctive attribute of the Phase IV application. Projects include globalization of the content of joint masters degree initiatives in engineering and management; global commercialization of doctoral engineering research through the use of multidisciplinary teams; internationalization of management certificate programs for students specializing in the pulp and paper, construction, and biomedical industries. GT CIBER serves as a means for integrating technology management, entrepreneurship, and international business in a range of certificate and joint degree programs in engineering. Partnerships are most extensive in the School of Electrical and Computer Engineering, the University’s largest major.

The sixth program element deals with country and market information dissemination. These modules intensify and build upon past CIBER mechanisms for collecting, collating, analyzing, and distributing information on targeted regions and specific industries for the benefit of U.S. businesses and research. A wider range of technical and industrial "global best practices" conferences and publications will be organized. The well-received “Global Business Forum” will be expanded and delivered annually. Specific outreach initiatives to school systems and community colleges are associated with this dissemination strategy.

A seventh program objective deals with the application of instructional technologies for more effective learning. Distinctive initiatives include various distance learning methods such as webcasting and satellite broadcasting of select programs to reach larger audiences. A global survey of internet usage patterns as well as a project to make international technocompetitiveness indicators broadly available to businesses further complement this multidimensional program element.

Lastly, the eighth program element elaborates activities which support Georgia economic development goals. The emphasis is on export promotion and competitiveness, including a distinctive “export clusters project.” Most of the initiatives undertaken build on economic development partnerships such as the Center for International Standards and Quality, the Atlanta U.S. Export Assistance Center, the Southeastern Trade Adjustment Assistance Center, the Construction Industry Institute and the newly created Center for Business and Industry Paper Studies. This program element makes a concerted effort

to link regional development organizations with educational programs, student interns, and faculty consulting.

This Phase IV proposal incorporates a high-quality administrative structure, experienced and capable of reshaping the objectives and implementing new program thrusts. To achieve program objectives, GT CIBER will also mobilize a network of industry, policy, and overseas partnerships. Complementary resources from the University and from the business community provide a solid funding base. GT CIBER is looking forward to completing another productive phase of national distinction in international business education and research with a distinctive focus.

Kelley School of Business, Indiana University

Part 1: ABSTRACT

Since 1992, the IU CIBER has focused strongly on international business (IB) pedagogy, and has become a national resource for materials, methodologies, and strategies. As reflected by new pedagogical initiatives described in its application narrative, pedagogy will continue to be a central focus. The narrative also introduces a range of other new initiatives, and proposes to continue and enhance established programs that serve ongoing needs.

Pedagogy programs that the IU CIBER plans to continue include: *International Teaching Resources for Business* (its semi-annual newsletter), InfoExpress (IB teaching materials online database), its annual pedagogy workshop (co-hosted by other CIBERs to reach a wide and varying faculty population), IU CIBER Pedagogy Library Collection (for use regionally), its CIBER Case Collection (international resource), international case competition awards (with five functional area business societies), and *Indiana in the World* (for the pre-collegiate community).

The IU CIBER also will continue to sponsor language programs for students, faculty and area business, research and travel support for faculty and students, student scholarships, business outreach, and cooperative programs with other CIBERs and with IU's area studies programs.

Twenty-four proposed new programs will extend and deepen the IU CIBER's impact both within and beyond Indiana University. These programs respond to expressed needs and are consistent with established priorities.

A. New Pedagogy, Curriculum, and Research Initiatives

1. *Improving Pedagogy: Further Outreach to Functional Areas of Business.* In the last four years, the IU CIBER has established relationships with five important professional societies, connecting them to the CIBER network and to its CIBER Case Collection. The IU CIBER now proposes to build on these relationships by providing the societies with research support to identify professors within their ranks who have internationalized their courses in innovative ways, and to make available on the societies' Web sites the syllabi and other proven pedagogy materials recommended by these pioneers.

2. *CIBER Pedagogy Direct.* One of the IU CIBER's signature activities has been its annual pedagogy workshop. The IU CIBER proposes to make available on the IU CIBER Web site select aspects of the pedagogy workshop.

3. *"Real World" Video Segments for International Business Courses.* The IU CIBER proposes to provide support for information and instruction in the use of the latest video clip technology that will enable instructors to easily launch short video clips in class lectures.

4. *Support for the First Sabbatical in a Foreign Country.* The IU CIBER also proposes to offer newly tenured faculty at the Kelley School, as they consider their first sabbatical, an inducement to make that sabbatical international.

5. *Module in International Accounting.* The IU CIBER plans to leverage Kelley School faculty involvement in accounting reform in Ukraine to create a module on international accounting and its special challenges in a transitional economy.

6. *CIBER Undergraduate Case Competition.* In cooperation with the CIBER at The Ohio State University and others, the IU CIBER proposes to sponsor a new CIBER Undergraduate Case Competition.

7. *Interactive Course on Entrepreneurship: NAFTA.* The IU CIBER proposes to support a high tech interactive joint course between IU and Monterrey Tech in Mexico.

B. Area Studies and Professional School Initiatives

1. *Research Conference on the Development of IB.* The IU CIBER proposes to host a fall 2002 conference of scholars to trace the development of IB and IU's role in its development.

2. *Access to IB Courses for Area Studies Students.* In order to provide easier access to

MBA courses for area studies Master's students, the IU CIBER will provide support for a Web-based MBA course in IB.

3. *Development of Cases on Croatia and Eastern Europe.* As part of a U.S. State Department grant to assist Croatia in developing an English-language MBA program, the IU CIBER will support Kelley School faculty in developing new cases. The IU CIBER also will provide support to selected area studies students for Eastern Europe business case research.

4. *Enhancing the MA/MBA Program.* The IU CIBER will provide support to MA/MBA candidates who wish to begin their studies while abroad by employing IU's Online MBA.

5. *International Agribusiness Summer Institute.* In collaboration with IU's Center for the Study of Global Change, the IU CIBER, in partnership with the Future Farmers of America (FFA), proposes the development of a summer institute focusing on international agribusiness – its business, public policy, and technical aspects.

6. *The CIBER-HBCU Initiative for Internationalization of Business Programs.* The IU CIBER with a select group of CIBERs, Title VI-funded area studies centers, and Historically Black Colleges and Universities (HBCUs) proposes to provide programming to enhance the internationalization of business education on HBCU campuses. Facilitated through the United Negro College Fund's Institute for International Public Policy (IIPP), the program will involve 30 of the 118 HBCU institutions in a three-year pilot program.

7. Support for the Kelley International Perspectives (KIP) courses. KIP courses are student-driven overseas study tours. CIBER proposes to provide support for new faculty members to become involved and for area studies experts to provide pre-trip instruction on history, culture, and language and serve as guides and resources during the trip abroad.

8. Course and Study Tour of the European Union. The IU CIBER will sponsor faculty travel for this new course, developed and offered in collaboration with IU's School of Public and Environmental Affairs.

9. *Undergraduate Area Studies Study Abroad in St. Petersburg.* The IU CIBER and IU's Russian and East European Institute (REEI) propose to collaborate in supporting an intensive business-language experience for an undergraduate business/Russian language major.

C. Language-Related Initiatives

1. *Crossover IB Assignments in a Foreign Business Language Course.* The IU CIBER proposes to make business language courses more attractive by tying an IB course assignment to foreign business language classes.

2. *Support for Foreign Language Training for select Undergraduate Dual Degree and Study Abroad Students.* The IU CIBER proposes to award scholarships for foreign language study for business students in programs at ESB Reutlingen (Germany) and the University of Maastricht. Two of the many overseas study opportunities offered by the Kelley School require strong foreign language skills: Ecole Supérieure de Commerce, Rouen, France, and Instituto Tecnológico Y des Estudios, Monterrey, Mexico. The IU CIBER proposes to offer scholarships for language study to students preparing for these overseas study programs.

D. Outreach Initiatives

1. *The Kelley International Trade (KIT) Connector.* The IU CIBER proposes to develop a structured, online service for companies consisting of four sections: tutorials, market research, reference materials, and networking opportunities. The KIT Connector will be provided on a subscription basis and will be publicized through the Indiana Department of Commerce. The market research section will feature the *Global Connector*, a specialized IB web search engine developed by the Kelley School's Global Business Information Network with support from CIBER. The networking section will provide an online discussion forum for subscribers, service

providers of various kinds, and a Mentor Corps. The tutorials will make use of the Kelley School's experience with an Online MBA.

2. *Support for the World Trade Club of Indiana.* The IU CIBER proposes to offer limited administrative support and space for the club on the School's Indianapolis campus.

3. *Conferences.* In collaboration with IU's area studies and international programs as well as such organizations as the Kelley School's Global Business Information Network, the IU CIBER will cosponsor major regional semi-annual IB conferences.

4. *Teacher Resource Web Site for Indiana in the World.* The goal of the *Indiana in the World* teacher resource Web site is to help high school teachers critically examine Indiana's place in a changing global environment. With co-sponsorship from the IU CIBER, the *Indiana in the World* teacher resource Web site will offer creative international educational materials with an Indiana focus.

MICHIGAN STATE UNIVERSITY CIBER ABSTRACT

Michigan State University proposes to continue to operate its Center for International Business Education and Research (MSU-CIBER) as a national and regional resource center. Guided by its Advisory Council first established on 15 February 1989, MSU-CIBER has excelled nationally as a resource center in international business education, research, and outreach. The Center has been characterized by external evaluators as an "outstanding success story of the CIBER program," "...exemplary in its performance," and "...a model for other CIBERs" (see Appendix B).

As a leading Land Grant University, Michigan State University now has well over a century of international education and research experience, extensive work abroad on every continent, and more than 25,000 international alumni. Some 3,500 international students and scholars make MSU their home annually, and more than 2,000 MSU students study abroad each year. MSU's twenty-five internationally focused area studies centers, thematic institutes, and offices housed throughout the campus, many within colleges, lead and support MSU's international activity. Many hundreds of faculty work individually and collectively to define and implement international efforts.

The Eli Broad College of Business and Graduate School of Management is a world-class business school. The full-time MBA program has just been ranked 12th overall in the nation by *the Wall Street Journal* (2001), and 4th best among public institutions. Its undergraduate programs have been ranked 16th in the nation by *U.S. News and World Report* (2001). Broad School graduates have been praised for "teamwork skills...ability to drive results... leadership potential...and quality of graduates" (*WSJ*, 30 April 2001). Broad School just launched new degree programs in Global Logistics and Global Manufacturing Management. Recently inaugurated The James B. Henry Center for Executive Development will house the Weekend MBA program, and feature latest educational tools and business technologies for multi-disciplinary, advanced education programs.

An integral component of Broad School's and MSU's international thrust, the MSU-CIBER has established itself as a national leader in all of the program areas mandated by the authorizing legislation. For over a decade, it has been singled out as the leading national resource center in international business education by independent evaluators. Its activities are designed to benefit the business and educational community and the public sector --both regionally and nationally. The principal thrust of these programs is to enhance the international and foreign language dimensions of business and professional education, and to promote interdisciplinary perspectives in learning. While the immediate objective of the MSU-CIBER activities is to provide instruction and training to students, faculty, staff, and the business community, its long-term mission is to contribute to the preparation of well-informed business leaders and a globally competitive U.S. economy.

For 2002-2006, Michigan State University CIBER has formulated an ambitious work agenda that reflects the new vision it has adopted: *Excellence in International Business Education: Total Global Culture, Best Practice, and National Impact*. Specifically, it proposes to implement some 52 new or continued projects across ten programmatic thrusts. These projects blend the vast resources of The Broad Business College and the larger university with distinctive competences of the Center. They are highly visible, high-impact activities that meet and exceed the requirements of the authorizing legislation.

The proposed projects include innovative initiatives such as the Global Management Certificate Program; unique offerings in business languages (e.g., Community Connections Project for Business Languages; the Web Template for Foreign Business Attraction); strong emphasis on faculty development (e.g., the Historically Black Colleges and Universities project; International

Business Institute for Community College Faculty); and Internet-mediated learning programs in both academic and business outreach. These projects represent not only new and innovative initiatives but provide a good balance between those activities that cater to the needs of MSU constituents and those that benefit audiences beyond the campus. An enviable track record and a talented staff, coupled with close guidance by its Advisory Council, constitute an excellent foundation for MSU-CIBER to sustain its leadership among national resource centers in international business.

In developing the proposed projects, the Center staff and the advisory council considered the Center's experience over the past twelve years, as well as the needs, regionally and nationally, of its constituents. Given the impact MSU has made nationally in the areas of business outreach, faculty development, global competitiveness research, and teaching of foreign languages for business, these activities will be continued. Over the next four years, MSU-CIBER will place special emphasis on the following initiatives. First, the Center will integrate web-based learning technologies into many of its activities. Examples are the launching of the Global Management Certificate Program, expansion of its leading knowledge web portal for international business (www.globaledge.msu.edu), and offering of new diagnostic tools for executives on its widely acclaimed website.

A second thrust will be a series of innovative projects in the instruction of business languages. MSU has been a national resource for faculty teaching Business German. It also features extensive offerings in such areas as Business Russian and Business Mandarin. Working closely with MSU's national resource center for foreign languages, CLEAR (Center for Language Education and Research), MSU-CIBER will implement ambitious projects in the development of pedagogical materials for business languages and development of language instructors.

Third, MSU-CIBER will foster its campus linkages to develop new interdisciplinary programs. These include collaboration with MSU's six other Title VI national resource centers, including CLEAR, as well as numerous academic units. Examples of collaboration include the CIBER-NRC Consortium for Historically Black Colleges and Universities (HBCUs).

Fourth, MSU-CIBER will expand its extensive portfolio of faculty development programs to cater to a larger number of business and language faculty nationally. New specific workshops and institutes are planned, including two new Roundtables in its national invitational conference series. The third in the series, the Roundtable Study Abroad Programs in Business Schools, was just held September 2001 in East Lansing, Michigan, and resulted in two resource books that are being disseminated among faculty and administrators nationwide. A special topic which was discussed with a select group of experts was risk and security issues in study abroad programs in the wake of global terrorism. MSU is a national leader in study abroad programs and has accumulated much experience in implementing study abroad and internship programs, especially in non-traditional destinations such as Latin America and East Asia.

Fifth, the Center, in collaboration with a team of faculty and cooperating companies, will initiate new research projects on the global competitiveness of U.S. industries. These research projects will investigate such issues as global supply chain management, best practice in global logistics, international entrepreneurship, and knowledge management in multinational companies. Sixth, MSU-CIBER will implement a proactive resource dissemination program to share its extensive instructional materials, resource books, best-practice research findings, and practical diagnostic tools, with a nationwide group of users. Dissemination will employ both conventional as well as technology-mediated channels.

Having distinguished itself as a leading national resource center for more than a decade, the Center is ready to embark upon an even more ambitious agenda for the new funding cycle.

With considerable past success and national impact, MSU-CIBER intends to reach greater heights in internationalization projects. While many of its successful programs will be continued during the new grant period, the Center will initiate activities that target new constituents, address existing audiences with fresh approaches, and create new models that can be adopted by other institutions nationwide.

The new vision is expressed as a set of guiding principles, and reprinted here as an attachment to the Abstract. These principles reflect a philosophy in which a total global culture permeates all aspects of MSU-CIBER's work agenda —curriculum enrichment, faculty development, business outreach and training, research on global competitiveness, and resource sharing.

The senior leadership of MSU, including President M. Peter McPherson and Provost Lou Anna K. Simon, has enthusiastically endorsed the vision and the work agenda. The University has also renewed its generous financial and operational commitment to the Center for the next funding cycle. To secure the continuation of the federal support for MSU-CIBER, Michigan State University will commit a total of over \$4.8 million to Center-related activities over the next four-years, of which \$1.6 million is a cash match (\$400,000 per year). This amount includes contributions from the Broad College Dean, the Provost, Vice President for Research, and Vice Provost for Libraries, Computing, and Technology. The substantial matching fund contribution by MSU effectively reduces the federal funding request to less than 30 percent of the total Center budget. With this level of institutional support, MSU-CIBER is well poised to embark upon the next phase of national distinction in international business education and research.

THE OHIO STATE UNIVERSITY CIBER: 2001 PROPOSAL ABSTRACT

Introduction

The OSU CIBER has greatly benefited from, as well as helped to shape considerable and significant change within the Max M. Fisher College of Business at The Ohio State University. Complementary goals between the national CIBER mandate and the Fisher College – from the Dean, to the faculty, and through its students – have assisted the CIBER as it has taken a prominent place within the college and the university.

Since beginning a concentrated effort toward the wholesale globalization of its programs (coinciding with initial CIBER funding in 1995), tremendous progress has been made. Active exchange partners for undergraduates or MBAs now number 11, up from only two five years ago. Importantly, none of these partners are “paper ones”; exchange has gone one or both ways in all cases within the past year. Prior to fall 2002, several additional partners will likely be added to better accommodate rapidly expanding undergraduate demand.

At least five new MBA or undergraduate courses have resulted specifically from CIBER support, and all continue to enjoy full classes of students. Several new courses or the revision of others are planned for the next two to three years as part of CIBER’s effort to globalize three new college programs: the Executive MBA; the business minor; and a general business major targeted to students at OSU’s four regional campuses. A revitalization of the College’s undergraduate IB major is also in store.

The CIBER and International Programs Office are grateful for the continued support of the Dean’s Office and of key donors to the college. Financial resources support from the college contributes to the partial or full salaries of four full time administrative staff in the International Programs Office. The Ford Motor Company has provided significant financial support directed specifically to international research. The Alcoa Foundation has for the past several years provided funds to support international courses with content requiring tele-video, tele-conference, or other distance and virtual technologies. Private individuals continue to give resources for courses like the Emerging Markets Field Study. A major gift from Mr. Leslie H. Wexner, Chairman and CEO of The Limited, Inc., provided a vehicle to begin the Fisher Council on Global Trade & Technology. The Council provides international programming synergistic to the CIBER, and the CIBER’s active agenda provided impetus for that gift. All these grants and gifts are administered through the International Programs Office.

Great plans and resulting accomplishments would not be possible for the CIBER without the solid infrastructure provided to it by the college’s Dean (Dr. Joseph A. Alutto), its faculty, the Ohio State University administration as a whole. Each of these continues to provide evidence that OSU and the Fisher College are places where high quality research and teaching in international areas are fostered and appreciated.

In turn, the business community has responded strongly to what they consider a dynamic global turnaround for the Fisher College of Business. Completing the six-building Fisher College complex, the Blackwell hotel will open in June 2002, providing high quality, on-site access to visitors from throughout the country and the world as they participate in various CIBER, college, and OSU activities, including executive education.

Background

When the OSU CIBER was established in 1995, its focus was on the world’s fastest growing economic development zones, or “Big Emerging Markets”. A majority of CIBER programs were directly or indirectly focused on these markets, and many programs continue to reflect this interest. Examples of this include the MBA Emerging Markets Field Study course (EMFS), which has taken students to 15 different countries since its inception. The course accepts two sections of students annually, each traveling to different countries and cities to undertake site visits and case study. In 1998, the EMFS experience was transferred to the undergraduate level, and that course is now one of the most popular for those students. Traveling each year to the Mexico City area, the undergraduate EMFS is offered each autumn, with the field study occurring at the end of fall quarter (beginning of December).

Finally, students in the College's new Executive MBA Program now participate in a required international course and field study experience at the end of their first year of work, and the design of this experience is similar in many ways to that of the EMFS.

Another "Big Emerging Markets" related program fostered by the College and CIBER is its membership in the MBA Enterprise Corps, a national organization providing one-year global consulting assignments to recent graduates. OSU and the Fisher College became members of the Enterprise Corps in 2000, joining 50 other top MBA programs nationwide.

Also included in this vein of expertise is the college's partnership with the U.S. Peace Corps. In a unique offering, MBA students may enter the college as part of a "masters international" program, after being accepted by both the Fisher College and the Peace Corps. These students first complete the core year of the MBA, then a two-year volunteer assignment in the Peace Corps, returning home to Columbus for the second year of the MBA. In four years, students gain both a graduate degree and an intensive, two-year international leadership experience.

In 1998, when the CIBER was renewed for a second time, attention and focus was spread from the emerging markets focus to one directed particularly at the globalization of small and medium sized business enterprises. In Ohio and the larger Ohio Valley region, hundreds of vital small and medium sized businesses contribute daily to the economy. Our interest has been focused on how these organizations internationalize their operations. Small and medium sized businesses have found that lower exporting and operations costs are often found in emerging markets, and that they are able to be immediately competitive when expanding there. Several OSU CIBER programs over the past few years have capitalized on the relationship between smaller business and emerging markets.

For example, the TARGET program has continued to grow. This program, which pairs large, internationally experienced companies (mentors) with those just 'learning the ropes' has been a staple offering of the CIBER since 1996. The TARGET class of 2001 includes 12 smaller companies, seven or eight mentor companies, and several experts from the international service sector (like the Export Assistance Center). Plans for the coming CIBER funding cycle call for the replication of TARGET in other Ohio communities, in order to spread the popular program throughout the state. Regional colleges throughout Ohio will serve as satellites for the CIBER to build the TARGET program.

Small and medium sized businesses have been welcomed into Fisher College of Business classrooms with open arms. They participate actively in the honors undergraduate Export/Import Management class, and serve as research examples in an MBA seminar called, "the Globalization of the Small and Medium Sized Organization", taught by Professor Oded Shenkar.

A New Vision

During the coming four-years, the OSU CIBER proposes to deepen and strengthen its focus areas. *Believing that CIBERs can and should change significantly over time, and seeking to further understand how businesses throughout Ohio and the country can maintain international competitiveness, we will focus during the next several years on global acquisitions and alliances.* Previous focus areas will not be abandoned, but rather programs that meet all foci encouraged.

Initiatives like the EMFS courses, those using technology to connect virtually with businesses and schools of business world-wide, the Peace Corps and Enterprise Corps partnerships, etc. all help small and medium sized businesses deal with fast growing markets and the overall global economy. In the coming years, we plan many curricular initiatives related to the deeper issues faced by companies as they acquire other firms or develop international alliances. We are enthusiastic about plans to work cooperatively with OSU's Moritz College of Law on a series of teaching and research projects.

Outreach to the business community has long been a strength and a hallmark of the OSU CIBER. This will continue into the future, as we continue to design initiatives to meet executive needs. Seminars and conferences (like the Africa Growth and Business Opportunities Forum of 2000), collaborations with executive education (such as CIBER contributions to the Executive MBA program), training opportunities (foreign language or world regional tutorials), and programs with students (internships, classroom activities) are all ways the CIBER will seek to stay relevant in the business community.

The selection of international acquisitions and alliances as a theme for the CIBER proposal is aided as well by a deep interest in this area from the Fisher College faculty. The college's international business resources have grown demonstrably in the past several years. The CIBER's role in this cannot be discounted, as faculty interested in global teaching and research are attracted in part by its existence. Building an international faculty is a result of many interrelated factors, and the CIBER is joined in large part by the support of the Dean Joseph Alutto, and by the global interests of OSU President Brit Kirwan. The supportive environment at OSU has helped the Fisher College attract ten faculty with considerable international experience; three of them chaired or full professors. Particularly fine expertise in acquisitions and alliances is located 'in house' in the departments of finance, management and human resources, marketing, and logistics, and individuals from each of these departments are slated to lead or participate in a variety of new CIBER initiatives.

Key New Programs for Students

Several new initiatives pertaining to the undergraduate curriculum are addressed within the CIBER proposal. These efforts are timely for several reasons: 1) the College has a large undergraduate program (2500 junior and senior business majors); 2) its international business major is consistently popular (but has not had a major revision in many years); and 3) new pressures to reach non-traditional business or OSU students have been placed upon the college.

A major initiative by the college to offer a general business major throughout the state via OSU's four regional campuses is currently underway, and the CIBER will seek to internationalize all 13 courses contained within that major. A business minor for non-business students is being offered for the first time on the main OSU campus, and the CIBER will work with program instructors to add international content to the five courses contained within that program. A major revision of the international business major, to potentially include a required international experience, is also proposed.

At the graduate level, a revision of the Ph.D. IB program is also in store, as this long-standing program seeks to create sustained advantage through better links with strong college Ph.D. offerings in strategy, organizational behavior, and human resources. Executive MBA students will benefit from the CIBER through support of their efforts in a required international course and field study experience. Ph.D. students from throughout the nation will continue to be encouraged to participate in the CIBER-supported Internationalizing Doctoral Education in Business (IDEB) program. This program, offered through the sponsorship of nearly a dozen CIBER institutions, has gained great momentum since its first offering at Columbia in 1999. It will be offered for the fourth time at OSU in August 2002. Fisher College Ph.D. students from all disciplines will be encouraged to apply for new research and travel grants.

Continued emphasis will be placed on the CIBER's goal to provide substantive, high quality study abroad experiences for any Fisher College undergraduate or MBA student who wants one, and new support in this area will be offered to non-business students at OSU in the area of international studies.

New Offerings for College, OSU, and Regional Faculty:

At the faculty level, several new programs are planned. A highly anticipated faculty study abroad experience is being planned. The study tour will seek to take at least 12 Fisher College faculty each summer to a region of the world visited previously by MBA students in the EMFS course, in order to make the most of knowledge gained through that experience. Faculty will also benefit from an expanded "Trade-a-prof" program that will seek to infuse area studies content into the business curriculum and offer business content in world regional courses. The shared expertise among faculty members will make this a dynamic program within the CIBER and for the university as a whole. Increased research support for business faculty within the college is also planned, and new volumes of research are on track. Faculty conferences or symposia (including major ones in years two and four) related to the international acquisitions and alliances theme will also be supported by the CIBER, and will further contribute to the global expertise of this important college resource.

Programs for non-business faculty and teachers are also planned, and include a Global Institute summer program for K-12 professionals. This program, implemented in partnership with the Ohio Department of Education and faculty in OSU's College of Education, will feature an on-line set of materials on international business developed with CIBER support. A key program developed by the OSU CIBER and supported by five others is a summer faculty development program targeted to foreign language faculty and professionals. The aim of this program is to provide greater understanding of business pedagogy and teaching methodologies, so that faculty experiences larger numbers of MBA and professional students in their classes feel more comfortable.

Programs for regional and national faculty, both business and non-business, are also on the schedule. As one example, an increased need for understanding relating to the tragic attack on the U.S. of September 11 has resulted in a CIBER partnership with the OSU Middle Eastern Studies Center. This fine center has long-offered a high quality summer series of programs for teachers. CIBER assistance will allow for fuller and broader marketing of these excellent programs and for the addition of business content where appropriate. Continued CIBER involvement is planned for a series of national FDIB programs, including one offered on its own campus and others sponsored by Texas A&M, the University of Memphis, Michigan State, and the Mid-America CIBER Consortium (MACC).

An important new initiative will provide CIBER resources to smaller colleges and universities in the OSU region seeking to internationalize their offerings. Several schools are expected to accept the CIBER's invitation to join the Mid-Ohio Faculty Network (MOFN). MOFN members will meet twice each year at OSU to share success stories related to the implementation of global programs on their campuses. These programs will be funded in part by the OSU CIBER, with grants given on a rotating basis among member institutions. The selection of proposed programs will weigh heavily on their ability to be replicated by other MOFN members. Similarly, MOFN members will be encouraged to attend other CIBER activities taking place on the OSU campus, including conferences and seminars created in partnership with the Mershon Center.

Reaching the Local, Regional, and National Business Communities

CIBER initiatives in this area will not be overlooked, as four regional or national conferences are planned for the coming years, focusing on different aspects of international acquisitions and alliances. Professors Jeff Reuer, Mona Makhija, and Oded Shenkar have all committed their support to the CIBER in this effort. Partnerships with international service providers for programs like the statewide extension of TARGET and the offering of on-site foreign language tutorials will be leveraged. Working paper series and a new EMFS case book will be marketed to the business community, and increased participation from this population in various curricular initiatives mentioned above should not be underestimated. Programs like the Fisher Council on Global Trade and Technology that are marketed directly to business professionals will continue, and new emphasis will be placed on ways to extend these programs' popularity. A new effort for business professionals modeled on the MBA EMFS course is being planned, and will feature intensive consultation projects for executives who seek a short-term international experience. Collaborations with OSU's Mershon Center and with the well-known Conference Board are also on the agenda.

Conclusion

The OSU CIBER, with a vision newly directed toward subjects relating to global acquisitions and alliances will continue to be a powerful catalyst for international teaching, research, and outreach within the Fisher College of Business. Well supported by Dean Joseph Alutto, college faculty, the CIBER Advisory Council, the Dean's Advisory Council, several of OSU's highly regarded National Resource Centers (NRCs), the many international community organizations in Columbus and in the state, and most importantly the college's talented and motivated student body, the OSU CIBER will remain at the forefront of international change and growth at The Ohio State University.



Center for International
Business Education and Research

PURDUE UNIVERSITY ABSTRACT

History and Mission

Purdue University's Center for International Business Education and Research (CIBER) was established January 1, 1993, supported, in part, by funding under section 612 of part B, Title VI, of the Higher Education Act of 1965 as amended by the 1988 Omnibus Trade and Competitiveness Act. This proposal requests the continued designation and funding of Purdue's CIBER as part of the national CIBER Program for 1998-2002. This request is based on a demonstrated ability to meet the purposes of the statute with creative and cost-effective programs, together with a new set of initiatives that build on these successes.

Purdue CIBER will continue to support a unique combination of teaching, research, and outreach activities in collaboration with the Krannert School of Management, the Schools of Liberal Arts, Agriculture, and Engineering, and representatives of business and government. These programs will integrate Purdue's institutional strengths in science, engineering, agriculture, and management, emphasizing the gains the rigorous application of technology and interdisciplinary programs to applied problems, including the enhancement of the competitiveness of U.S. managers and businesses, especially in the areas of agribusiness, manufacturing, and the commercialization of new products and processes.

The CIBER's objectives are to: (1) endow students at all levels with the motivation, knowledge, and competencies to think and act in a global business environment; (2) stimulate faculty and graduate student research in international business, emphasizing issues of immediate relevance to businesses operating in the international arena, as well as issues related to ongoing competitiveness of U.S. business; and, (3) increase global awareness of the general public and to educate practicing managers (particularly those in Indiana and the Midwest) on ways to meet the challenges and opportunities that exist in global markets.

Purdue CIBER Teaching Activities

Purdue CIBER will continue toward internationalization of the curriculum at all levels of instruction (undergraduate, master's, doctoral, and executives) and enhancement of courses and programs in business and technical languages. During the next funding cycle, Purdue CIBER will focus on developments of new courses, new programs, and an expansion of experiential learning opportunities.

Several new undergraduate classes are proposed, including the development of three new management and economics classes: International Issues in Information Technology, International Political Economy, and Global Trade Analysis.

At the master's level, curriculum development plans emphasize experiential, problem-oriented projects and courses as part of the Krannert MBA, including: (1) Offshore international consulting projects with combined teams of Krannert-based students and students from the German International School of Management (GISMA) working under faculty supervision on consulting projects in Europe, Asia, and South America. (2) Indiana-based consulting projects with small and medium-sized Indiana businesses in the early stages of overseas market entry, where domestic students will be teamed with international students who have experience in the business conditions and culture of the target nation. (3) A non-credit management development course on cross-cultural management techniques, to be required of all Krannert master's student.

At the doctoral level, CIBER will facilitate the collaboration of the Departments of Economics and Agricultural Economics to develop a new Ph.D. program in Applied International Economics and Business. This new degree will provide a Ph.D.'s in international economics with doctoral training in international management, equipping them to teach and conduct research in international business.

Purdue CIBER will focus on several initiatives for expanding student study abroad opportunities: (1) A 'seamless' study abroad program with an initial set of eight major overseas institutions where Purdue undergraduates earn Purdue credits at Purdue tuition rates, (2) Master's student exchanges with

German International School of Management (GISMA) where successfully completed coursework in Hannover, Germany will be fully credited toward the Purdue MBA. (3) A 'Doing Business in the European Economy' program, in which Krannert MBA students receive instruction from *ESC-EAP* faculty in Paris that exposes them to business issues and management skills relevant to the EU. (4) Expansion of the CIBER Scholarship program for undergraduates.

CIBER will develop at least four new classes in business language and culture: Spanish for International Trade, Introduction Chinese Culture and Civilization, Business Arabic, and an advanced Business Japanese class devoted Japanese culture and language connections. We plan to continue emphasis on the infusion of international materials and perspectives across all specialties in the curriculum, especially at the undergraduate level, with specific attention to increasing awareness and skills in cross-cultural management and relationships through the development and dissemination of tools for cultural self-assessment and cultural assimilation.

Purdue CIBER Research

Purdue CIBER will continue to promote faculty research by offering competitive awards to faculty who conduct research on the international dimensions of their discipline, striving to (1) reach faculty whose research has not traditionally involved international aspects of their disciplines, and (2) provide mechanisms for the incorporation of research knowledge into the curriculum. Some of these awards will be designated for research with an immediate impact on certain aspects of business education at Krannert, with selection criteria based on potential for (1) improved international aspects of education and promotion of integrated curricula, or (2) promotion of international competitiveness. Particular attention will be given to projects consistent with CIBER's technology and entrepreneurship themes, and for cross-cultural studies.

Support for doctoral research in international business and economics will continue, with international doctoral dissertation research awards in each year, annual outstanding student paper awards at the annual Purdue *Empirical Investigations in International Trade (EIIT)*, and travel support for Ph.D. student attendance at EIIT conferences, and Ph.D. internationalization consortia. CIBER will sponsor initiatives by the Center for Technology-enhanced Language Learning and Instruction (TELL) to develop a multi-media cross-cultural assimilator - a technology based on portrayals of critical incidents in cross-cultural encounters that enable learners to check cultural assumptions and learn appropriate responses in more realistic settings than those provided by the currently available text-based cultural assimilators. We will continue to publish the highly regarded *Global Business Languages (GBL)*, a refereed annual monograph that includes articles on research on methodologies of teaching languages for business, computer applications and software development, inter-cultural and cross-cultural research as it applies to the business world

The results of international research activities will be disseminated in several ways. We will continue the Purdue CIBER Working Paper series, distributing hard copies of each paper immediately on completion, and providing access via the PurdueCIBE website to electronic copies of the CIBER working papers and electronic copies of EIIT papers.

Competitive CIBER Travel Awards will be used to encourage Krannert faculty to travel abroad for research collaborations and presentations at major international conferences, and additional awards will be used to facilitate business language faculty's interaction with business and language faculty of other institutions.

Purdue CIBER will sponsor conferences that set the agenda for debate and definition of fundamentally important issues in international business. In addition to continuance of the annual Empirical Investigations in International Trade conference held each year since 1994 at Purdue, we intend to expand the reach and influence of the conference by holding it every other year to another North American site.

In cooperation with the Schools of Agriculture at Purdue and Texas A&M, and the Texas A&M CIBER, Purdue CIBER is planning a program of research activities, culminating in a major new conference tentatively entitled "The Global Foodfight: Biotechnology and Intellectual Property Rights in Agricultural Markets". The conference is designed for opinion-leaders in business, academia, and

government with interests in understanding the scientific, economic, and social forces that underlie major conundrums typified by the “global food fight”—the worldwide resistance to genetically modified (GM) crops developed and grown in the U.S. and the related set of issues concerning the role of intellectual property rights to new agricultural products and processes.

Purdue CIBER Outreach

Purdue CIBER will build on earlier successes in reaching business and academic audiences. We will continue to develop information resources, conferences and workshops to assist Indiana businesses in initiating or developing international business activities, through sponsorship of the Global Issues Fund (GIFt), which leverages the resources of economic development partners from around the state. We will further strengthen the *GIFt* program by sponsoring and conducting two workshops for symposium organizers on how to conduct effective export conferences.

Purdue CIBER proposes to continue hosting the national CIBER web site, *CIBERWeb*. Developed at Purdue in 1995, *CIBERWeb* serves as the primary web portal for the nationwide network of 28 CIBER centers, providing information describing the program’s mission and informing researchers, business executives, and the general public about important issues and research in international education and business. New features to be added to *CIBERWeb* to enhance its usefulness to the CIBER centers, as well as education and business communities, include a searchable calendar feature to which events sponsored by the various CIBERs are posted, a central portal on which CIBER centers will be able to post links to specific important news items or announcements, and greater use of on-line audio and video. Purdue CIBER will also continue to collect information on upcoming *Faculty Development in International Business* (FDIB) programs and conferences sponsored by existing CIBERs. This information will be compiled in a master FDIB directory and also posted on the *CIBERWeb* internet site.

We plan enhancements to the Purdue CIBER website (PurdueCIBE) in order to provide information about resources and events relevant to international business education and outreach specific to Purdue, as well as links to on-line resources of interest to exporters. Via PurdueCIBE, Indiana businesses also have easy access to the wealth of international information available from Purdue’s large collection of on-line library resources.

Purdue CIBER proposes to expand its programs of international consulting services to small and medium size Indiana businesses by leveraging the experience and interests and training of Krannert’s international students partnered on Krannert MBA consulting teams.

We propose to increase our investment in internationalization of executive education, through program development of the International Master’s of Management Program (IMM)- an integrated dual degree-granting executive education program in which participants receive the Purdue degree from Purdue as well as an MBA from one of the program’s three European partners The *Budapest University of Economic Sciences and Public Administration* (BUESPA), *Tilburg University* in the Netherlands, and *ESC-EAP European School of Management* in Paris, and continuation of our commitment to the Agri-business MBA, through expanded distance learning capabilities.

In conjunction with relevant Purdue schools and with Indiana international-trade-development organizations, Purdue CIBER will establish a series of regional outreach business conferences for small and medium size companies interested in international trade, cover topics such as the use of internet communication technologies for small and medium size exporters, and international food-labeling regulations. To address the need for convenient, affordable export training, Purdue CIBER will develop on-line distance learning courses in such areas as shipping documentation, international letters of credit, international bank drafts, freight forwarding and customs clearance, and other subjects relevant to export operations.

Purdue's CIBER will continue to assist the Michigan State University, University of Illinois, University of Connecticut, Ohio State University, and University of Southern California CIBERs in sponsoring a Summer Institute for community college faculty

We propose to continue our co-sponsorship of the FDIB Mexico Program offered by the CIBERs of Purdue University, Texas A&M University, University of Memphis, and San Diego State University. We will co-sponsor with the Illinois CIBER, the annual workshop, *Using Instructional Technology in the*

Teaching of Business Foreign Languages, which is designed to give language educators ideas and strategies for effectively using instructional technology to enhance the teaching of business foreign language and culture, and the *Global Interdependence, Language and Culture Conference* for business language and culture faculty. We will continue to publish the FDIB Directory, a record of all faculty development opportunities available from all CIBERs.

We will continue to participate in two doctoral consortia. The first, the CIBER Doctoral Internationalization Consortia, which includes CIBERs at the University of Michigan, the University of Texas at Austin, Duke University, the University of Washington, and Purdue University, is designed to encourage future business school faculty to incorporate international dimensions into their respective disciplines. Purdue CIBER will host the Operations management internationalization consortium twice, in Fall 2003, and fall 2005. Also, we will continue our participation in the Internationalizing Doctoral Education in Business (IDEB) seminar, in conjunction with the Mid America CIBER Consortium (Columbia University, Indiana University, Michigan State University, Texas A&M, Ohio State, University of Connecticut, University of Illinois, University of Kansas, University of Michigan, and the University of Wisconsin). This program complements the disciplinary focus of the other consortium through its focus on the more general topics.

Recognizing that familiarity with business subjects provides pedagogical advantages to foreign language instructors, we now propose to implement a new program to provide education to foreign language faculty and Ph.D. students through admission to the one week, intensive mini-MBA program conducted by the Krannert executive non-degree programs.

Purdue CIBER was one of the first CIBERs to focus efforts on pre-college educators by offering workshops for high school teachers, distributing Purdue's publication *Trading Around the World*, and most recently collaborating with the National Council on Economic Education to develop the new curriculum, *Focus on International Economics*. We propose to significantly enhance our presence in that arena through a collaborative endeavor involving partnerships with the CIBER at Indiana University as well as the Indiana Center for Economic Education (ICEE) and the International Resource Centers at Indiana University. The project entails the revision and redistribution of *Indiana in the World*, a multi-disciplinary curriculum on international trade.

Purdue CIBER's Competitive Advantage

Purdue University provides a world-class academic environment for the CIBER program. A member of the American Association of Universities, Purdue has nearly 66,000 students throughout its statewide campus network, with over 38,000 students enrolled on the main campus in West Lafayette, Indiana. It ranks eighth in the nation in production of Ph.D. graduates, and in the top one percent of all universities in research and development. Purdue's schools of Agriculture, Engineering, and Management consistently ranked among the top programs in the nation, and rankings continued to. Purdue ranks among the top five universities in the number of engineering bachelor's degrees granted each year, and Purdue's Schools of Engineering currently rank seventh nationally, up from ninth in the past year, according to the *U.S. News and World Report* (Fall 2001). At more than 1,000 per year, Purdue awards more degrees annually in Information Technology than any other school in the nation. The Krannert School of Management's undergraduate, MBA, and executive programs are highly ranked by leading business publications. For example:

- The most recent MBA program rankings, conducted by the *Wall Street Journal* (April 2001), placed the Krannert Graduate School of Management MBA program sixth among all MBA programs world-wide by, and second among all public universities. Krannert's graduate Operations Management and Quantitative Analysis programs were ranked second and sixth respectively.

- The *U.S. News and World Report* (Spring 2001) placed the Operations Management Program second, Quantitative Analysis seventh, Management Information Systems fourteenth and the overall program twenty-third.
- In 1999, *Computerworld* ranked Krannert's MBA seventh among Techno-MBAs (up from twelfth in 1997).
- Student services and placement have been ranked highly by major international business publications. *The Economist's* fall 1999 survey ranked Krannert number one in overall career satisfaction among 115 programs. The *Financial Times* ranked the MBA programs second for placement success among U.S. universities, and fourth world-wide.
- The Krannert School of Management undergraduate program was ranked third nationally in Production/Operations Management by the *U.S. News and World Report* (Fall 2001), fourth in the field of Quantitative Analysis, and fourteenth overall.
- Krannert's Executive Masters Program has been comfortably ranked among the top twenty executive programs in each of the last four polls conducted by *Business Week*, and was ranked 14th in the most recent poll of executive programs

The Schools of Industrial, Civil, and Aerospace Engineering all continue to be ranked among the top four programs of their kind nationwide (*U.S. News and World Report*, 2001). Within Purdue's School of Agriculture, the Center for Food and Agricultural Business, and the Department of Agricultural Economics are consistently ranked among the top five. Purdue's foreign language programs provide vital support for the CIBER mission. Within the School of Liberal Arts, the Department of Foreign Languages and Literatures offers one of the oldest Business Language Programs in the nation, with courses in Business German, French, and Spanish having been offered since 1976. Current business language offerings also include Italian, Portuguese, Chinese, Japanese, and Russian. Purdue's Department of Foreign Languages and Literatures is pioneering new computer based language training methodologies through the Center for Technology-Enhanced Language Learning and Instruction (TELL).

Creating New Global Horizons in Business Education

The San Diego State University CIBER

ABSTRACT of Planned Activities: 10/1/2002 through 9/30/2006

Since 1989, Title VI and the CIBERs have played a critical role in helping to expand and sustain efforts to globalize American higher education. By melding the traditional pursuits of business, languages, area studies and communications, a new faculty research and teach calculus has been created. The benefits are emerging in the form of stronger, more relevant curricula, better prepared faculty, a tendency toward more incisive action by American business, and a more cooperative relationship between higher education, government and the public and non-profit sectors. Our national and economic security is clearly dependent upon a well-informed and cross-trained citizenry, with the capacity to explore and develop in new cultures and different languages, and seize leadership roles in the new political and economic systems that are the globalized world in which we live.

Cold calculations are under way across the globe, inside corporations and governments, in the race to slash costs and protect profits. New manufacturing centers, new joint ventures and alliances, increasing reliance on software for everything from answering phones to distribution logistics and managing corporate cash. With China in the WTO, its presence as a supplier of cheap labor, talented engineers and improving infrastructure, a formidable challenge is faced by strategic planners around the globe. Prepare or die. This urgency motivates many of the activities which our CIBER will undertake in 2002-2006.

Our proposed agenda of activities for 2002-06 takes into account the successes and lessons learned, yet relies heavily on a slate of new and groundbreaking projects and activities designed to incorporate new challenges and approaches into undergraduate and graduate business education. Along the way, we propose to develop some very new teaching methodologies and approaches focused on international negotiation and cross-cultural business models. Our outreach to the business community will expand considerably in concert with a renewed partnership with agencies local, statewide and international whose focus and dedication to international business are as strident and vocal as our own.

The nation's economic security depends, increasingly, on our ability to compete in the global marketplace. Globalization depends on open borders and ready access to transportation and communication. Fueled by trade, globalization has advanced the ambitions, and boosted the bottom line, of some of the world's largest corporations, many of them based in the U.S., Europe and Japan. **International trade now accounts for almost 20% of global gross domestic product, up from just 10% a decade ago. Markets for many products are now completely international, with prices determined globally rather than locally.** (*BusinessWeek*, October 22, 2001; p.30) For San Diego and the southern California region, foreign exports already account for a rapidly growing share of the region's work force and output, according to the U.S. Department of Commerce. That agency ranked San Diego as the **#7** region with the largest increase in exports from 1993 to 1999, surpassing even Los Angeles. When considering the country's 25 largest metropolitan areas, San Diego was ranked **#1**. This surge created tens of thousands of high-paying manufacturing and service-sector jobs in small to medium-sized companies, far outpacing the overall expansion of the regional economy during the same period. According to Commerce, 97% of all U.S. export growth in the 1990's was provided not by powerful multinationals but by small and medium-sized companies. In 2000, California's exports surged to a record \$129.7 billion, increasing 20.8% over

1999 and eclipsing \$100 billion for the fifth consecutive year. According to Governor Gray Davis, "This is outstanding news, and underscores the strengths of California's diverse economy. Technology driven advances in a wide range of industrial sectors have helped global demand for California-made products."

According to Matthew Anderson, District Director for the U.S. Department of Commerce, the growth is coming from small to medium-sized companies, the backbone of the local economy, which are now on a rapid growth track and are doing a large part of their business shipping their products outside the country.

As we entered the final year of this 1998-2002 grant cycle and in anticipation of this proposal, the faculty and staff of the San Diego State University CIBER, in concert with our reconstructed Advisory Council, engaged in a rigorous evaluation of every activity under the CIBER umbrella. As a result, some of the most critical academic components have been absorbed by the University through institutionalization. Several activities have achieved their objectives and will be modified or concluded shortly. For other projects, the responsibility will be shifted to partners while we retain a participatory role. In addition, as required and as part of our long-term strategy as a Center, we have developed a number of very promising projects and development initiatives which are reflected in the following proposed set of activities for 2002-2006.

Our proposed activities for 2002-2006 follow the six programmatic requirements contained within the CIBER mandate. Woven into the narrative are the ways in which our CIBER meets and exceeds the programmatic guidelines contained in sections 611(b) and 612(a) and (c) of the statute that authorizes CIBER. Our objectives are clearly delineated and flow from the context of the statutes, illustrating the significance of the Center, its proposed projects, and the impact of our anticipated outcomes.

Nevertheless, we are identifying new resources and partners so that the impact of this Center will be felt more fully and completely by each of our constituencies. We believe that the proposed activities clearly delineate the local, regional, and national impact this Center has and will continue to have.

Of equal importance is the fact that while we note the many ways in which we meet the authorizing statute and further its purposes, we also carefully document the critical need for both the CIBER program overall and the ways in which specific activities address these needs. Throughout, the quality of our strategic management plan will be apparent, as will the expertise of program faculty and staff, our experience in meeting deadlines and objectives, and the way in which the projects in particular and CIBER overall have been designed to achieve maximum effectiveness.

We have designed, in concert with the overall CIBER group and for our own purposes, a set of comprehensive goal-objective-outcome strategies for assessment purposes and to document the ways in which the projects are advancing their particular fields, whether research, curricular or experiential. We seek to meet the mandate with a balanced approach to the requirements while utilizing our institution's particular strengths in order to address the specific needs of our student, faculty, and business stakeholders, thereby striking a deliberate balance between the limitless and limited, between quantity and quality.

As a result of several strategic planning exercises with our Advisory Council, we will more actively engage the business community in developing more intensive, short-term, responsive programs which meet very specific education or research needs, such as trade missions, on-site language training for companies, translation services, and matchmaker services and international contact development assistance through overseas partners and agencies such as the World Trade Association, San Diego and the U.S. Department of Commerce network. Each new activity and area of emphasis will be meticulously documented to serve as potential models for our partner systems, the California State University, the California Community Colleges, and universities nationwide.

Our mission as a University is rapidly growing more similar to the themes which drive the CIBER mandate. San Diego State University, as a natural result of its strategic location, numerous resources, and the vision of our president, Dr. Stephen Weber, is becoming an international University. We will continue to be the model CIBER for regional universities and we hope that our proposal reflects the focus, energy, enthusiasm, and dedication with which we accept this challenge.

In brief, for 2002-2006, we will pursue several new initiatives:

Programmatic Requirement 1: Interdisciplinary programs which incorporate foreign language and international studies training into business, finance, management, communications systems and other professional curricula.

- Brazil Dual Degree:
- Project CAMEXUS
- Business In Cuba
- New Asia Pacific Business Studies Curriculum:
- CIBER Undergraduate Case Competition
- THE EMBASSY INTERN PROGRAM WITH U.S. DEPARTMENT OF COMMERCE
- CALIFORNIA TRADE AND COMMERCE INTERN PROGRAM
- Global Trade Network, USAID.
- International Business Cooperative Education Program

Programmatic Requirement II: Interdisciplinary programs which provide business, finance, management, communication systems, and other professional training for foreign language and international studies faculty and advanced degree candidates.

- International Business For Foreign Language Professionals – University of Memphis Workshops
- Southwest CIBER Consortium FDIBs
- International Negotiation Workshops
- New Graduate Programs in Asia Pacific Business Studies

Programmatic Requirement III: Evening or summer programs, including, but not limited to 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.

- International Negotiation Workshops
- Extended Studies courses/programs
- Executive MBA outreach - SDSU & Scotland
- World Trade Center, San Diego Programming

Programmatic Requirement IV: Collaborative programs, activities or research involving other institutions of higher education, local educational agencies, professional associations, businesses, firms or combinations of such, to promote the development of international skills, awareness, and expertise among current and prospective members of the business community and other professionals.

- International negotiation workshops

- Community College FDIB's – Northern and Southern California
- Consulting to other universities
- eCIBERNet: The Virtual One-Stop International Business Training Center and Network:
- CIBER Faculty Research Grant Program
- Community College IB Working Group
- CIBER National Business Spanish Examination
- CIBER/LARC Collaborative Program.
- African Development Institute

Programmatic Requirement V: Research designed to strengthen and improve the international aspects of business and professional education and to promote integrated curricula

- CIBER Faculty Research Grants Program
- CIBER Working Paper Series
- SDSU CIBER Press
- International Negotiation Cases & Simulations

Programmatic Requirement VI: Research designed to promote the international competitiveness of American businesses and firms, including those not currently active in international trade.

- International Negotiation Simulations and Cases
- SDSU CIBER Press
- CIBER Working Paper Series
- CIBER Faculty Grant Program
- PACIBER Research and Outreach
- Global Trade Index

TEMPLE UNIVERSITY CIBER Proposal Abstract

Temple University is the second largest employer in the City of Philadelphia, and its mission has been to serve the not so fortunate members of society. Its commitment to excellence is manifested in the high ranking of the Fox School of Business and Management, which was ranked in the top the 75 business schools by *Forbes* Magazine (October 15, 2001), and whose Executive MBA program was ranked 32nd in the world by *Financial Times* (October 22, 2001). The Academy of International Business recognized the Fox School's commitment to international education and research by bestowing upon M. Moshe Porat the prestigious award of *International Dean of the Year* at its international meeting in Sydney, Australia.

The future of economic development in Eastern Pennsylvania, Southern New Jersey, and Delaware will largely depend upon increasing the international skills and knowledge of executives and faculty in the business and academic community respectively, as well as on increasing their awareness of the opportunities and challenges that exist in the global economy. To that end, the mission of the Temple CIBER is to promote a greater involvement in international activities by academic institutions, business firms, and executives in small and medium size firms in Eastern Pennsylvania, Southern New Jersey, and Delaware. To date there is not a single CIBER in this region. As such, the Temple CIBER's activities will serve catalysts in:

- (1) Enhancing the business community's knowledge and skills required to succeed in international business;
- (2) Creating a greater appreciation amongst business and non-business faculty in the region of the importance for success in the global economy of competences in three key areas: (i) business functions, (ii) foreign language, and (iii) geographic area;
- (3) Promoting close collaboration among business firms and academic institutions in the region as well as with organizations that support business activities in the region. The Temple CIBER will play a significant role in developing programs and conducting research designed to elevate the overall attractiveness of the region as the place to conduct international business activities.

The programs proposed in the Temple CIBER will involve deep collaboration between the Fox School and (i) Temple's College of Liberal Arts; School of Education; and Beasley School of Law; (ii) programs involving leadership roles by faculty from The Philadelphia University, DeSales University (Allentown, PA), and Rowan University (South Jersey); (iii) organizations outside of academia that are deeply involved in developing the region as a leading center for exports, imports, and inward direct investment, such as the Delaware River Port Authority, Ben Franklin Technology Partnership, The Greater Philadelphia Chamber of Commerce, and the Delaware Valley Industrial Resource Center.

Activities in collaboration with faculty in the School of Education, and College of Liberal Arts, and Beasley School of Law at Temple University include:

- 1) Programs and activities that would improve the teaching capabilities of language faculty through participation in seminars, improvement of media resources, and fellowships to participate in FDIB programs.

- 2) Development of two new certificate programs (i) Asian Business and Society Certificate, and (ii) Latin American Business and Society Certificate.
- 3) Annual conference on Global Security and Ethics.

Collaboration with Philadelphia University, DeSales University, and Rowan University will be in the following areas:

1. International virtual team projects for graduate students in business. This program will involve students from the U.S. and from Mexico in cross-cultural teams working on business strategy case analyses (with DeSales University and ITESM in Mexico City).
2. Study-abroad courses for graduate and undergraduate students (Philadelphia University and DeSales University).
3. Support of the Web site “Everything International” (Philadelphia University).
4. Training of SMEs that are new to exporting (Rowan University).

Collaboration with the Delaware River Port Authority, the Ben Franklin Technology Partnership, and The Delaware Valley Industrial Resource Center will be on research projects in three areas: (1) Research on “best practices” to attract FDI to the region, (2) Research on enhancing the effectiveness and expansion of the Bio-technology cluster in the region, and (3) Research on the reasons for, and strategies to prevent, emigration of trained personnel from the region. Each of these research projects, which are designed to help in developing the attractiveness of the region as an international business center, was conceived after extensive discussions with the partner institutions.

In the above we presented programs of the Temple CIBER in partnership with disciplines outside of the Fox School and organizations outside of Temple University. All academic seminars and conferences proposed by the Temple CIBER will be open to participation of faculty and students from all institutions in the area and nationally. Similarly practitioner oriented seminars and conferences will be available to executives in the region and beyond.

We have developed the various activities proposed by the Temple CIBER after extensive consultations involving several meetings with each of our partner institutions in and out of Temple University. As such, the proposed activities are aimed at meeting all six purposes and programmatic requirements of the CIBER statute, as well as to serve the needs of our many constituents in the region. Evidence of the commitment of our partners to help in making the Temple CIBER a success is the fact that the heads of our key internal and external partners have all agreed to serve on our Advisory Board.

THE TEMPLE CIBER ACTIVITIES ARE DRIVEN BY THE FOLLOWING SIX CORE OBJECTIVES:

OBJECTIVE # 1

To serve as a national resource for the teaching of improved business techniques, strategies, and methodologies that emphasize international context in which a business is transacted.

We propose the following six programs to achieve this objective:

- #1.1.1iii. *Faculty Seminars on Pedagogy in Virtual Teaching Environments*: Participants will learn how to use distance-learning technologies from attending these seminars
- 1.1.3. *Virtual scholars and executives in the classroom*:

We plan on audio and video taping interviews with scholars and executives on topics that are of current interest, e.g. the impact of the events of September 11 on international transactions, and long-range company plans.

1.1.4. *Annual eBusiness case studies:*

There is a severe shortage of good international ebusiness cases. We plan on filling this gap by producing several such cases per year.

1.6.1 *International Business and Economics Education Program for K-12 Teachers:*

This program is designed to enhance the knowledge of K-12 teachers of international business and the business environment in a globalized economy. The objective is to start imparting knowledge about international business early in the students' educational process. Teachers who are better informed can be more effective in the classroom in imparting the international dimensions of the subjects that they teach.

1.6.3. *Web Support for Internationalizing the Foundation Courses in Business:*

We will collaborate with Philadelphia University in developing several Web based internationally focused exercises that could be incorporated into introductory functional business courses, with the purpose of internationalizing the course contents in such courses.

1.6.4. *Workshop in Curriculum and Teaching eBusiness Topics:*

Business firms large and small can become international without going through the various evolutionary steps that the "old economy" firms had to go through. Nowadays both new and old economy firms use eBusiness in almost all links of their respective value chains. The workshops on eBusiness are meant to assist participants in curriculum development, pedagogy and Web resources in teaching business courses.

OBJECTIVE # 2

To design and implement cutting-edge interdisciplinary research and curriculum in business by integrating the core components of globalization, information technology and entrepreneurship.

We propose the following five programs to achieve this objective:

1.1.2. *Masters in International Management*

The Fox School needs a program that is focused on international management. The MBA program structure as dictated by the AACSB does not provide the flexibility to include language and area studies requirements in the curriculum. The proposed new MIM degree program will stand on three platforms (i) study of traditional business functions, (ii) study of a region of the world (area study), and (iii) language competency aligned with the area studied. The MIM will also include a foreign internship component.

1.3.1. *Interdisciplinary Research*

We will sponsor noted scholars in the IB field to write research papers on interdisciplinary themes, and have the papers presented at a two-day Interdisciplinary Research Forum. The papers will be published in a book of the forum proceedings, and selected papers will be published in the *Journal of International Management*.

1.3.3. *Research on Best Practices that Attract FDI*

This research project originated in our discussions with the Director of the Delaware River Port Authority, which is a lead player in developing policies for economic development and international trade in the region. This project is aimed at researching the strategies adopted by competing States to attract FDI and writing a report, including recommendations, which if implemented, should lead to larger flows of FDI into Pennsylvania.

1.3.4. *Research on Biotech-Pharmaceutical Industry Cluster in the Region*

This project also originated in our discussions with the Delaware River Port Authority, and Ben Franklin Partners Southeastern Pennsylvania. We will research roles of public and private entities in enhancing the Biotech-Pharmaceutical industrial cluster in the region. The pharmaceutical industry is an important international business player and it is in the interests of international trade and investment in Pennsylvania that this important sector be kept as vibrant as possible in the years ahead.

1.3.5. *Research on Migration of Human Capital and Economic Development*

A serious problem identified by the Delaware River Port Authority is the failure of this region to retain people trained in the several educational institutions in the region. Pennsylvania must retain its skilled workforce if it is to be a major player on the international business playing field. As such the Temple CIBER will study the reasons for the emigration of skilled personnel, including university graduates, and recommend strategies to prevent this attrition.

OBJECTIVE # 3

To strengthen study of business practices in foreign regions, foreign languages, area studies and cross-cultural experiences by implementing travel study, international internships and integrating the use of the Internet and interactive technologies into the pedagogy.

We propose the following eight programs to achieve this objective:

1.2.1.i. *Language Faculty Development Program*

Annually, Temple CIBER and Temple Language Departments will conduct a three-day faculty development seminar for language faculty on the curriculum and methodology of teaching foreign languages to non-business students.

1.2.1.ii *Faculty Fellowships for Non-Temple FDIB Programs*

Annually, four fellowships will be awarded to area language faculty to attend FDIB programs offered by non-Temple CIBERS.

1.2.1.iii *Media Resources for Language Faculty*

We will assist language faculty in enhancing their media resources for teaching foreign languages with items, such as audio and videotapes, CDs, and computer software.

1.2.2 *Interdisciplinary Certificate Programs*

The Fox School will collaborate with Asian Studies Program, and Latin American Studies program, which are located in the College of Liberal Arts, in developing two new certificate programs: (1) Asian Business and Society and (2) Latin American Business and Society. These undergraduate interdisciplinary programs will synergistically integrate study of business functions, area studies, and area languages. Students in business and non-business programs should benefit from completing these certificate programs that are designed to fit into the existing credit requirements for graduating from Temple.

1.2.3 *Student Exchange Program with ITAM (Mexico City)*

Each year we will support one undergraduate honors student and one doctoral student to study for a semester at ITAM. Undergraduate student will take courses at ITAM whereas the doctoral student will collect research data. This program is in tune with our philosophy of integrating area and language study with the business curriculum.

1.2.4 *Strengthen Study Abroad Program*

Students can complete their IB course requirements at Temple's Rome campus. We plan on expanding this program to our campus in Tokyo and at a partner institution in Mexico.

1.4.2 *Travel Study Course for Graduate and Undergraduate Studies*

We propose to develop a travel study course for graduate and undergraduate students. This credit-bearing course will be offered in collaboration with Philadelphia University and DeSales University. We will rotate this course between Asia, Europe and Latin America, making effective use of Temple's campuses in Rome and Tokyo, and partner institutions in Mexico.

1.4.3 *Doctoral Dissertation Research Grants*

Four doctoral students will be awarded four competitive grants each year to conduct research or to attend the annual AIB doctoral consortiums.

OBJECTIVE # 4

To nurture and promote entrepreneurship, international competitiveness of small and mid-size enterprises (SMEs), with special emphasis on technology start-ups and service businesses by facilitating research, Web support and training programs in cooperation with partner institutions and organizations.

We propose the following five programs to achieve this objective:

1.1.1.i *Global Entrepreneurship in Technology Case Competition*

The Fox School has a unique program in collaboration with Ben Gurion University in Israel in which our students collaborate with students at Ben Gurion on developing business plans for start-up technology companies. We plan on expanding this program to a university-wide effort to include medical, engineering, and other colleges at Temple. Students will propose ideas for new business ventures and work with the Fox School faculty on developing technology, marketing, and business plans. Students will then present their business concepts to venture capitalists in a case competition.

1.5.1 *Women Entrepreneurship Program*

This program is aimed at enhancing the knowledge and skills of women entrepreneurs, especially minority women, to engage in business ventures. Emphasis will be placed on exploring opportunities in international markets. A research component in this program will explore the skills and characteristics of successful women entrepreneurs.

1.5.2 *Executive Outreach and Continuing Education in Global eBusiness*

The Fox School's eBusiness institute will offer a suite of programs and seminars on eBusiness for executives and students in the area. We propose giving a Certificate in eBusiness and also monthly "Executive Breakfast on eTrends" The objective of this program is to increase the knowledge of participants to engage in global eBusiness.

1.5.3 *eBusiness Training for SMEs*

This program is aimed at finding Web-based solutions to SMEs that wish to use the Web in internationalizing their operations. This 1 ½ day program will feature introductory lectures, case analysis, and a Web tour.

1.5.4 *Training of SMEs Who Are New to Exporting*

Temple CIBER will collaborate with Rowan University in Southern New Jersey, and Temple's SBDC in offering "how to exporting," foreign language translation and interpretation services, and help in building web sites.

OBJECTIVE # 5

To promote teaching of, and research on, the management of virtual global businesses and virtual business teams with effective adoption of eBusiness, multimedia, and information technologies

We propose the following two programs to achieve this objective:

1.3.2 *Research and Workshops on Managing Global Virtual Teams*

Increasingly, managers are working in cross-national and cross-cultural virtual team formats. How to manage a project in this environment, especially building trust among team members who are miles apart and often unseen, is a problem facing international companies. We will hold seminars and conduct research in this emerging field in international business.

1.4.3 *International Virtual Team Projects for Graduate Business Students*

We will develop a special case course in collaboration with DeSales University and ITESM in Mexico City. Students will be placed in cross-national teams and given the task of discussing a company case and recommending solutions. Students will communicate via the internet, and the interim and final reports will be presented via videoconferencing linking the three sites.

OBJECTIVE # 6

To facilitate and direct The Fox School of Business and Management towards realizing its full potential and capacity to achieve excellence in research and delivery of its programs that will help prepare its graduates for the challenges and demands of its stakeholders.

We propose the following three programs to achieve this objective:

1.1.1.ii *Faculty Internships in High-Tech Clusters*

We are proposing to sponsor one faculty member to spend a few weeks in a company located in a high-tech cluster in the U.S. or abroad. The objective here is to enhance the knowledge of the faculty member about innovation and product development in high-tech companies. This will add value to the faculty members' teaching and research activities.

1.5.5 *Support Web Site "Everything International"*

Professor Russo at Philadelphia University has a very useful web portal "*Everything International*." This international business portal gets in excess of 30,000 'hits' per month. We will support his efforts in adding new features, such as a discussion board and chat room to the portal.

1.5.6 *Annual Conference on Global Security and Ethical Issues*

With the recent terrorist attack of September 11th, there has emerged a great concern about the security and protection of people, property, and information, in companies and society at large. Managing these concerns pose ethical dilemmas. We will hold an annual conference on issues on this topic with paper presenters and speakers from various disciplines such as law, political science, history, religion, information systems, and business.

TEXAS A&M UNIVERSITY
ABSTRACT
HISTORY AND MISSION OF THE TAMU CIBER

The CIBER program and other federal programs intended to advance America's geopolitical and economic security are authorized by Title VI of the Higher Education Act. The importance of these programs has been made even more evident by the terrorist war against America. The nature of this new threat to our nation makes international expertise and language skills essential tools for national defense. Further, it is more important than ever that American business possess the knowledge and skills to do business across national borders and across cultures.

This nation's competitiveness in the global economy hinges on the ability of American managers to understand foreign cultures and business practices, to perceive and grasp overseas marketing and investment opportunities, to overcome language barriers, and to deal effectively with foreign governments and international institutions. Since 1990--in capacity, vision, and accomplishment--the CIBER at Texas A&M University has been a leader in providing students and business managers with these skills. Funding is requested to allow the TAMU CIBER to continue its educational, research, and outreach programs during the 2002-2006 period, and thus continue its role as a regional and national resource for American global economic competitiveness.

The TAMU CIBER is administratively housed in the Center for International Business Studies (CIBS) of the Mays College and Graduate School of Business Administration at Texas A&M University. The CIBER is headed by the Executive Director of International Business Programs, who reports directly to the Dean of the Mays College and serves with the Dean, the Associate Deans, and the Department Heads on the College Executive Committee, thus assuring that the international dimension of the College's programs is never subordinated to the traditional academic business disciplines. The success of the CIBER stems from its integration into the structure of one of the nation's largest and best business schools, the programmatic and financial synergies gained from operation in tandem with other CIBS programs (such as the Center for the Study of Western Hemispheric Trade), and the strong university-wide support and extensive resource base for international programs, which in turn has facilitated effective partnerships with the Colleges of Liberal Arts, Agriculture, and Engineering. The CIBER has made the most of these favorable environmental conditions by adhering to the following fundamental organizing and operating principles:

X Utilize the strong commitment of the CBA and the University to globalization to promote the CIBER's objectives and secure administrative and financial support.

X Build upon centers of excellence in the CBA and other TAMU colleges in developing programs.

X Utilize non-CIBER resources where possible to promote internationalization and fund successful ongoing programs, while targeting CIBER funds to mount new initiatives, thus multiplying the impact of CIBER funding. As a case in point, the salary of the CIBER Executive Director and most of the salaries of the other full-time CIBER staff are paid from non-CIBER funds.

X Attract outside resources to supplement CIBER funds, including other governmental funds, private donations, and foundation grants, to carry on educational, research, and outreach programs that achieve CIBER goals. (Since 1990, such external funding has amounted to more than \$5 million, of which more than \$2 million has been endowed, thus providing financial support in perpetuity.)

X Utilize existing institutional linkages and organizations and build effective partnerships and strategic alliances with other CIBERs, foreign institutions, professional associations, and governmental agencies. At present, as examples, collaborative arrangements are in place with 24 of the other 27 CIBERs, the U.S. Department of Commerce, the North American Small Business International Trade Educators Association, and several international education consortia.

X Evaluate all projects in terms of the goals set forth in HEA-Title VI, the federal legislation authorizing CIBERs. The mission statement of the TAMU CIBER is modeled on this statute.

The TAMU CIBER's record of accomplishments is reflected along multiple dimensions:

X Rapidly expanding research concerning significant issues involving key international business topics, conducted by some of the most accomplished research scholars in the Mays College and including doctoral business students whose professional development is thus enhanced.

X A broad and growing menu of courses and curricula devoted to international business across graduate and undergraduate programs in all departments of the College, notably the international dimensions of accounting, information & operations management, finance, management, and marketing, as well as courses that combine cultural, political, and economic aspects of global business today and serve students in all fields of study.

X Outreach activities that respond to the growing international needs of businessmen and women, teachers in public schools, and professors at other colleges and universities in the region.

X Development of Texas A&M University as a global forum for discussion of critical international issues by visiting governmental leaders, academics and business executives from other nations, and scholars from a wide range of disciplines at the University.

X A wide variety of student exchange and study abroad programs with universities in Canada, Mexico, Europe and Asia that allow TAMU students and faculty to develop and share their knowledge and experiences with people from other universities, cultures and nations.

MEETING REGIONAL AND NATIONAL NEEDS

At Texas A&M, like other educational institutions that have built broad and deep international programs, the University is responding to very real needs in its region and across the nation. The TAMU CIBER and its partner entities in the Center for International Business Studies are at the leading edge of the University's response to these needs. The need for the CIBER's products and services in Texas is as great as it is apparent. Contrary to popular myth and cinematic depiction, Texas is an urbanized state with a globalized economy, with particularly close links to America's closest neighbors. The huge volume of Texas trade with Mexico is well known. Less generally known is that Canadian investment in Texas is greater than in any other U.S. state, and Texas trade with Canada is large and growing rapidly. Texas is also linked to South America, Europe, and Asia through the oil and gas, petrochemical, electronics, computer, and various other key world industries. Texas firms want to hire globally competent university graduates and have access to the expertise of a cadre of international business faculty.

The sheer size of Texas A&M University, with more than 44,000 students and 2400 faculty members on its 5200 acre campus, facilitates the utilization of its international expertise to meet regional and national needs. TAMU ranks among the top ten universities in the nation in annual research expenditures, and is a magnet for private sector firms and government agencies seeking expertise for applied research. The Mays College is one of the nation's largest business schools, with more than 6,000 students, and has the same broad and deep capacity for useful research as does the entire University. More than 100 textbooks authored or coauthored by Mays College faculty are in use in college classrooms around the nation. This fact not only serves to indicate the high level of expertise of these faculty members, but also points out how the internationalization of the Mays College serves to meet the critical national need to internationalize business education. The faculty members who author textbooks understand the international dimensions of their discipline and their books reflect that knowledge. The doctoral program in the Mays College is large (more than 100 students are enrolled) and is thoroughly internationalized. (One of the great barriers to internationalizing business education in the United States has been the vicious circle of globally unaware business faculty members training doctoral students; who then become globally unaware faculty members.) The national impact and prominence of the Mays College faculty is also evident in the fact that its members include the editors of more than a dozen of the most academically prestigious professional academic journals, the editorial boards of which include dozens more. The Department of Management and the Department of Marketing both include a former president of the Academy of Management and the American Marketing Association, respectively. In short, the international research focus of TAMU business faculty has a national impact, just as does the international educational focus.

In capacity, vision, and accomplishment, the TAMU CIBER has become a national resource for international business education and research. CIBER program funding for the 2002-2006 period is requested for 41 proposed educational, research and outreach projects that will serve to continue this service to the region and nation. Most of these proposed projects are either new initiatives or significantly enhanced ongoing projects. It is useful to group

the projects as Aeducation, Aresearch, and Aoutreach, although there are often large benefits to the education mission from research and outreach projects.

PROPOSED PROJECTS FOR THE 2002-2006 PERIOD

EDUCATION PROJECTS. The TAMU CIBER will significantly expand the numbers of students, business professionals and community members attaining a high level of international business and cultural expertise in the 2002-2006 period and beyond. To meet this objective, the TAMU CIBER is proposing 13 new and 5 enhanced educational projects. These projects develop innovative teaching techniques and academic programs that further the international business education of students from across the University. With more than 5,000 undergraduate students enrolled in the Mays College, internationalization of the undergraduate program is a huge challenge, but the sheer numbers demonstrate the importance to the nation of doing so. The CIBER's efforts assure that no business student will graduate from TAMU without training in international business, beginning with the new sophomore-level, team-taught Agateway, *Introduction to International Business* course to be managed by the CIBER. The CIBER also provides every student with opportunities to participate in overseas study programs in Asia, Europe, and Latin America. As for MBA students, the TAMU CIBER's objective is for all of them to attain at least a high level of competence in international business, with those electing the new specialized IB track to become expert. In the case of doctoral business students at TAMU and elsewhere, the CIBER is determined that they will, at a minimum, be able to teach effectively the international dimension of their discipline. The CIBER's proposed education projects are not limited to internationalizing TAMU students, however. For example, the CIBER has exercised national leadership among the CIBERs in organizing the Internationalization of Doctoral Education in Business (IDEB) program, an annual workshop for students from doctoral business programs throughout the nation. The IDEB program, which began in 1999, has clearly had the effect of elevating interest and knowledge about IB among the nation's doctoral business students and will be continued for the 2002-2006 period.

RESEARCH PROJECTS. By promoting international business research by faculty and doctoral students the CIBER can generate and disseminate new IB knowledge. Concurrently, the international business teaching and research skills of present and future faculty are strengthened, planting seeds for future contributions to IB educational and research advancement. Eight new and three enhanced projects on IB research are proposed. Two of the new projects are pedagogical in focus response to the Title VIB legislation mandating Aresearch designed to strengthen and improve the international aspects of business and professional education..., Seven of the research projects have specific themes: *Corporate Social Responsibility and International Business, Privatization and Corporate Governance in Transition Economies, International Entrepreneurship and New Venture Creation, GMOs and U.S. Agribusiness Global Competitiveness, Emerging Capital Markets, Free Trade in the Americas,* and the *APEC Study Center*. These themes respond to critical international issues facing U.S. businesses; they also build upon the core competencies and current research interests of international business faculty at Texas A&M University. Each of the specific theme projects has one or more faculty members who will coordinate research in that area, with the CIBER providing research support (e.g., graduate assistants, domestic and international travel grants and data base purchases) awarded on a competitive basis. The research results will be presented at scholarly conferences and published as working papers and journal articles. In addition to these projects, the CIBER will continue to provide financial support for internationally-focused doctoral dissertation research and also provide basic faculty IB research support such as purchase of international business data bases and software and reimbursement of travel costs necessary to conduct research.

OUTREACH PROJECTS. The TAMU CIBER proposes eight new and four enhanced innovative outreach programs to U.S. citizens, businesses and professional groups that will, in the language of Title VIB, Apromote the development of international skills, awareness, and expertise. Through conferences, workshops, distance-learning media and other communication channels, the TAMU CIBER will design and implement international business, language and cultural programs that will provide the skills to U.S. businesses and citizens that they need to compete in global markets. These outreach programs include innovative foreign language training, along with international programs, workshops and courses to meet the international training needs of regional businesses, educational institutions and other professional groups. Several of these projects involve significant collaboration with other CIBERs, notably the outreach programs to HBCUs, the research workshops at regional Academy of International Business meetings, and the regional IB education workshops for faculty members. The TAMU CIBER also works closely with groups that share its outreach education goals such as the North American Small Business and International Trade Educators Association (NASBITE) and the Dallas International Small Business Development Center.

THUNDERBIRD, The American Graduate School of International Management

We develop high-potential individuals to serve the advanced management needs of international enterprises.
Thunderbird Mission Statement, 2001

ABSTRACT

The American Graduate School of International Management (Thunderbird) proposes the continuation of its Center for International Business Education and Research (CIBER). Thunderbird has a long-standing history of educating individuals to work in global business enterprises, both in the United States and abroad. From its earliest years, Thunderbird has served as a regional and national resource for international business education and for collaborative work with many others furthering United States' business interests worldwide.

The activities proposed for Thunderbird CIBER are designed so that the teaching techniques, the curriculum, and the research that have been and will be developed by Thunderbird's faculty, with input from many diverse groups, will be shared with other educational institutions, the business community, and government agencies. Specific activities proposed for the new CIBER funding cycle include the following:

1. Creation and development of a **Cross-Cultural Communication** Program based in the Modern Language area. This program will develop new courses and course materials such as CD-ROM-based language/communication modules. It will also carry out research aimed at increasing firms' abilities to succeed in business across cultural barriers.
2. Building the scope and visibility of our **International Business Ethics & Corporate Social Responsibility Institute**. This institute will develop additional initiatives for both research on business ethics and corporate social responsibility and conference/seminar projects in this area. In particular, the subjects of sustainable development and dealing with corruption in government will be included in the program and built further. As well, new course modules on these subjects will be introduced into the curriculum. This program is being developed jointly with the University of Kansas CIBER.
3. Launching of a broad service of information and analysis of countries and regions of the world by our **International Business Information Center (IBIC)**. This Internet-based service will provide US firms access to key up-to-date information on business-related topics on other countries, as well as advisory service. The IBIC will also build on its existing base of information services for Thunderbird students at the Arizona campus and at other Thunderbird facilities around the world.
4. Launching of the **Global Services Institute**, an umbrella organization that will provide support to our key service-sector projects: the Global Financial Services project (banking); the International Retailing Institute (marketing); and the Global Tourism Institute. In each of these areas, Thunderbird will develop a research program, a teaching area, and public conferences and seminars to share knowledge between firms and academic investigators.

5. Expansion of our **Trade Assistance Service** that specifically will assist small- and medium-sized firms in exporting and undertaking overseas business activities. This effort will expand our work to assist local firms in becoming international. It includes the launching of an Arizona Exporters Association and a variety of training, advisory, and other collaborative services.
6. Building our **International Campus Consortium** to include new member schools in addition to the 14 existing members, and to involve their students and faculty in our overseas campuses in France, Japan, and Mexico, and other overseas activities.
7. Greater CIBER collaboration with our **Executive Education** division. This will take place initially through a project to develop international business cases by our executive education instructors in overseas locations, so they gain direct insight into business in specific countries and companies.
8. Building the **Thunderbird Research Center** to produce additional vital research on international business, international studies, and language for business. The Thunderbird Case Clearinghouse will develop cases in international management for Web-based dissemination; the joint research program with Arizona State University will be used as a model for additional shared research projects. A partnership with Wiley will produce a book series on Global Strategy. New research will build on our strengths of Global Strategy and Cross-Cultural Management.
9. Expanding the reach of our **Faculty Development in International Business** program to include new topics, more participants, and activities in more locations to serve other business schools. Scholarships will be offered to professors from our International Campus Consortium schools, local community college instructors, professors from Hispanic schools, and professors and doctoral students in our region. Programs will be offered in Arizona and Latin America, and possibly expanded elsewhere.
10. Development of **new courses** in international business, international studies, and languages for business, to serve our regular international management students, our executive program students, and new student populations. Some of these courses will include Web-based modules and CD-ROM modules that will be made available to other schools as well.
11. Development of additional **university outreach** programs, including the Maricopa County Community College project (expanding our existing program with Paradise Valley Community College), a program serving Hispanic universities throughout the United States, and joint projects with the Arizona State University system. These will complement our joint MBA/MIM programs with more than a dozen US business schools and other cooperative programs, including those with other CIBERs.
12. Student **overseas internships** will be expanded to cover more countries and more opportunities. These currently offer about 100 overseas assignments per year. The number will be doubled during the next CIBER cycle, and assistance will be given to students from our partner schools in obtaining overseas internships.

The above activities meet CIBER legislation objectives and requirements as shown in the attached **Figure 1**.

ACTIVITIES TO BE CARRIED OUT UNDER CIBER WILL BE AIMED AT BENEFITING EACH OF THE FOLLOWING GROUPS:

A. STUDENTS

Students will benefit from:

- Studying at the Archamps campus near Geneva, or the Tokyo or Guadalajara campuses, where both Thunderbird and International Campus Consortium students are able to attend for one semester.
- The specially designed Dual Degree and Post-MBA programs in which MBA students at other schools may also obtain international business education from Thunderbird.
- Active participation in the development of multimedia materials and in research projects in the Thunderbird Research Center.
- The development of new courses to reflect changing world conditions. New courses on international business ethics, cross-cultural management, cross-cultural communication, and international services management will be offered.
- Access to Web-based services from the International Business Information Center, including the “My Thunderbird” platform that provides extensive interaction with professors and access to course and research materials.
- Expansion of the global internship program.

B. FACULTY AND ADMINISTRATION

Faculty and administration will benefit from:

- Opportunities for Thunderbird faculty members to become involved in new course development in international business, international studies, and language for business.
- The expansion of the Faculty Development in International Business (FDIB) programs to train more faculty members from other schools.
- Development of multimedia materials for international instruction in languages, business, and social sciences.
- Based on membership in the International Campus Consortium or the Dual Degree Program, faculty members from other schools will be able to teach at our Archamps or other overseas campuses and participate in our other overseas programs.
- Additional case-writing opportunities for Thunderbird faculty in the Executive Education program, to make them more familiar with key foreign countries and industry sectors.

C. RESEARCHERS

Those involved in research will benefit from:

- Research opportunities in Europe, Asia, and Latin America for faculty members from Thunderbird and other United States educational institutions, at the three main overseas campuses.
- Establishment and/or expansion of centers or institutes whose major functions include research in the following areas:
 1. Global Financial Services
 2. International Business Ethics & Corporate Social Responsibility
 3. International Tourism Management
 4. International Retailing Management
 5. Cross-cultural Management
- New research initiatives at Thunderbird, particularly in cooperation with John Wiley Publishing, in the areas of Global Strategy and Cross-Cultural Management.

D. BUSINESS COMMUNITY

The business community will benefit from:

- Participation in Thunderbird's many globalization executive programs, from the Executive MIM degree program to the range of one- and two-week globalization seminars.

- Short, intensive language courses in nine languages.
- Joint research and training with business consortia or individual businesses.
- Access to the extensive international business related resources accumulated at Thunderbird including:
 1. Human resources
 2. Databases
 3. Computer bulletin boards
 4. Journals and other library holdings
 5. Library electronic linkages
 6. Multimedia materials

These resources are almost all available electronically through our Web page or through the International Business Information Center

Thunderbird's integrated curriculum has proven successful in producing graduates who can function effectively in international business settings. The new CIBER will be focused on extending existing programs to increase their benefits to faculty members and students from other schools and to business people as they seek to educate or re-educate themselves in international business. The ultimate goal of Thunderbird CIBER is to go beyond the changes it has traditionally made in the attitudes, commitment, and knowledge of its own students with respect to international management. Thunderbird intends to educate faculty and students from our own and other institutions of higher learning and to train business people in innovative ways that will bring significant new short- and long-term benefits to United States businesses.

Thunderbird CIBER will be under the direct supervision and coordination of Dr. Robert Grosse; Associate Director of the CIBER will be Dr. Bert Valencia; and Marie Gant will continue as program coordinator.

ABSTRACT

Management education has been changing, adapting to the many challenges of technology and globalization for almost two decades now. From the early AACSB reports on internationalization to the various Title VI programs, schools of business and management have engaged in a broad strategy to internationalize management education. The norm has been to cover management education with a layer of international sensitivity and understanding. Curriculums have been reformed, international resources added, student recruitment adapted, and faculty profiles amplified. The result has been a decentralized proliferation of courses and a plethora of specialized books and materials to cover the large variety of international management problems. This effort has achieved some important goals: international business is no longer the exception in business teaching; students have gained a better understanding of the workings of a global economy; and managers that have passed through various executive training programs are more aware of and better prepared to work in a global economy.

The Anderson School at UCLA is now at a more *integrated* and more *rigorous* second stage of internationalization. Through a process of consulting with faculty, students, and other key stakeholders, the Anderson School has moved to bring the full weight of its resources and faculty to support this strategic change and alignment. In contrast to the past practice, characteristically broad but thin coverage of the international management themes, the Anderson School at UCLA will now strengthen and deepen its international education efforts. It will do this by *integrating* and *coordinating* its research, teaching, and outreach efforts in the international field. In place of the broad and topical coverage that was acceptable, and perhaps necessary, in the first stages of internationalization of management education, our faculty has chosen to integrate its efforts across faculty specializations. This will bring new coherence, depth, and focus to the school's programs. Where the first internationalization efforts were aimed at students with natural interests in international issues, our faculty now wants to assure that international management knowledge is made accessible to *all* students in a rigorous fashion. This will mean more serious student participation in research activities, and more focused and in-depth topical courses.

To achieve this integration across a number of critical management areas, the Anderson School's dean and Board of Visitors have elevated all the school's research centers to a level commensurate with the functional or discipline-oriented areas. This was done in order to focus resources on strengthening interdisciplinary efforts originating in these centers: the Center for International Business Education and Research (CIBER), the Price Center for Entrepreneurial Studies, the Center for Management in the Information Economy (CMIE), the UCLA Anderson Forecast, the Center for Communications Policy, and the Ziman Center for Real Estate. UCLA CIBER works closely with our sister centers in the Anderson School, leveraging our intellectual and monetary resources in order to internationalize programs across the school. In the spirit of *integration*, *rigor*, and *coherence*, we are choosing to focus on several research themes that draw on the school's strengths. These themes are: (1) the Role of Entrepreneurship in Internationalizing the US Economy; (2) Information Technology, Trade and US Competitiveness; and (3) Infrastructure and Competitiveness: California and the Nation.

The Anderson School will create *externalities* in all of its teaching and research program activities, through *collaborative* and *interdisciplinary* efforts across its faculties, across research centers both within the school and on the university level, and across other CIBER institutions in the country, so that a broader audience might benefit from its programs.

Given these new mandates of integration, rigor, and coherence, UCLA CIBER has developed its grant proposal according to these faculty initiatives.

For this next grant period, UCLA CIBER will organize and deliver the following programs and activities:

- **Distinguished Visiting Scholars:** We will invite distinguished scholars of international reputation to UCLA to interact and collaborate with students and faculty members, and to deliver a series of **Lectures** on one of our themes. This lecture series will provide a synthesis of what is understood about these topics, a dialogue about future challenges, and a research agenda for the future. The lecture series will be edited, published and made available to all interested students, scholars, institutions and community members across the world.
- **International Research Conferences:** Conferences provide a natural platform for leading researchers working in related areas to come together, share ideas and results, collaborate on new and existing projects, and promote understanding of relevant aspects of the economy, business or management practice. During this grant cycle, UCLA CIBER will support a series of four conferences focused on the themes of the role of entrepreneurship in internationalizing the US economy; information technology, trade and US competitiveness; and infrastructure and competitiveness for California and the nation. A leading scholar from the UCLA community will direct each conference, and invite other leading scholars to present their work in progress related to the theme. These conferences will be organized in collaboration with our sister research centers at Anderson, and with UCLA area studies centers, such as the Center for East Asian Studies, the Center for European and Russian Studies, and the Latin American Center, through the auspices of UCLA's International Studies and Overseas Programs (ISOP) office.
- **Publications:** UCLA CIBER will be a repository for **Working Papers** and papers presented at the conferences. All papers will be made available in a standard electronic format. In addition, the center will produce **Newsletters** and **Digests** that summarize the results of major research projects in non-technical language. These will be written and edited, with the help of a faculty member, by Ph.D. students and MBA students who will be a part of an International Honors Program.
- **International Honors Program:** Students selected for this program will play a role in development of Anderson's international management research effort. Students will take a sequence of special classes at Anderson with emphasis on international issues, will help organize and participate in the *Distinguished Visiting Scholar* Lecture Series, the *International Business Forum*, and *International Research Conferences*. They also will write and edit related *Newsletters* and *Digests* and help manage the resource center, described below.
- **International Education Alliance Partners:** UCLA CIBER will work with Anderson faculty to establish and develop educational alliances with select partners around the world. These include a joint degree executive MBA program created with the National University of Singapore, International Management Seminars with institutions in Latin America, Asia, and Europe, and a collaboration on an executive MBA program offered by Theseus International Management Institute in southern France.
- **Resource Center for Researchers, Students, and the Community:** UCLA CIBER will create an on-line resource center that is a repository of information and data related to international business and economics. This site will be a repository of innovative data sets created through our research grants, our **Working Papers On-line** and a **Clearinghouse for Foreign Language Business Materials**.
- **Refine Ongoing Programs:** UCLA CIBER will continue to offer and improve on existing programs, developed in previous funding cycles, such as:
Research:

- Doctoral Internationalization Consortium
- Visiting Faculty and Scholars Program
- Doctoral Dissertation Fellowships
- Interdisciplinary Doctoral Research Seminars
- Faculty Grants for Developing Innovative International Data Sets
- Business Language Research Priorities Conference

Teaching

- Language and Culture:
 - Beginning Language for Business
 - Summer Business Language Programs
 - Undergraduate Language and Career Symposium
 - Pre-orientation Program for International MBAs
 - International Management Fellows Spanish Program
 - Multidisciplinary International Overview Course
 - International Field Studies
 - International Management and Executive Seminars
 - Student Exchange Program
 - Curriculum Development Workshops
 - International Business Study Tours
 - Certificate in International Management for Undergraduates

Outreach

- International Business Forum
- Cross-cultural Collegium
- Sister Cities Program
- International Event Co-sponsorship
- Southwest Regional CIBER Conference on Innovations in International Business Teaching
- Faculty Development Grants

In conclusion, UCLA CIBER has conducted broad consultations across all major constituents – faculty, students and members of the business community – to create a program that responds to their needs and interests. To implement this ambitious proposal, we are requesting Department of Education support in the amount of \$1.8 million over four years. This amount will be more than **matched by contributions from the Anderson School at UCLA, and funds raised from private sources.**

University of Colorado at Denver

ABSTRACT

The University of Colorado's Institute for International Business (IIB) was first designated as a Center for International Business Education and Research (CIBER) in 1993, and renewed in 1996 and 1999. This proposal requests that the Department of Education continue the designation and funding for 2002-2006. The University of Colorado is one of 34 public university members of the American Association of Universities, with four campuses, 46,000 students, and 3500 full time faculty. CU is a world-class research institution, ranked 21st among research universities in overall research expenditures and 10th in expenditures of federal research dollars.

CU's Denver campus is home to the university's largest graduate programs, with graduate students comprising 42% of total campus enrollments. The College of Business (CBA) enrolls 2400 students, mostly working professionals, and offers a BS degree and nine graduate degrees with program strengths in information technology, entrepreneurship, and international business. CBA faculty ranked 4th in research productivity for public schools without PhD programs by the *Academy of Management Journal*.

Globalization in Colorado

Dynamic change has moved Colorado out of its isolated boom-and-bust past to become the leading economy in the US in the last decade. With fifteen consecutive years of economic growth, Denver and the Front Range of Colorado are arguably the most rapidly globalizing areas of the US. While today Colorado is important in international terms, Denver is poised to be a world city of the new information based global economy. The new global infrastructure depends on telecommunications, information technology, fiber optics, and satellite technologies that allow companies instant contact with any and all markets worldwide. Colorado is the hub of global telecom, and the "Colorado Convergence Corridor" is home to over 3000 companies that produce these enabling technologies of the global economy. Together these technologies, most developed in the last decade, have collapsed the traditional barriers of time and space, barriers that made cities like Denver remote, and enabled direct access to global markets from most locations.

CIBER

For the next grant period, CIBER will distinguish itself as a partner, sponsor and collaborator in deepening and extending international education at CU, in the Rocky Mountain region, and nationally. Within CU we will move globalization across disciplines, colleges, and campuses. We will broaden and deepen our business-liberal arts partnership and create a statewide consortium. We will promote internationalization in health administration and in the College of Arts and Media, two areas with growing opportunities in international business. We will collaborate with the Brigham Young University CIBER in linking CIBER to many small schools in the Rocky Mountain West, greatly enhancing their access to international resources. We will directly address the needs of non-traditional students, the fastest growing enrollment segment in the US, for greater access to international business education opportunities and resources.

CIBER will continue many successful activities, building upon those with high impact and adding "second and third generation" dimensions. We will introduce new programs with national significance, target several new audiences, and implement four new programs that can be models for other schools and regions. Several activities will emphasize our regional competency on NAFTA and Latin America. The strong ties we have with senior executives in international companies will be leveraged to expand our Global Executive Forum to include overseas venues and to establish new CIBER/business linkages in world cities. In response to the changing face of the globe, one Forum agenda will include a national conference: "Terrorism, New Security Realities, and Business Risk".

Our proposed activities support eight major objectives and are discussed below.

1. **Expand the business-liberal arts partnership across majors and campuses at CU with new program enrichment activities and a new consortium that can be a model for other US universities.** A major CIBER achievement in the current grant period is the building of a business-liberal arts joint degree on the Denver and Boulder campuses. A "fast track" joint degree allows UCB undergraduates in foreign language studies early admission to the UCD masters in international business. This addresses a national need for foreign language studies undergraduates, who seek a competitive edge in their job credentials, to earn a business degree. We will build on this success in the next grant period, extending this program to international studies majors across CU campuses and developing a consortium of Colorado schools. CIBER will support program enrichment for the consortium including curriculum development, faculty workshops, new programs in emerging markets, two business language initiatives, and summer externships for liberal arts faculty.

2. **Broaden and deepen globalization in nine graduate business degree programs and launch new overseas study options for non-traditional students.** UCD's graduate business program, with over 1300 students, is one of the largest in the US. CIBER/IIB led internationalization since 1988 has ensured that every student addresses global issues in core and elective courses throughout every program. Students can choose international tracks in some programs or choose an international business degree. World region expertise tracks are available and overseas study tours give working students access to intensive travel/study as part of several classes. In the next grant period, many of our activities will be targeted to the needs of non-traditional students. These include a curriculum development focus on CU-Global Online, for which nine online courses will be developed. Several new overseas study options, one related to NAFTA, will be designed to accommodate non-traditional students. New foreign language/area studies specializations will be implemented along with an MBA track in international business and new non-business electives.
3. **Build cross-disciplinary alliances with two new collaborative initiatives: curriculum development in UCD's College of Arts and Media (CAM) and across five CU health administration programs.** CAM has the fastest growing enrollments at UCD, in part due to its nationally recognized Music and Entertainment Business program. While the US entertainment industry is among the largest and most visible US businesses around the world, and much of the basis for foreign impressions of our culture, values, and people, few universities examine this industry as a business. CIBER will partner with CAM to support curriculum development and joint research including developing a new course, Global Dimensions of Music and the Entertainment Business, and conducting research on how media influences culture and global commerce. A second initiative will bring together several graduate programs in health administration across the CU campuses, to build a program in International Health Management at CU. CIBER will be a sponsor of course and curriculum development on international health management issues and guide the process leading to an Institute for International Health.
4. **Connect CIBER to smaller schools through a new RMCIBER network and through programs designed especially for small and rural schools.** A large unmet need exists in the Rocky Mountain region and nationally, for hundreds of small and rural colleges to provide international content in their business programs. While these schools offer quality business programs, their faculties have limited international expertise, and few, if any, campus based resources for either faculty or program development. CIBER will develop four programs that provide international content in formats that are useful to these schools. We will partner with the CIBER at BYU to develop the Rocky Mountain CIBER Network (RMCIBER) and connect small schools in the region with CIBER programs and resources. We will offer a faculty development caravan to RMCIBER schools, where internationalization activities are designed for small school needs. A third initiative will connect these schools to online language courses; a fourth will launch a new course and related international activities for one small school, Jamestown College, as a prototype for future collaboration of CIBERs and small schools.
5. **Promote the international competitiveness of the US high-technology industry, whose companies have a strong concentration in the Colorado Convergence Corridor, with a series of applied research, teaching and outreach programs in international business.** While these firms have world-class skills in technology development, they often lack international backgrounds and skills needed to be successful. CIBER has been active in the current grant period supporting specialized MBA programs in IT and e-Business and customized MBA programs for these companies. In the next grant period, we will sponsor a conference examining the future of telecom, develop course modules in global supply chain management and global sourcing, develop the international components of a new venture creation program, and sponsor three applied research initiatives.
6. **Build the national resource credentials of the Global Executive Forum with a national conference on security and terrorism and three new initiatives that strengthen CIBER ties to the international business community.** The Global Executive Forum has become the key business outreach activity at CIBER. Twice a year we bring together CEOs, invited experts, and faculty to examine in-depth, global business and geopolitical issues. A published proceedings, The Global Executive Forum Report, is disseminated widely to faculty, students, and businesses in the US. For the next grant period, we will broaden the impact of the Forum with overseas venues, integrated executive study tours for Forum participants, and a campus Forum that broadens direct student access to Forum participants. Building upon fourteen Forum presentations since 1994 that addressed topics of security, CIBER will sponsor a national conference on "Terrorism, New Security Realities, and Business Risk".
7. **Contribute to the internationalization efforts at other colleges and universities in the US by offering specialized programs for faculty in international business.** Since 1994 the UCD CIBER has offered 14

faculty development programs, emphasizing specialized programs that do not duplicate those of other CIBERs. We will sponsor a case/reading text that leverages the five year success of the international human resources program. We will build upon this success by providing two new FDIB programs, developing a unique interactive site called FDIHR Network that facilitates ongoing interactions between program alumni and faculty, and establishing a web-based measurement tool that will track and measure the impact of these programs.

8. **Directly address the forces of globalization on business and competitiveness with a multi-disciplinary initiative in applied research and curriculum development to integrate these issues into the CU research and teaching core.** The reach of business into global markets has accelerated the mobilization of anti-globalization forces. These dark-side-of-globalization activists pit workers' rights, the environment, the poor, national sovereignty, and traditional cultures against developed countries and multinational companies. We believe the issues of the “debate” lend themselves to research and scientific investigation and should be addressed in a university setting. CIBER will support cross disciplinary research teams to address globalization, convene a dialogue on globalization to engage faculty across CU, and address how topics can be integrated into core courses and electives. We will fund curriculum development, provide seed money for two case research projects, and extend the dialogue to Colorado high schools' Model UN program.

UNIVERSITY OF CONNECTICUT ABSTRACT

1. THE UNIVERSITY

The University of Connecticut (UConn) is the flagship university of the State of Connecticut and the largest state research university in New England. UConn, with over 22,000 students and 1200 faculty, offers undergraduate, Masters, and Ph.D. degrees through its College of Liberal Arts and Sciences and six professional schools. **UConn was ranked 28 among the top national public universities by U.S. News & World Report (September 2001). UConn's School of Business (BUS) is accredited by the AACSB and is nationally ranked among the top (a) 25 regional MBA programs by Forbes in terms of return on investment, (b) 25 Techno-MBA programs by Computer World, and (c) 7% of MBA programs by U.S. News & World Report.** In 2000, UConn received external grants in excess of \$250 million.

2. PURPOSE OF THE PROPOSAL

The purpose of this proposal is to seek funding for the UConn High Technology Center for International Business Education and Research (CIBER) for the four-year period 2002-2006. **The focus of the UConn CIBER is to serve as a national resource center to increase U.S. global competitiveness in high technology products, services, and processes.** High technology products and services are those requiring relatively intensive research and development inputs. High technology development is a requisite for the economic future of the U.S., and especially Connecticut and other states in the New England region.

3. OBJECTIVES OF THE CENTER

The following goals have been set for the UConn CIBER so that it can serve as a national resource for excellence in global technology competitiveness:

- ◆ Provide interdisciplinary educational opportunities for students with a focus on global business and high technology
- ◆ Provide professional development and research opportunities for faculty (in business and non-business areas) in the area of global technology management
- ◆ Provide training programs/information/research services on issues of technological competitiveness to business, government, and professional organizations
- ◆ Share our experiences with private and public educational institutions nationally

The programs proposed to achieve these objectives are outlined below. They are organized under the six mandates outlined in the authorizing legislation. **The philosophy underlying the proposed programs is based on the conviction that the competitiveness of the United States principally lies in high technology industries. To effectively compete in these industries in global markets, the U.S. must put educational resources behind them.**

4. PROPOSED PROGRAMS OF THE CENTER

The programs listed under each mandate will be developed by interdisciplinary teams composed of faculty from liberal arts and sciences (e.g., languages, area studies, political science and others), business, engineering, and members of the business community.

Mandate 1: Interdisciplinary programs which incorporate foreign language and international studies training into business, finance, management, communication systems, and other professional curricula

The Twenty-six programs listed below are designed to fill the needs of students at all degree levels:

Undergraduate

1a. EuroBusiness Program (New)

- 1b. Latin Business Program (New)
- 1c. Courses at overseas locations: China, India, Chile (New)
- 1d. Workshops on int'l Business Negotiations (New)

- 1e. Language and cultural roundtables (New)
- 1f. Linkage through language program (Continuing)
- 1g. Global Business Leadership Series (Continuing)
- 1h. Minor in International Studies (Continuing)

MBA

- 1i. Certificate Program in Global eCommerce (New)
- 1j. Seminars on International Business Ethics (New)
- 1k. Global MBA Program (New)
- 1l. Int'l Business Negotiations Workshops (New)
- 1m. International courses on the Internet (New)
- 1n. Global Product Positioning course (New)
- 1o. Spanish for Business (New)
- 1p. Chinese and Hindi for Business (New)
- 1q. Language Roundtables (New)
- 1r. Four new International Business Courses (New)
- 1s. Courses offered overseas (Continuing)
- 1t. Global MBA Scholars program (Continuing)
- 1u. Global Business Roundtables (Continuing)
- 1v. Hands-on Export Projects (Continuing)

Ph.D. Students

- 1w. Fellowships to attend seminars at overseas universities (New)
- 1x. Workshops on international business (New)
- 1y. Fellowships to write second-year paper on an international topic (New)
- 1z. Roundtables -internationalizing curriculum (New)

Mandate 2: Interdisciplinary programs which provide business, finance, management, communications systems, and other professional training for foreign language and international studies faculty and degree candidates

A forum called the **Academy of Global Economic Advancement** (see Exhibit 15.) has been established to open communications and encourage dialogue among faculty and advanced degree candidates from different disciplines to expand their understanding of the business aspects of technology in the global context. The programs consist of:

- 2a. Roundtables on global economic issues (New)
- 2b. Seminars on cross-cultural research (New)
- 2c. Symposia on international business for non-business faculty and students (New)
- 2d. International Retreat program (New)
- 2e. Panel Discussions on technology and globalization: Impact on society (Continuing)

Mandate 3: 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

These programs will be geared towards increasing the business community's competence in the languages and culture of important trading partners, and the knowledge of business skills required to compete globally, especially in high technology industries. **The programs will address the needs of large MNCs as well as small and medium-sized companies**, and include both managerial and language/cultural components. The programs include:

- 3a. Global Business Conferences (New)
- 3b. Forums for large high-tech multinationals (New)
- 3c. Workshops for small to medium companies (New)
- 3d. Industry specific programs (New)
- 3e. Fellows in Global eBusiness Program (New)
- 3f. Language courses for business executives (New)
- 3g. Enhancement of UConn's Virtual Export Center (Continuing)
- 3h. Country seminars with focus on language and culture (Continuing)

Mandate 4: 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

These programs involve working closely with public and private educational institutions nationwide, especially in the Northeast, and with professional associations and organizations. The collaboration requires both sharing our experiences with these institutions and calling upon them to participate in various activities of the Center. The programs include:

- 4a. Virtual Faculty Development in International Business (FDIB) Program (New)
- 4b. FDIB program at overseas locations (New)
- 4c. Int'l conferences on int'l business teaching & research (New)
- 4d. Roundtables on int'l business teaching & research (New)
- 4e. Workshops for language teachers (New)
- 4f. Seminars on global business negotiations (New)
- 4g. Deans/Dept. Heads Roundtables on int'l business teaching & research (New)
- 4h. Website on international business teaching & research issues (New)
- 4i. Global Trade & Digital Economy Program (New)
- 4j. On-site program for small business schools (Continuing)

- 4k. FDIB in India (New)
 4l. Global Business Programs for High School Teachers (Continuing)

- 4m. Co-sponsorship of Faculty Development Programs with other CIBERs (Continuing)

Mandate 5: Research designed to strengthen and improve the international aspects of business and professional education and to promote integrated curricula

These programs develop a knowledge base for curriculum development on culture, languages, technology, and international business. They are also closely linked to the new academic initiatives described under Mandate 1. The following programs are proposed:

- | | |
|---|--|
| 5a. Curriculum Development Research Study (New) | 5e. Internet course development grants (New) |
| 5b. Executive Briefing Videos (New) | 5f. Curriculum dev't grants for faculty (Continuing) |
| 5c. UConn CIBER's Resource Library (New) | 5g. Global Business Trivia Game (Continuing) |
| 5d. Int'l business course syllabi online (New) | 5h. Int'l business exercise grants (Continuing) |

Mandate 6: Research designed to promote the international competitiveness of American business and firms, including those not currently active in international trade

These programs advance the state of the art in integrating technology and business globally through academic and applied research. Included are:

- | | |
|---|--|
| 6a. Faculty grants competition for research (New) | 6f. MNCs Database Project (New) |
| 6b. State of the art research conferences (New) | 6g. Faculty international travel grants (Continuing) |
| 6c. Database on high-tech MNCs (New) | 6h. Small grants for non-UConn faculty (Continuing) |
| 6d. Working Papers online (New) | 6i. Working Paper Series (Continuing) |
| 6e. Website: "MNCs and the World" (New) | 6j. Semi-annual newsletter (Continuing) |

5. UNIQUENESS OF THE UCONN PROPOSAL

The following components of the proposed programs make the UConn CIBER proposal unique:

- ◆ Euro Business and Latin Business Programs (Mandate 1): These dual-degree programs will be available to undergraduate business majors.
- ◆ Global MBA Program (Mandate 1): We will create this new truly global high-tech MBA program.
- ◆ Workshops on Global Business Negotiations (Mandate 1): Multicultural negotiations workshops will be offered for both undergraduate/MBA students.
- ◆ Courses offered at overseas locations (Mandate 1): overseas courses and internship opportunities will be available to undergraduate students in three nations, and to MBA students in six nations.
- ◆ Courses on the Net (Mandate 1): Taking advantage of information technology, a number of courses will be offered on the Net.
- ◆ Language and cultural courses (Mandate 1): Different programs will be available for students to learn foreign languages and seek cultural insights.
- ◆ Academy of Global Economic Advancement (Mandate 2): An interdisciplinary faculty group has been created with "Fellows" from across the campus to encourage faculty from non-business areas to work with us as a team. The object is to initiate programs to enhance global competitiveness of U. S. businesses.
- ◆ Global Business Consortium (Mandate 3): A consortium of high-tech multinational firms (General Electric, Xerox, United Technologies, Pitney Bowes, U.S. Surgical, other) will be established to conceive program ideas for U.S. firms to successfully compete in global markets.
- ◆ Global Business Conferences (Mandate 3): Conferences on such topics as managing international R & D, global customer relationship management, global supply chain management, and global protection of intellectual properties will be planned for large firms.
- ◆ Variety of Programs for small and medium-size firms (Mandate 3): Country seminars, industry programs (i.e. photonics industry), and seminars on various aspects of exporting will be planned for smaller firms.
- ◆ Overseas FDIB Programs (Mandate 4): Programs will be offered in India, China and South America.
- ◆ FDIB Programs on the Net (Mandate 4): Different functional area FDIB programs will be offered on-line.
- ◆ FDIB Program for High school and language teachers (Mandate 4): These programs address the need to encourage high school and language teachers to add int'l business perspectives to their courses.

- ◆ International business trivial pursuit and exercises (Mandate 5): These products will be developed to make international business teaching and learning more interesting and effective.
- ◆ International business syllabi online (Mandate 5): Syllabi from different schools will be put on line to help the faculty plan their courses.
- ◆ State of the Art of Research Conferences (Mandate 6): Conferences on two functional areas, international management and international finance are planned to examine the future of these fields.
- ◆ Focused Research on International Business Topics (Mandate 6): Our research effort will focus on two areas: Impact of Global Information Revolution on International Management, and Global Intellectual Property Protection. We will probe them deeply with the objective of enhancing U.S. competitiveness.
- ◆ Business Database using Roper Center Archive (Mandate 6): Using the files in UConn's Roper Center Archive, the largest repository of opinion poll data in the world, we will extract information relevant to high-tech firms and organize it into a database for the use of researchers nationally.

6. CONSTITUENCIES TO BE SERVED

The Center will serve the following target audiences:

- ◆ Students (undergraduate, MBA, and Ph.D.);
- ◆ Faculty (at UConn and other schools nationwide);
- ◆ Business (small, medium-sized, and large, nationwide);
- ◆ Professionals in the service sector (both profit and nonprofit);
- ◆ Professional and trade organizations.

7. UCONN SCHOOL OF BUSINESS' STRENGTHS IN THE HIGH-TECH AREA: EXPERIENCE THROUGH PAST CIBER FUNDING

The UConn School of Business gained several distinctive competencies through its past CIBER funding. These include:

- ◆ Students: Overseas programs for MBA students in China, India, France, Mexico, U.K.
- ◆ Students: International Studies Minor for undergraduates
- ◆ Faculty Development in International Business: Program in India
- ◆ Faculty Development in International Business: High school International Business Resource Guides and Conferences
- ◆ Research: State of the Art of Research in International Marketing Conference
- ◆ Research: Project on Global Diffusion of Technology
- ◆ Business Community: Virtual Export Center
- ◆ Business Community: Certificate program in Global Technology Management

8. UCONN SCHOOL OF BUSINESS' STRENGTHS IN THE HIGH-TECH AREA: NEW COMPETENCIES

Over the last several years, the UConn School of Business has made a concerted effort to strengthen the areas of global business and technology beyond the CIBER funding. These efforts include:

- ◆ School of Business: Plan for Excellence, 2010: ten-year plan committing the school to develop and/or strengthen programs in global business and technology on a school wide basis;
- ◆ GE Capital Global Learning Center (GECGLC): a center established through a corporate endowment from GE Capital. Its programs are designed to complement those of CIBER; offering scholarships to select students for global projects, inviting international scholars to campus, etc.
- ◆ Connecticut Information Technology Institute (CITI): a university-business partnership offering academic and training programs in information technology.
- ◆ EMBA.com Program: a new Executive MBA program, the first in the nation, to develop e-business leaders was initiated in fall, 2000.
- ◆ UConn/GE edgelab: a \$7.5 million alliance with GE to run an e-business lab at UConn where MBA students, faculty, and GE managers work in teams to find solutions to projects developed by GE.
- ◆ Linkage with Overseas Schools: to implement the proposed programs, linkages have been established with schools in China, India, South America, Western Europe and South Africa.
- ◆ Faculty Resources: the entire faculty of the school has gained some international experience and/or orientation. In addition, we have hired six new faculty in the IB area in the last two years.

9. EFFECTIVE USE OF RESOURCES

The UConn CIBER will make effective use of resources by leveraging the existing strengths of the University of Connecticut. In addition, the budget shows a substantial commitment on the part of the UConn business school, since the federal funds are matched beyond the requirements of the statute as shown below:

CONTRIBUTION

<u>Year</u>	<u>Federal Requirement</u>	<u>Proposed</u>
First Year	100% (50/50 match)	190%
Second Year	100% (50/50 match)	193%
Third Year	100% (50/50 match)	213%
Fourth Year	100% (50/50 match)	219%

The share of administrative costs of the federal funds requested does not exceed 20% of the total budget, so that 80% of the federal money will be spent on the Center's program activities. The CIBER grant is considered the seed money for the formation of long-term projects.

UNIVERSITY OF FLORIDA ABSTRACT

The University of Florida (UF) is a unique and exceptional location for a Center for International Business Education and Research (CIBER). Combining Florida's increasingly international economy and UF's academic and research strengths in business, international studies and professional programs, the UF CIBER (or Center) at the Warrington College of Business Administration (WCBA) already has become a significant and unique international business (IB) resource for Florida, the Southeastern United States and the nation as a whole. It has extensively infused IB into UF educational programs and has made unique UF IB expertise on infrastructure industries, agribusiness and Latin America (especially South America) available nationwide.

The proposed 2002-2006 program substantially enhances scope and impact of the Center. It is both *forward looking* in IB needs addressed and responsive to *current* documented regional and national IB needs. It brings to the "IB table" *exceptional UF resources not historically tapped by the UF CIBER nor indeed by other CIBERs*, resources embodying expertise needed to address the complex issues of global competitiveness in the 21st century. These include the Department of Estuarine Ecology; the Florida Museum of Natural History; the College of Design, Construction and Planning; the College of Journalism and Communications and the College of Health and Human Performance. Foreign language programs *leap in focus from Business Spanish to a range of critical LCTLs* (Less Commonly Taught Languages), including Chinese, Japanese and Portuguese.

Isolated IB course infusion is de-emphasized; interdisciplinary IB degree programs and integrated experiential learning opportunities are emphasized. The latter include: business and journalism students going abroad in teams to prepare documentaries on current IB issues; student teams with members from business programs, language programs and non-business professional programs conducting research abroad and preparing export strategies for small-medium sized Florida firms not yet active in global commerce; students in IB courses augmenting class content with materials and discussion sessions conducted in a foreign language and; a "soup to nuts" training program in Brazil -- instruction in Portuguese, culture and language immersion, courses on Brazilian business, visits to Brazilian companies and ultimately, a business internship in the country.

Isolated IB research is de-emphasized; interdisciplinary research groups focused on critical IB issues of the 21st century are emphasized. Research topics, as well as curriculum and outreach projects, derive from a clearly articulated vision of future IB needs and issues that will determine the success of US businesses in the global economy of the 21st century. Areas of study include international technology competitiveness, the world media market, international antitrust and the international regulatory environment, the nexus of trade and the environment, and sensitive issues for US agribusiness -- Cuban policy, sanitary and phytosanitary standards, and free trade area impacts. The vision statement recognizes uncertainty about the future and programmatic structure allows the flexibility to adapt to that uncertainty without sacrificing commitment to specific deliverables. The recent terrorist attacks underscore the need for such flexibility and follow-up research on those events is incorporated into the proposed 2002-2006 plan.

Outreach initiatives utilize an extensive network of partnerships that enhances program impact. Examples include: partnerships with the Jacksonville Chamber of Commerce and World Trade Center to develop IB skills of firms in north central Florida that are not yet export ready; partnerships with the University of Tampa and the Tampa Bay World Trade Center to deliver programs on the FTAA in central Florida; partnerships with other CIBERs to both enhance opportunities for Faculty Development in International Business (including a new UF-led Greece/Turkey tour) and to develop IB skills in business students enrolled in historically black colleges and universities; partnerships with UF units that give access to established outreach infrastructure -- e.g., a PBS television station, Agricultural Extension, two Title VI NRC outreach programs and distance learning facilities; partnership with the Florida Community College Council on Instructional Affairs to deliver statewide community college IB

programs; and partnerships with specialized centers and business groups that facilitate transfer of UF state-of-the-art research into rules-of-thumb global business strategy.

Cohesiveness and specificity are both achieved. The proposal clearly explains the process by which it was developed and that process started by asking, and explicitly answering, the question, "What will determine the success of US businesses in the global economy of the 21st century?" The consequent vision of future IB needs provided the framework for a cohesive, relevant program and the design of program specifics was tightly linked to that framework. As a result, the final 47 new, 11 enhanced and 10 ongoing detailed initiatives contain the specificity essential for program accountability, but collectively, they constitute a cohesive program that effectively addresses critical challenges to US IB competitiveness in the 21st century.

It is an ambitious program, but one consistent with the historical success of the UF CIBER and with the substantial internal and external resources available to the UF CIBER, including continuity of an experienced management team. In its first three years of existence, the UF CIBER responded vigorously to the increased state and national demand for IB skills by introducing 29 new or enhanced IB classes and five new IB degree programs, and by supporting basic and applied scholarly research that promotes the competitiveness of US firms in global markets and that resulted in an IB working paper series totaling nearly 100 studies in three years. It co-sponsored 30 conferences that transfer UF research to business and further disseminated IB information to the professional community through Agricultural Extension Fact Sheets, an annual report on the Latin American Business Environment, a primer on implications of the FTAA and 110 research presentations. Fourteen faculty, both at UF and from other institutions of higher education in the state benefited from participation in CIBER-co-sponsored Faculty Development in International Business (FDIB) programs.

This outstanding UF CIBER program impacted over 19,000 students at UF and contributed to WCBA becoming on December 1, 2000, the first US school to earn EQUIS (European Quality Improvement System) accreditation from EFMD (European Federation of Management Development).

The UF CIBER was exceptionally productive during 1998-01, going beyond what was promised in the original proposal, because it leveraged outstanding teaching, research and outreach resources at UF. One of only 17 institutions that are both land grant and members of the prestigious Association of American Universities (AAU), UF has the breadth and depth to implement the complex programs that build sustainable new IB capacity. It has one of the most comprehensive sets of university programs on a single campus. In keeping with being Florida's oldest and most important university, UF's faculty of approximately 4,000 includes 40 Distinguished Professors and 53 Eminent Scholars and more than 25 faculty have been elected members to prestigious national or international science institutes. It ranks fourth among AAU publics and 12th overall in Fulbright Awards. UF's student body of 46,000 represents more than 125 countries and all 50 states. It ranks third among public institutions and sixth overall in National Merit Scholars enrolled.

WCBA faculty specifically are an outstanding IB resource, recognized around the world for their expertise. In the last five years, 14 have received national/international awards for research excellence. Several are or have been presidents of major national associations such as the American Marketing Association, the Academy of Legal Studies in Business, the American Accounting Association and the American Taxation Association. Others have served as editors of major scholarly journals and many have served as associate editors or in editorial board positions on journals that influence research and policy in their disciplines. Individual departments have been ranked high nationally in research productivity and its programs -- undergraduate, MBA and specialized graduate -- have all been recognized nationally for excellence.

The UF CIBER partners with exceptional educational and research units at UF to develop unique national IB resources. Established campus partners include UF's Center for Latin American Studies (CLAS), Public Utility Research Center (PURC) and Institute of Food and Agricultural Science (IFAS) and new ones include UF's College of Journalism and Communication (CJC), College of Design, Construction and Planning (CDCP) and the Florida Museum of Natural History (FMNH). One of the original recipients of federal funding for area studies, CLAS is already a national resource. It coordinates

research and teaching on Latin American issues among 130 affiliate faculty in 40 different departments of 10 colleges and FMNH and, in conjunction with the UF library system, has developed one of the country's leading Latin American library collections that includes more than 325,000 books, 1,100 active serials, and almost 50,000 microforms. PURC is a leading research and training center on infrastructure industries. The 11 offerings of its two-week *PURC/World Bank International Training Program on Utility Regulation and Strategy* have trained nearly 900 industry and government officials from 110 countries.

Both a land-grant and a sea-grant institution, IFAS serves Florida agribusiness, human and natural resource needs through three colleges (Agricultural and Life Sciences, Natural Resources and the Environment, Veterinary Medicine) and a School of Forest Resources and Conservation, and through 13 Research and Education Centers and 21 research sites throughout the state and 67 County Extension Offices. Every national ranking of journalism and communications programs since 1983 has placed UF's CJC in the Top 10 and three of its graduate programs are rated number 2. CDCP is one of the US largest and most comprehensive design schools, ranking in the Top 5 nationally in funded research. FMNH is one of the nation's Top 10 Natural History Museums and its total staff of 215 includes 30 Ph.D. faculty conducting international research in nine major collection areas with emphases on conservation, resource management and land use issues.

UF CIBER's large network of off-campus domestic strategic partners is noted above. In addition, through its undergraduate, MBA and CIBER programs, WCBA has established linkages with 47 foreign universities in Western Europe, Eastern Europe, Asia, Africa and Latin America that facilitate its extensive internationalization activities.

Specific activities of the needs-based proposal will be carried out through this network of on-campus and off-campus strategic partners and will be overseen by a quality management staff with CIBER-specific experience. The UF CIBER Director, and both Associate Directors, will continue in 2002-2006 the management roles they have successfully executed since the UF CIBER's inception on October 1, 1998. Each has established records of excellence in teaching, research and outreach and together, they have complementary IB experience. Two of the three Advisory Board chairs will also continue from the current cycle as will the Project Manager, a Certified Project Management Professional, and the Administrative Assistant, a university award winning office manager. Very critically, there is continuity and commitment at the Dean level. Dr. John Kraft, current Chair of AACSB, has for 11 years served as WCBA dean and last year was reappointed for another five. Under his auspices, the college, faculty and its programs have grown in national reputation, WCBA endowment has risen almost 10-fold and there has been a consistent program of internationalization.

Already a significant national resource, the UF CIBER will grow substantially further in this dimension during 2002-2006. It will make unique and specialized UF IB resources available to the nation, will develop innovative curriculum programs that serve as national models, will nurture basic and applied research that addresses critical IB issues and will reach out to students, faculty and businesses across the state and nation to develop IB skills and alleviate current regional and national shortages of IB personnel. By focusing on *future* as well as current IB needs, its programs will remain timely as the decade progresses and its programs will be lasting because the UF CIBER primarily *invests*, and does not consume, its resources, and it makes those resources go further through a myriad of cost effective strategies. It is an exciting program in concept, in design and in plans for execution.

THE UNIVERSITY OF HAWAI'I AT MANOA

Promoting Free Trade, Prosperity, and Intercultural Understanding through International Business Education

ABSTRACT

With one-half of the world's population, economic output and trade, the Asia-Pacific arena plays a critical role in both U.S. foreign policy and in the economic and national security of the world. China, India and Indonesia, three of the world's most populous countries, not only present complex political and security issues but also are critical to the economic well-being of the United States and of the region. Japan, one of the U.S.' staunchest allies, is the world's second largest economy and its return to economic prosperity would most surely result in positive economic consequences and improved stability for the entire region, and indeed, the world. One in every five persons in the world is Muslim and most of them live, not, as is generally thought, in the Middle East, but in Asia, especially South, Southeast and East Asia. A broader knowledge of Islam and Islamic societies, beyond that which is found in the Middle East, is necessary if we are to begin to understand the full scope of current world events.

Consistent with its mid-Pacific location, the University of Hawai'i seeks to be recognized as America's foremost institution of higher education with an Asia-Pacific focus. It has acknowledged expertise and an excellent infrastructure to achieve this vision. In terms of both economic as well as security issues, Hawai'i is a crossroads between Asia and the U.S. Mainland. As the headquarters of the Commander-in-Chief of the Pacific (CINCPAC), Hawai'i plays an integral role in the regional security and stability of the region. The Asia-Pacific Center for Security Studies (APCSS), which opened in Honolulu in 1995, facilitates important dialogue between military and civilian defense officials in 45 Asia-Pacific countries, including the U.S. The East-West Center (EWC), established in 1960 adjacent to the UH campus, is an internationally recognized educational and research organization that works to promote better relations and understanding between the U.S. and the nations and peoples of Asia and the Pacific. The Pacific Basin Economic Council (PBEC), with over 1200 corporate members from 20 countries, also makes its headquarters in Hawai'i.

The UH School of Hawai'ian, Asian and Pacific Studies (SHAPS) is the largest academic unit for Asian and Pacific studies in the world, with over 300 faculty specialists throughout the university who together offer more than 600 courses related to Hawai'i, Asia and the Pacific. It is home to ten regionally focused centers that are clustered around three federally funded National Resource Centers (East Asia, Southeast Asia and Pacific Islands). The UH College of Languages, Linguistics and Literature offers instruction in more languages than any other U.S. institution outside the Department of State and is a National Foreign Language Resource Center.

Out of the world's top 41 university and research institutes, UH ranks 16th in physical science research and output and its Ocean Sciences group consistently ranks in the top 5 in oceanographic research and funding. The University's unique location has led the federal government to designate UH as one of 12 land-, sea- and space-grant institutions and the Mauna Kea facilities on Hawai'i Island are acknowledged as the premier location for Astronomy research and studies. This excellence is reflected in extramural funding that is projected to reach a record \$430 million by the end of the current academic year. UH's John A. Burns School of Medicine is a pioneer in problem-based learning and the School of Social Work has placed consistently in the top third of accredited social work graduate programs. The UH's Law School

is ranked as 15th in the nation in student diversity, 5th in its student/faculty ratio and in the top 25 for its Environmental Law program.

Aligned with the University's international focus, the UH College of Business Administration (CBA) has long been dedicated to international business education and is a pioneer among U.S. business schools in the quality, number and depth of program offerings dealing with Asia and the Pacific. In addition to the CIBER, CBA is home to the Pacific Asian Management Institute, the focal point for interdisciplinary efforts to apply resources within the University and the State in research and analysis of the latest developments in management theory and practice in the Asia-Pacific region. The UH CBA also serves as the secretariat for PACIBER (a group of 28 business schools in Asia, North America and Oceania) and for the Academy of International Business, the premier professional organization for business educators, researchers and consultants. Building on the University's extensive Asia-Pacific resources and CBA's excellence in international business and its global networks, the UH CIBER has positioned itself to play a national strategic role in providing activities and opportunities that further international business education with a global, and especially Asia-Pacific, focus.

Meeting the Purposes of the Authorizing Statute

The UH CIBER proposes a comprehensive array of unique programs that not only meet the evolving needs for increased understanding of interrelationships between political, economic and business issues in the global economy but are also responsive to the statutory mandates of the national CIBER program. As illustrated in Figure 1: Overview of Activities, the UH CIBER is proposing a number of initiatives to accomplish these goals.

- (1) National Resources for International Business Education: A new CIBER-sponsored *Pacific-Asia Risk Institute* will sponsor and house research projects, publications and conferences that will be resources for scholars, policy makers and businesses needing improved information to assess political risk and make decisions regarding international business investments and operations in the Asia-Pacific region. Aligned with this, the *Asia Pacific Financial Markets Research Center* will help bridge the gap between academic and practitioner viewpoints on various policy issues relevant to the banking and securities industries, and provide market regulators and financial executives with a better understanding of the financial markets in the region. Leveraging CIBER support with funds from private foundations and individual donors, the *Pacific Asian Center for Entrepreneurship and E-Business* will focus on issues of new venture creation and corporate renewal in the Asia-Pacific region. The UH CIBER will also support and facilitate the expansion of the *PACIBER consortium* to include more U.S. CIBER schools, thereby building greater capacity in the country for improved teaching and research in international business. As part of its national resource efforts, the UH CIBER will develop a new comprehensive web-based *Asia Pacific Business Education Web-Resource Center* that will collect, monitor and disseminate unique information about the teaching of improved business technologies, strategies and methodologies for global business and especially the Asia-Pacific region.
- (2) Foreign Language and Area Studies Initiatives: The CIBER plans to leverage the University's expertise in the less commonly taught languages of Asia to provide innovative and interdisciplinary language learning resources that will in turn build the capacity of institutions across the US to offer these Asian languages. The UH CIBER will collaborate with the UH NFLRC to support the dissemination of *web-based advanced language courses in Chinese, Japanese, and Korean* to other U.S. universities that do not have the faculty nor

resources to offer advanced levels of these Asian languages. Faculty from the CBA and Asian Studies will collaborate to develop *two graduate level courses in sustainable development in East Asia and Southeast Asia*. CBA faculty will work other faculty across the campus to develop *international business content for professional disciplines* such as law, accounting, medicine, agriculture and public health to prepare students to deal with global issues they will address in the practice of their professions. To increase access to business courses by non-business students, we will develop *a minor in general business and a minor in entrepreneurship*. The UH CIBER will also co-sponsor a business content *Workshop for Language Faculty and Professionals* and an *Asian business language workshop* for teachers of Japanese, Chinese, and Korean languages.

- (3) International Business Research: The UH CIBER research agenda mirrors the stated needs adopted by the Pacific Basin Economic Council at its general meeting in Tokyo last April. For example, projects will address the interaction between political and economic developments that impact the progress of fair and free trade throughout the region. Outputs will be disseminated through publications, conferences and web-based resources to assist American firms to successfully compete in the world market. UH CIBER research projects will address issues of capital flows and financial markets in Asia and support the expansion of the PACAP Database, currently covering eight Asian financial markets. To promote cross-cultural understanding and to assist U.S. businesses to develop better intercultural business relationships, the UH CIBER will explore avenues for more effective virtual work groups with Asian partners and customers. The CIBER will also sponsor research on entrepreneurship issues in the Asia-Pacific region and support the efforts of the new Marketing and Information Technology Center laboratories. The CIBER will also assemble interdisciplinary faculty groups to develop a research and activity agenda on free trade, prosperity and security in the Asia-Pacific.
- (4) International Business Curriculum: The UH CIBER proposes to develop innovative new international business curricula, combining its networks with academic institutions throughout the region and its recognized strengths in international business with new educational technologies. It will produce curricular products that will increase students' access to international business training and knowledge. Two new elements will be added to the roster of PAMI summer offerings that will be available to students across the U.S.: an *on-line Certificate in International Management* and a *two-week PAMI Colloquium* to allow more students to complete a PAMI Certificate in International Management. The CIBER will also support the development of *4 web-based courses in international business*. *Graduate concentrations in Asia-Pacific Entrepreneurship*, and a new *Vietnam-focused EMBA program* will be among new CIBER supported international business curricula. Expanded *student exchanges, study abroad opportunities, and international internships* will also be supported by CIBER funding.
- (5) Business Outreach and Executive Programs: UH has well-established networks with organizations in the Asia Pacific region that the CIBER will leverage to produce a comprehensive set of programs that meet the needs of businesses in Hawai'i and the nation that want to learn more about how to operate and succeed in Asia. As a collaboration of business, academia and government, the UH CIBER will offer an annual *Hawai'i Business Forum* to discuss global business realities. As a new member of the Hawai'i Visitors and Convention Bureau, the CIBER will work with HVCB staff to develop and co-market paid *seminars about doing business in Asia to future convention attendees*. An *Export Summit* will be a collaborative undertaking between the UH CIBER and the Hawai'i Community College on the Big Island of Hawai'i to help introduce small businesses to new opportunities

in international entrepreneurship and e-commerce. Closely allied with this will be *export seminars* that will be offered in partnership with *Hawai'i's ethnic chambers of commerce*. These will focus on business trends and opportunities in each represented country, highlighting successful exporters and featuring industry-focused strategies designed to improve the global competitiveness of Hawai'i's major industries and exports. Finally, as part of its summer program, PAMI will develop and offer an *Executive Conference* that will draw participants, speakers and resource persons from throughout the Asia-Pacific to discuss the latest issues relating to doing business in the region.

- (6) Faculty Development: The UH CIBER will provide a broad range of offerings to meet the development needs of faculty at two- and four-year colleges in Hawai'i, the western region as well as major institutions across the U.S. The UH and Texas A&M CIBERs will redesign the *Asia-sited faculty development program* to facilitate faculty travel to the more difficult areas of Asia. A *winter faculty development program* will also be held in Hawai'i or at a partner U.S. school to provide more depth and understanding of specific regions in Asia. A faculty development program addressing *Intercultural Understanding and Global Business* will be offered to enable faculty to teach courses that will prepare students to live and work successfully in the globalized world. Also, as a co-sponsor of the bi-annual *Southwest Regional Faculty Development workshop* with other CIBERs in the western U.S., we will plan to hold the 2003 workshop in Honolulu to provide additional outreach to 2- and 4-year institutions within the UH system, in Hawai'i and the Pacific Islands. Finally, the UH CIBER will collaborate with the UH's Center for Southeast Asian Studies in its annual *Southeast Asia outreach to faculty from minority-serving institutions of higher education*. After a successful two-year pilot, the program will be expanded to include an international business dimension with faculty-participants coming from historically black, Hispanic and Native American faculty.

Significance

The projects proposed by the UH CIBER will improve international business education by linking U.S. universities with important networks in the Asia-Pacific region. The most significant outcomes likely to be attained are an increase in the knowledge and skills among present and future American business leaders with regard to political risk assessment, strategic planning, improved decision-making and management within the context of international business. The proposed activities will also increase language skills and cross-cultural knowledge of students and encourage the development of closer ties between faculties from U.S. universities and their counterparts in the Asia-Pacific region. With programs specially designed to meet the unique needs of faculty, students and businesses, the UH CIBER will improve student achievement and increase the capacity of universities and faculty throughout the country to integrate the most current data, information and cases into their courses.

As a leader in the teaching of the less commonly taught languages of Asia, the on-line course materials for advanced Chinese, Japanese and Korean developed by UH create the potential for universities throughout the U.S. to improve the teaching of these languages and provide access by a larger number of students to acquire advanced language skills. The development and dissemination of these materials are of particular significance to smaller universities who are currently able to offer only the first two years of these Asian languages. Sustainable development issues affect emerging economies throughout the globe so the curriculum and course content developed by the CIBER's interdisciplinary faculty teams can be transported to other U.S. campuses.

The UH CIBER's research agenda addresses some of the most pressing and critical issues faced by U.S. firms wishing to do business in the Asia-Pacific region: cross-cultural research, telecommunications and information technology and their impact on the Asian business environment, venture capital formation, and free trade as related to regional stability and peace. Outputs will be disseminated nationwide through conferences, publications and the UH Asia Pacific Business Education Resource Website. By expanding the PAMI summer program to include on-line courses and condensed time-frames, and by extending membership in PACIBER to more CIBER schools, more students from across the U.S. will be able to take advantage of the multinational faculty that team-teach traditional and web-based courses.

The needs of local, regional and national businesses wanting to learn more about doing business in the Asia-Pacific region are directly addressed by the UH CIBER's business outreach programs. The annual Hawai'i Business Forum and export strategy workshops offered in conjunction with Hawai'i's ethnic chambers of commerce will provide businesses with information about global issues and opportunities in international business that are essential to Hawai'i's goal of diversifying its economy.

All faculty development workshops are significant in that they draw on UH's extensive resources, networks and expertise for doing business in the Asia-Pacific region and are available to faculty from throughout the U.S. Often, UH CIBER's faculty development initiatives are one of only a handful of programs focusing on doing business in the Asia-Pacific and uniquely address the international business training needs of under-served minority faculty. The national impact of the proposed programs can be seen in the number of classes and students that benefit from the increased knowledge of Asia that faculty acquire. The magnitude of UH CIBER programs will have a multiplier effect that will add to the abilities of companies in Hawai'i and across America to compete more effectively in the global economy.

University of Illinois At Urbana-Champaign



CIBER APPLICATION 2002-06 ABSTRACT

Since its establishment in 1993, the Center for International Business Education and Research at the University of Illinois (Illinois CIBER) has been a leader in advancing the study, teaching, and practice of international business. Drawing on the outstanding resources of the University and the College of Commerce and Business Administration, Illinois CIBER has achieved a significant record of accomplishments during its past eight years of operation. The numbers of business courses with international content and foreign language courses with business content have tripled. Nearly 200 business students have received CIBER travel support to study abroad. More than 80 faculty and doctoral students have received CIBER research grants to investigate topics that affect America's international competitiveness. Many of these projects have produced important results that significantly impact both theory and practice. Through its business outreach, Illinois CIBER has served more than 120 area companies with direct export counseling. Finally, several of our programs that serve national audiences (e.g., the workshop on instructional technology for teaching business foreign language) have attracted such large enrollments that we need to increase program capacity in subsequent offerings.

With the enhanced international resources available on campus, and based on its demonstrated capacity for accomplishment, Illinois CIBER is ready to launch an ambitious agenda for the next four years. This agenda is designed to meet the changing needs of our constituents - students, faculty, and business professionals. As the world becomes increasingly globally interdependent, technologically advanced, and culturally diverse, we need to develop more integrated frameworks to guide international business teaching, research, and practice. To this end, we have adopted the theme "Technology, Culture, and International Competitiveness" to provide a vision and direction for our new CIBER agenda. This theme builds on the unique strengths of the University of Illinois as a world leader in the development and deployment of cutting-edge technologies, particularly in computing and information management, and their application to the fields of agriculture, business, library science, and engineering. Our goal is to draw from this knowledge base and combine it with area studies and foreign language expertise in developing and implementing programs that further America's international competitiveness. This is a most exciting task, and one that the University of Illinois and its CIBER are particularly well equipped to undertake.

The Illinois CIBER's new agenda supports seven major objectives that meet the statutory purposes of the authorizing CIBER legislation. While each objective represents a focused area of activity, they all reinforce one another in furthering the CIBER mandate of increasing the nation's capacity for international understanding and competitiveness. The following outlines the project objectives and the proposed activities designed for their accomplishment.

- 1. Further enhance Illinois CIBER's national resource capability by establishing a Global Consortium for International Business to provide added support and expertise for program development and implementation.**
 - a. Consortium Annual Meetings with Executive Briefings
 - b. Annual World Economy Conferences
 - c. Global Consortium Newsletter
 - d. Illinois CIBER Website Upgrade

- 2. Deepen the internationalization of business programs to include both a global and area studies focus, with emphasis on institutionalizing new curricular innovations and increasing student participation in study abroad.**
 - a. Elective Course on Transnational Economy
 - b. Course Development Grants with Area Focus
 - c. Certificates in International Business with Area Specialization
 - d. Dual Degrees in Business and Area Studies
 - e. Ph.D. Minor in International Business
 - f. International Business Case Competition
 - g. Summer Overseas Study
 - h. Summer Overseas Internships
 - i. Business Foreign Language Courses
 - j. CIBER Distinguished Speaker Series

- 3. Strengthen international components at other professional schools on campus by supporting joint teaching, research, and outreach that involve faculty and students from business, foreign language, and area studies departments.**
 - a. New Course in International Human Resource Management
 - b. International Agribusiness Colloquium
 - c. Minor in International Agribusiness
 - d. Minor in Global Business Reporting
 - e. Joint Research on Soybean Exporting
 - f. Joint Research on Global Web Page Design
 - g. Satellite International Programs for Engineers
 - h. Global Business Reporting Summer Institute

- 4. Accelerate efforts to incorporate business and other professional content in foreign language and international studies programs by increasing opportunities for students and faculty to acquire the needed knowledge.**
 - a. New Section of IB course for Non-business Majors
 - b. Conversation Courses in Business Foreign Language
 - c. Certificate in Business Foreign Language
 - d. Multimedia Simulation for the Teaching of Business Foreign Language
 - e. Online Business Foreign Language Courses
 - f. Online Courses on Commercial and Technical Translation
 - g. FDIB grants for Foreign Language Instructors
 - h. Workshop on Instructional Technology for Teaching Business Foreign Language

5. Promote interdisciplinary research that advances the study and teaching of international business, with emphasis on combining the economic and cultural approaches to investigate issues affecting U.S. international competitiveness.

- a. Biennial Interdisciplinary Research Conference
- b. Implementation of Interdisciplinary Agendas
- c. Research Workshops on Developing Integrated IB Curricula
- d. Developing New Measures of National Culture
- e. Using “Grid” Technologies to Coordinate Global Workteams
- f. European Peripheral Economies as Regional Export Platforms
- g. Managing Multicultural Workteams in a Global Context
- h. Research on Women in International Business
- i. Enhancing IB Education through Information Technology
- j. Faculty IB Research Grant Competition

6. Broaden academic outreach in international business to include training in both teaching and research, particularly for faculty working in schools that lack the needed resources to internationalize their programs.

- a. National Workshop for IB Research and Publishing
- b. Research Forum at Regional AIB Meetings
- c. Internationalization of Faculty at Chicago State University
- d. Faculty Overseas Study Trips to Promote International Collaboration
- e. Internationalization of Doctoral Education in Business (IDEB) Workshop
- f. ION Teaching Workshops for Community College Faculty
- g. Biennial International Business Institute for Community College Faculty
- h. Internationalization Workshops for K-12 Teachers
- i. Virtual Trade Missions for K-12 Students

7. Expand business outreach to provide increased opportunities for business professionals to further their global knowledge and cross-cultural skills, including programs to promote involvement of women-owned firms in international trade.

- a. Global Business Seminars
- b. Certificate in International Business Fundamentals
- c. Workshops on Advanced IB Topics
- d. Overseas Business Delegations
- e. Certificate in International Human Resource Management
- f. International Programs for Women Business Owners
- g. Online State Certificate in International Business
- h. Export Counseling for Illinois Businesses
- i. International Business Roundtables with the Local Business Community

The CIBER agenda outlined above includes a total of 57 project activities, of which 36 are new, and 15 are substantially enhanced or expanded versions of current activities. About sixty percent of the activities are explicitly designed to serve national audiences. Additionally, about fifty percent will involve partnership with many of our nationally ranked academic or research units on campus, including the six area studies centers (African Studies, European Union, East Asian and Pacific Studies, Latin American and Caribbean Studies, Russian and East European Studies, and South Asia and Middle Eastern Studies), Department of Agricultural Economics, the Institute of Labor and Industrial Relations, Graduate School of Library Science,

National Center for Supercomputing Applications (NCSA), and others. Finally, our Global Consortium partner schools will provide added support and expertise to further enhance Illinois CIBER's capability to develop and implement programs with national impact. When fully implemented, the proposed project will have a substantial and significant national impact on teaching, research, and business outreach.

Illinois CIBER requests federal funding for the 2002-2006 period to continue to offer high-quality teaching, research, and outreach programs that help our constituents advance their international business knowledge and cross-cultural skills. Our request is based on an eight-year record of achievement in fulfilling the CIBER mission and furthering the purposes of the CIBER authorizing legislation. The proposed project will enable Illinois CIBER to provide enhanced service to students, faculty, and business professionals and assist them in preparing for the globalization challenge of the 21st century.

UNIVERSITY OF KANSAS

ABSTRACT

The KU CIBER seeks to continue its growth as a valued resource sought after by professionals, firms, and communities as they strive to become more competitive in the global business environment. It will provide pertinent information and facilitate the public-private partnerships critical to acting locally while competing globally. It will help to ensure a growing supply of new professionals capable of contributing to the global efforts of their organizations and to assure that current managers have the opportunity to learn new skills critical to their firms' global success.

Based in a Midwestern university with a wealth of international resources and a business school committed to building professional skills on a liberal arts foundation, the KU CIBER is surrounded by a region linked to global markets through the provision of professional, transportation, and communication services. The KU CIBER aspires to be a model for interdisciplinary course development and a national resource for trade in services, important in their own right, but also crucial inputs into the production and trade of many goods. It draws on the expertise at KU of four federally funded National Resource Centers focusing on East Asia, Russia and East Europe, Latin America, and Africa, and a growing European Studies center, as well as faculty across the campus who have experience relevant to business in myriad countries and contexts.

Our CIBER is located in a region where support for international business is needed and has a great impact. The greater Kansas City area ranks 11th nationally in exports; 65 percent of its business is international; and global trade accounts for nearly 25 percent of its GDP. The region is a vital and growing transportation hub, where major highways and railways running from north to south and east to west intersect. It is also home to major firms with international operations, such as Sprint, Hallmark, Black and Veatch (the nation's 13th largest engineering firm), American Century Investments, H&R Block, Kansas City Southern Industries (owner of the "NAFTA Railroad"), Yellow Corporation, and many others. These firms hire a large proportion of our graduates and many of their employees attend the part-time MBA program at our Kansas City campus. Some are represented on the CIBER Advisory Council; others are involved in the CIBER's outreach activities, conferences, and executive education.

In this proposal, the KU CIBER seeks to extend its accomplishments of the 1999-02 grant cycle. We will continue our CIBER's central focus on international trade in services, the fastest-growing sector of the U.S. economy. The nature of international trade in services demands extensive communication with buyers and the ability to interact easily with many different cultures. Hence, our CIBER pays heightened attention to issues of language, cross-cultural management, and ethics.

It is clear that the next CIBER cycle will correspond with a time of great national and international uncertainty. As world events continue to unfold, new strategies and techniques will need to be developed to help U.S. businesses continue to succeed internationally. Our CIBER has built flexibility and responsiveness into the proposed programs, so that we will be able to introduce projects and modules dealing with timely issues on an ongoing basis. Our proposal also includes remote delivery of IB education by electronic means, and research into experiential learning alternatives to study abroad, and we have the ability to expand these features if the need arises. The KU CIBER will help provide a conduit to make appropriate resources available to the business community as it copes with the changes in the global business environment.

Programs proposed for the 2002-2006 cycle are described below.

INTEGRATED IB/CLASSWORK EXPERIENCES

- **Global Research Integrative Projects (4.1).** This integrative capstone course will be the centerpiece of the newly revised MBA program starting in 2002. Interested MBA students will spend eight weeks studying an industry sector or company, including two weeks of site work outside the U.S.
- **Trilateral master's (1.3).** Planning is under way and approvals are being sought for a new tri-continent, three-school master's degree program to be taught in English at KU, Tongji University in Shanghai, and ACI Negocia in Paris. The degree awarded will be an M.S. in International Business from KU, with certificates from Tongji and Negocia.
- **Experience Entrepreneurship Globally (1.2).** This certificate program for would-be entrepreneurs will provide classroom instruction on entrepreneurship basics, and a two-week study abroad tour at recognized entrepreneurial sites, e.g., Hong Kong, Ahmedabad, India, northern Italy, and Aberdeen, Scotland.
- **International E-learning (4.3).** An on-line, Web-based version of the course, Business, Culture, and Society in Western Europe, will be developed and delivered to students participating in the program at KU's Italy Campus.
- **Joint MA/MBA (6.5).** The KU CIBER has fostered the initiation of joint degrees with the NRCs in Latin America and Russia and East Europe. We will extend MA/MBA program to East Asia and Western Europe.

NEW AND ENHANCED CLASSES

- **Globalizing American Studies (4.2).** The KU CIBER will work with the American Studies Program to develop a module on globalization for the introductory American Studies course, reaching over 400 students per year.
- **New Required MBA IB Course (4.7).** We will design and implement a new, one-credit IB course to be required of all full-time and part-time students in the MBA program.
- **Visiting Faculty from Partner Institutions (4.5).** Elective choices in IB will be expanded by hosting visiting professors from foreign universities with which we have on-going relationships.
- **Study Abroad (6.2 & 6.3).** Students will benefit from new study abroad programs in Brazil, Europe, and Japan. In addition, we will add a specialized study abroad program for accounting students. We will recruit from area universities so that their students may take advantage of these opportunities.

OTHER STUDENT ACTIVITIES

- **International Leadership Forum for Students in Professional Schools (4.4).** This speaker series will be co-sponsored with student organizations in Business, Engineering, and Law.
- **Educational Linkages with Ecole Supérieure de Commerce Clermont-Ferrand (4.6).** At the request of ESC-Clermont, we will send a Ph.D. student to teach at Clermont each year, and will invite Clermont faculty to teach at KU.
- **Internships (4.8).** Foreign internships will be developed directly by CIBER and through collaboration with the student group AISEC; we will also seed internships in regional trade organizations.

FOREIGN LANGUAGE INITIATIVES

- **Accelerated Portuguese for Business (2.1).** Responding to regional and national needs, we will develop an accelerated language program to develop fluency in Portuguese and familiarity with the Brazilian business environment.
- **Brazilian Studies Certificate (2.2).** A related initiative will be development of a new certificate in Brazilian studies, to be offered to undergraduate Latin American Studies or Business majors.
- **CIBER Teaching Internships in Foreign Business/Professional Language Training (2.3).** The KU CIBER will provide compensation for Ph.D. students in foreign language programs to work with faculty members to deliver business/professional language courses. The interns will also receive CIBER support to attend appropriate business language workshops.
- **Foreign Language Training for Graduate Business Students (2.4).** Tutoring in several languages, including Chinese, Italian, and Japanese, will be offered to groups of students (also open to faculty) in conjunction with international study opportunities.
- **German/Business Language Course (2.5).** A new course, Introductory German for the Professional Schools, will benefit students whose class schedules make it difficult to take the traditional five-hour course.
- **Sponsorship of business language conferences (2.6).** Conferences sponsored will include the CIBER Conference on Language, Communication, and Global Management, and the Conference on Using Instructional Technology in Teaching Business Language.

NATIONAL SYMPOSIA (1.4)

The KU CIBER proposes two national symposia

- International Trade and Labor Standards, sponsored in collaboration with the Robert J. Dole Institute for Public Service and Public Policy at KU, will examine the rights and roles of labor and capital in the globalization process.
- NAFTA at Ten Years: A View from the Heartland, sponsored with the Dole Institute and the Center of Latin American Studies, will convene scholars, executives, and government representatives to examine the region's experience with NAFTA at its tenth anniversary.

The best presentations from these symposia, and from the IB Ethics symposia described below, will be published in edited volumes.

IB ETHICS INITIATIVES

- **National symposia (1.4).** The KU and Thunderbird CIBERs will collaborate on the International Trade and Labor Standards Symposium described above and on other ethics symposia including one on IB ethics in the information age (2003-04) and one focusing on global efforts to reduce corruption in global transactions (2004-05).
- **IB Ethics Workshop (5.3b).** The IB Ethics workshop co-sponsored in Kansas City with Thunderbird and Sprint in April, 2001, will be offered in other locations, and a specialized IB ethics workshop will be developed for engineering professionals.
- **Faculty Development in IB Ethics (1.6).** We will extend our regional faculty development workshop on IB ethics to a national audience by offering it in conjunction with the Globalization Seminars organized by the Memphis CIBER.
- **International Society for Business, Economics, and Ethics (6.4).** Our CIBER will sponsor two faculty from KU or other institutions to attend this Society's conference in 2004.

GLOBAL PROJECT MANAGEMENT INITIATIVES (1.1)

This collaborative Business-Engineering project aims to accelerate the creation of project managers that are able to work effectively in international setting, and to make U.S. engineering firms more competitive internationally. In 1999-02, we introduced graduate and undergraduate courses in global project management, including a study abroad experience. For 2002-06 we will create:

- a module on international aspects of project management, to be embedded in existing professional education programs;
- a global project management program for young managers;
- an executive education program for project managers moving into leadership roles;
- a Council of Presidents of global engineering and construction firms located within the region, to advise the CIBER on the development of these programs.

RESEARCH

- **Extensible Business Reporting Language—XBRL (3.1).** The KU CIBER will continue its collaboration with the Ernst & Young Center for Auditing Research and Technology to share this cutting-edge research with academics and practitioners.

- **Capital Markets in the Southern Cone (3.2a).** Professor Chris Anderson will conduct research on Southern Cone capital markets and will make the databases associated with this project available to researchers at other institutions.
- **Maquiladora Studies (3.2b).** Professor Jill Kleinberg will explore how SONY Mexico was able to develop into a world-class operation, generating cross-cultural perspectives to help enhance U.S. competitiveness.
- **Business Leadership through Literature (3.2c).** Professors Birch (Business), Anderson (Spanish & Portuguese) and Clowes (Slavic Languages) will lead an interdisciplinary research seminar to develop an experiential understanding of how power and leadership are exercised in different cultures.
- **Faculty Research Awards (3.3).** The KU School of Business will designate two research fellowships each year for faculty doing IB research and CIBER will continue the annual faculty IB research competition, giving priority to interdisciplinary and collaborative research.
- **Ph.D. Research Workshops (3.5).** We will support the visit of one IB scholar from another university each semester to present research at the Ph.D. workshops; we will also support Ph.D. research in IB by co-sponsoring the Internationalizing Doctoral Education in Business program with other CIBERs (6.6).
- **KU IB Research Conference for the Upper Midwest (6.2).** This biennial conference will have a rotating disciplinary focus, with the first conference focusing on global issues in financial reporting, and the second on international management.
- **IB Working Paper Series (3.6).** This new IB working paper series will include papers resulting from the competitive summer funding process and other targeted projects.

REGIONAL IB / ECONOMIC DEVELOPMENT INITIATIVES

- **Collaboration with Kansas, Inc. (5.1).** The KU CIBER will help design and generate survey research to be used by Kansas, Inc. to guide state policy related to international business. We will also design and coordinate delivery of a mini-course for Kansas companies that are contemplating entry into international markets, and create a help desk, staffed by students, to respond quickly to IB queries for Kansas firms regarding international market opportunities.
- **Global Field Projects (5.4).** The GFPs, co-sponsored with the Kansas Department of Commerce and Housing's International Trade Division, involve student teams working under faculty supervision to research international possibilities for interested firms. Introduced in 2000, this program will be expanded to meet demand by involving students and faculty from Kansas State and Emporia State Universities.
- **Benchmarking the Effectiveness of Trade Promotion Initiatives (5.5).** Our CIBER will sponsor research in the Department of Public Administration to study problems, solutions, and strategies for international trade promotion at the state level.
- **Kansas IB Conference for Business, Government, and Higher Education (5.6).** This biennial conference will provide a rare opportunity for representatives from academia, business, and government in Kansas to discuss issues of common concern, share resources, and explore alliances to benefit small and medium-sized enterprises.
- **Partnerships with regional groups (5.7).** The KU CIBER will collaborate with regional groups including the International Trade Club of Kansas City, the Greater Kansas City Chamber of Commerce, and the Kansas Center for Rural Economic Development, to enhance their members' IB capacity.

EXECUTIVE EDUCATION

- **Executive Development in IB Programs (5.2).** We will use the IB management training program developed for the Greater Kansas City World Trade Center as a model to develop programs for business professionals seeking to learn about best practices in IB.
- **Executive Education in Cross-Cultural Management (5.3).** The CIBER will create an eight-week program focusing on cultural information that managers should know before operating in various world areas. KU's foreign language and area studies specialists will be featured at each of the various sessions.
- **See also Global Project Management (1.1); IB Ethics (5.3); and Collaboration with Kansas, Inc. (5.1).**

FACULTY DEVELOPMENT IN IB

- **Internationalization at Historically Black Colleges and Universities (1.5).** The KU CIBER and the African Studies Resource Center at KU will participate in a multi-CIBER consortium to increase the exposure to global issues by students in HBCUs. The consortium will offer a comprehensive portfolio of academic outreach activities to HBCU's.
- **Globalization Seminars (1.6).** We will join with the University of Memphis CIBER to deliver a four-year sequence of faculty development programs including 1) the conceptualization of culture and its implications for cross-nationalization; 2) the teaching of IB ethics; and 3) incorporation of area studies perspectives into the business curriculum.
- **Internationalizing Consortium Faculty (6.1).** Faculty from universities participating in the Consortium of Universities for International Business Education will receive support to attend IB programs including the Antwerp program that we co-sponsor with the University of Memphis CIBER.

The KU CIBER will continue to operate under the philosophy of providing quality IB education by leveraging the best international resources of the University and collaborating frequently with other institutions, especially other CIBERs. The KU School of Business and the University of Kansas are committed to providing the resources needed to continue the successful implementation of this CIBER. Funding from USDE for the 2002-06 grant period will make possible the teaching, research, and outreach mission of a business school which sees IB as a major differentiating feature and of a university which has a long history of supporting international efforts.

THE UNIVERSITY OF MEMPHIS

ABSTRACT

MISSION, PHILOSOPHY, AND PROGRAM DEVELOPMENT

Mission: To develop results-oriented programs that foster international competencies among students, faculty, and business professionals and that advance the body of knowledge in international business and business teaching.

Philosophy: Utilize a long-term, systematic, collaborative, and sustained approach focused on the unique needs and potential of the Delta and the capabilities of The University of Memphis.

Established in 1989, Memphis CIBER is the only CIBER located in the Lower Mississippi Delta region—an area encompassing most of Arkansas, Mississippi, and Louisiana and parts of Illinois, Kentucky, Missouri, and Tennessee. Characterized by serious limitations on human and economic resources and a provincial mindset wary of change, the Delta region contains some of the poorest counties in the United States.

Since its inception, Memphis CIBER has systematically worked to develop a continuum of programs designed to globalize the thinking and activities of students, faculty, and business in the Lower Mississippi Delta while contributing to national competitiveness goals. Core programs are continually refined to respond to emerging needs and growth opportunities while maintaining their focus on the region's unique needs.

CIBER began its efforts focused on affecting *institutional change* at The University of Memphis. Results include the development and implementation of an International MBA Program that significantly advanced institutional collaboration, resources, and strategies for further

internationalization efforts across academic disciplines.

Outreach was a major focus of the second grant cycle, resulting in some of the CIBER's most successful and enduring programs targeting faculty and businesses:

- Faculty Development in International Business (FDIB);
- Faculty Study Abroad in Europe (FSA);
- Business Workshop for Foreign Language Faculty (FLW);
- On-site foreign language instruction for business firms; and
- Business conferences and seminars.

New world regions, languages, and extending business outreach were the impetus for initiatives in the third grant cycle extending Faculty Study Abroad, IMBA regional study tracks, business language courses, Global Executive Network linkages, and University partnerships into South America, China, Japan, and India.

In the fourth funding cycle, Memphis CIBER directed its attention to *Information Technology (IT)*, developing an interdisciplinary IT concentration for business students, adding Information Technology to and infusing technology-based pedagogical tools in Faculty Development programs; and hosting two major business conferences on Information Technology and Global Business.

With each new grant cycle, CIBER targets select, strategic areas for new program development. New activities are designed to become permanent additions to the CIBER program repertoire and to augment, rather than replace, existing activities. The result is an integrated set of activities that support the mission and mandates of Title VI legislation

and result in significant impact at the institutional, regional, and national levels.

CUMULATIVE IMPACT

CIBER programs are built collaboratively, leveraging resources with a broad spectrum of business and academic entities. This structure has enabled Memphis CIBER programs to achieve significant impact during its eleven-year tenure both in terms of University of Memphis internationalization efforts and regional and national reach.

Impact on Faculty—local, regional, & national

Outreach to faculty in the form of international and interdisciplinary training and research support has had tremendous impact in terms of curricular content, student exposure to international business courses and topics, and the advancement of competitiveness-related research. Memphis CIBER-hosted Faculty Development in International Business workshops have reached 353 faculty from 183 institutions. Three hundred forty-six (346) faculty from 187 institutions have participated in Business Language for the Foreign Language Professional workshops. And, Memphis' Faculty Study Abroad Program to Europe has attracted over 271 faculty from 80-plus institutions. These numbers increase at least three-fold when co-sponsored activities are added to the mix and include over 40 faculty from the University of Memphis sent to programs in Mexico, South America, and Europe. Long after this CIBER is gone, faculty participants, their home institutions, and their students will continue to benefit from this international exposure and concomitant curricular changes. (See Appendix 1 for letters attesting to program benefit.)

Memphis CIBER has supported faculty and Ph.D. research leading to 144 working papers, research presentations, and/or publications. Moreover, CIBER has developed teaching units and conducted methodological research in international business disciplines for purposes of offering workshops in Faculty Development in International Business and Business Foreign Language.

Memphis CIBER has worked to internationalize future faculty through support for doctoral students. Thirty-five doctoral students have received support to participate in 75 research and/or conference initiatives related to international business. CIBER also annually supports two doctoral research assistantships in international business.

Impact on Students and Institutions

Programs that impact faculty have a direct impact on students and the institutions at which they serve/attend. Memphis CIBER has also creatively developed programs linking faculty across disciplines, and institutions around the globe to train tomorrow's globally competent business leaders.

The interdisciplinary curriculum for Memphis' International MBA (IMBA) program has brought an international business focus to this institution and created a regional magnet program for students interested in international business careers. IMBA has also broken down entrenched institutional barriers among academic disciplines through the development of interdisciplinary concentrations in e-commerce, information technology, MIS, and supply chain management; Business Foreign Language curricula in French, Spanish, German, Japanese, and Chinese have also been developed.

Through CIBER's efforts, business majors

at all levels—Undergraduate, MBA, IMBA, and EMBA—now have exposure to international business topics through curricular requirements, internships, and/or study abroad. CIBER leadership is responsible for thirty-four (34) new, revised, or upgraded courses and ten (10) new majors, degrees, or study concentrations. Moreover, twenty-two (22) institutional partnerships abroad and a large number of relationships established with business organizations in Memphis and abroad enable internationally-oriented experiential learning opportunities for students.

Memphis CIBER institutional impact is not limited to its home institution. Seventeen (17) institutions have received assistance through consultations designed to assess international programs and activities, provide suggestions for future directions for international programs, and assist with Title VI federal grant applications. Letters delineating the benefits of these consultations are included in Appendix 1.

Impact on Business

Aside from the indirect impact from programs described above that develop students and faculty from which business can draw leaders and expertise, Memphis CIBER has had a direct impact on current business leaders through its custom training programs, business discussion forums, and international conferences. Memphis CIBER has conducted twenty-two (22) major business conferences or seminars reaching 1,817 attendees; developed and delivered custom executive training on international culture and business to over 100 business executives; and hosted seventeen (17) visiting business delegations introducing 124 foreign executives to U.S. business persons. Importantly, Memphis CIBER has provided over 11,000 person hours of custom language instruction to more than 700 business participants in 50 companies.

A VISION FOR THE FUTURE

Vision: Memphis CIBER is recognized as a regional and national leader in developing global competence among students, faculty, and business through its continuum of innovative curriculum, research, and outreach programs

To work towards its vision, Memphis CIBER will continue 21 highly successful activities, significantly augment 8 existing programs. In addition, Memphis CIBER will focus on expanding the breadth and depth of our program reach during the 2002-2006 grant cycle through three new major, collaborative initiatives, consisting of fifteen (15) activities, that take advantage of unique assets, challenges, and opportunities within the Lower Mississippi Delta.

1) USING NEW TECHNOLOGY ASSETS TO EXPAND INTERNATIONAL TEACHING AND LEARNING ACTIVITIES TO NEW REGIONS & NEW AUDIENCES (5 NEW ACTIVITIES)

Spread throughout the proposal in appropriate and multiple mandatory activity areas, planned technology-oriented initiatives will utilize the capabilities of the new, FedEx Emerging Technology Institute. This \$23 million state-of-the-art teaching, research, and learning facility is scheduled for completion in the Fall of 2003 and will provide high levels of interaction among students and faculty through sophisticated technology allowing real-time interface with instructors, geographically diverse student teams, and business executives. Integrating the proposed five technology-oriented activities into existing or augmented programs will provide a solid technology base for our global agenda.

Memphis CIBER will use the capabilities of the FedEx Institute to extend its international business program reach. Distance teaching collaboratives will result in

true multicultural business learning environments for students and regional business professionals. Enhanced exposure to the people and cultures of established institutional partner regions through classroom links and collaborative learning activities will develop a new generation of culturally competent international business professionals.

Memphis CIBER will also parlay Institute capabilities to significantly extend its program reach to new geographic areas and new audiences. New institutional linkages with the Southeast Asia (ASEAN) region will be established in order to add a new regional focus to existing curricular and research programs and pave the way for joint, technology-based teaching and learning initiatives. Development of web-based, non-credit continuing education opportunities for international business professionals as well as distance access to guest lecturers, business experts, and other training programs will broaden business outreach. Moreover, a unique training program, the '*E-Company Program*' developed by the Global Competitiveness Council will be delivered to regional business professionals, utilizing the institute's new, learning laboratory environment. Finally, K-12 teachers as well as University faculty will be have web access to international learning activities developed through CIBER outreach efforts.

2) Outreach to underserved institutions and regions of the Lower Mississippi Delta (3 new activities)

The significant lack of resources that plagues the Lower Mississippi Delta makes it difficult for many educational institutions to develop the international aspects of their business programs. This is especially true for the Historically Black Colleges and Universities (HBCUs) located in small towns and rural areas throughout the Southeastern United States. Many of these institutions have

developed strong basic business education programs and offer one or more elective courses in international business, economics, and/or marketing. Some even require that undergraduate business students take an international course. Despite a strong tradition of international exchange, development, and research programs at many HBCUs, few of these institutions count international business among their curricula offerings. In fact, the vast majority of the 250,000 students reportedly enrolled in black business schools (Business Week, June 8, 2001, pages 136-137) will graduate with little or no exposure to international business.

During the 2002-2006 grant cycle, Memphis CIBER will target HBCU faculty for an outreach initiative. In conjunction with six other CIBERs and the Institute for International Public Policy, Memphis CIBER will implement a three-step program designed to internationalize business education on the campuses of the nation's Historically Black Colleges and Universities (HBCUs). First, HBCU faculty will participate in a 3-1/2-day faculty development program that will provide interdisciplinary international business and area studies pedagogical training. Second, participating CIBERs will act as on-going resources to assist HBCUs with internationalizing their curricula, developing University-business partnerships, promoting international business research, and developing international institutional partnerships for faculty and student study abroad and exchange. Third, a joint faculty and business study abroad will cap project activities and provide experiential learning opportunities for faculty and regional business.

3) Building a regional educational and training pipeline for international business (7 new activities)

Challenged by the lack of resources in its primary and secondary schools, the Lower Mississippi Delta focuses few resources on

international studies until the post-secondary level of education. Consequently many students are unaware of international business as a career alternative until they are too far along in their studies to complete requisite language and area studies. In addition, there is a dearth of executive learning opportunities for regional business leaders interested in gaining international skills. Clearly, early and sustained intervention, combined with effective executive outreach, is necessary to increase the region's internationally competent labor pool.

Memphis CIBER has heretofore focused its efforts at the graduate level. During the next grant cycle, Memphis CIBER will work to enhance K-12, undergraduate, and non-credit executive educational initiatives to develop a true continuum of international programming within the Lower Mississippi Delta. Leveraging existing partnerships with business, foreign language, and area studies faculty, and a new alliance with the College of Education, Memphis CIBER will focus this programming on new audiences as follows:

- Language and International Awareness for Young Children (grades K –3);
- Global Connections: Teachers Implementing International Cultural Awareness (3-6);
- Language, Culture, and Area Studies (9-12);
- Undergraduate International Business curriculum development with study abroad and internship opportunities;
- Foreign language requirement for undergraduate International Business majors;
- Development of a Ph.D. minor in international business; and
- Non-credit, continuing executive education series focusing on international skills and international business best practices.

Taken as a whole and integrated with existing Graduate and Executive degree

programs, these initiatives will develop a solid continuum of international business education geared towards developing awareness, understanding, and competence within the region.

Program Augmentations

In addition to the major new initiatives cited above, CIBER will implement three (3) additional business outreach strategies and one (1) new academic outreach program; significantly enhance eight (8) existing programs; and continue to support twenty-one (21) highly successful activities. All initiatives are detailed in the program narrative. Highlights include:

Curriculum Development

- Continue to infuse increasing degrees of international content at all levels of business education at the University of Memphis;
- Develop a concentration in Global Logistics for International MBA students; and
- Develop linkages for study and internship opportunities with ASEAN nations.

Academic Outreach

- Add International Accounting, E-Commerce, and Cross-Cultural Management Workshops to FDIB program.
- Utilize new technology resources to intensify the use of technology-based pedagogical tools in business education;
- Incorporate specific technology-based workshops on cultural simulations for business language professionals and add Japanese and Chinese language tracks to Workshops for business language professionals;
- Enhance research and teaching opportunities abroad for faculty;
- Expand Faculty Study Abroad programs to India and Central/Eastern Europe; and
- Host a President's Forum on the Internationalization of the University.

Business Outreach

- Support International Strategy Roundtable for regional business executives;
- Develop executive business and study missions abroad;
- Deliver training in less commonly taught foreign languages to the regional business community using new technology assets;
- Enhance custom business training to include a module on understanding the World of Islam and a seminar on international franchising.

As indicated above, Memphis CIBER has achieved an impressive track record of developing, implementing, and continually

refining a high quality set of core programs and has solid plans to continue its efforts to internationalize the Delta region and enhance overall US competitiveness. Leveraging community and university assets and resources, and collaborating within the CIBER network, Memphis CIBER has efficiently and effectively maneuvered to affect substantive progress in all Title VI mandated activity areas. Existing programs, combined with the new, proposed initiatives place Memphis CIBER solidly on the road towards pre-eminence as a national and regional resource for international business education and research.

The University of Memphis CIBER is under the direction of the Wang Center for International Business, Fogelman College of Business, 330 Deloach Street, Suite 220, Memphis, TN 38152. For more information, contact Ben Kedia, Director, or Deborah Hernandez, Associate Director, at (901) 678-2038.

UNIVERSITY OF MICHIGAN BUSINESS SCHOOL

CENTER FOR INTERNATIONAL BUSINESS EDUCATION
PROPOSAL FOR 2002-06

Proposal Abstract

The University of Michigan Center for International Business Education requests federal funding for another four years of operation. We will use this support in combination with financial, intellectual, and physical resources from the University of Michigan to operate nearly fifty new and continuing programs in the 2002-2006 award period.

Few universities in the world possess our resources in international and area studies, including four national resource centers for area studies and five foreign language departments teaching more than forty modern foreign languages annually. The University of Michigan Business School has BBA and MBA programs that are ranked among the best in the United States, a doctoral program that trains the faculty who join the world's best business schools, and executive training programs that were recently ranked #3 in the world among all university-based programs.

We are requesting between \$382,000 and \$400,000 annually to implement an ambitious agenda of new and continuing programs. This cost-effectiveness is made possible by the unique resources described above and by matching financial and in-kind support from two sources: (1) the University of Michigan Business School, which provides substantial financial assistance in the form of salary and program support, as well as office space and other in-kind resources; and (2) financial support from CIBE itself in the form of subscriptions and fees paid by program participants.

Summaries of new and continuing programs in our eleven major program areas appear below. The first three areas are entirely new programs proposed for 2002-06.

1. We will promote, develop, and support global corporate social responsibility programs.

Recently U.S. corporations have begun to embrace corporate social responsibility (CSR) as one of the key drivers of competitive advantage, putting in place board committees and management task forces to draft and implement CSR policies. Though many large U.S. corporations with an interest in CSR are multinational, they have been slow to implement CSR programs internationally. We believe that political pressures at home and abroad, as well as good business practice and ethical principles, mean that U.S. multinationals must pay greater attention to CSR in a global context. Our CSR initiative will include activities in five related areas:

Curriculum. We will begin in Year 1 with an international survey of courses, syllabi, and teaching materials related to global CSR. The findings and recommendations of this survey will be published through our web site and also be used as a guide to developing new materials in Years 2-4.

Executive Education. Our emphasis will be on company-sponsored customized programming. All of the programming in this category will be self-funded through program fees, although the courses will make extensive use of the federally funded curriculum component described above.

Student Training. We will use student consulting teams drawn from three professional schools who will spend twelve weeks in Dacca, Bangladesh and other developing countries for

the purpose of improving working conditions in garment factories supplying multinational corporations.

Research. We request funds for the direct costs of research, including data acquisition, domestic and international travel, and wages for research assistants, as well as limited funds for summer salary support.

Public Programs. In cooperation with the International Institute, we will engage the entire University community in a discussion of the relationship between MNCs and the societies where they operate. We request funds for two major public conferences in Years 2 and 4.

2. We will promote the integration of the business and foreign language curriculum through the introduction of an international business certificate program.

We propose the development of a new certificate program to provide doctoral students in language and literature with training in international business. Based on our conversations with all five of our language department chairs, additional training in a professional discipline will enable doctoral students who graduate from these departments to be more competitive in the academic job market. Graduates of the program will be qualified to teach business language courses immediately upon graduation, integrating their knowledge of international business into new and existing courses. We request funds for course development, including salary support and funds for international and domestic travel.

3. We will promote teaching and learning about international business in a geographic context.

International business curricula in the United States are typically organized around the functional areas of business, an approach that leaves uncovered many of the most important aspects of managing in foreign business environments. We propose to strengthen regionally-focused international business teaching and research through three closely related efforts:

Academic summaries of geographically-oriented business research. During each of the four years of the new grant period, two major academic articles will be commissioned by the Michigan CIBE that will provide summaries of country-specific business research.

Executive summaries of geographically-oriented business research. Following the timetable for the academic summaries above, we will produce similar publications for executives with an interest in these same world areas.

Geographically-focused on-line teaching resource. We will create a new web-based teaching resource designed to facilitate the introduction of area content into the international business curriculum.

4. We will continue to promote and strengthen international business training at the University of Michigan Business School.

Joint degree in business and area studies. The University of Michigan offers six MBA/MA programs covering China, Japan, South Asia, Southeast Asia, Russia and Eastern Europe, and the Middle East and North Africa. These joint degrees take full advantage of the foreign language and area studies curriculum at the University of Michigan, graduating international business specialists with advanced language skills, experience living and working in one or more foreign countries, and a full MBA degree. We request funding for tuition fellowships.

Teaching case development. We request federal funds to cover the cost of developing one case annually in response to curriculum needs identified by our initiatives in global corporate social responsibility and geographically-focused international business studies.

Student-organized public programs. Our major effort in this area will continue to be an annual student-organized conference on business in Asia.

5. We will support and expand off-campus learning opportunities, including internships and study abroad, to business students at the University of Michigan.

Internships. We will allocate internship fellowship funds through two mechanisms. Working closely with the Department of Germanic Languages and Literatures, we will make awards to Michigan students studying German who have secured internships in German-speaking countries. Working with the International Institute, we will also offer student funding through their individually-developed overseas internship (IDOI) fellowship program.

Summer study abroad. During the new grant period, we propose to add two new summer study abroad courses. Courses will be developed in Latin America and China, with the most likely locations being Sao Paulo and Shanghai. For the Latin American course, we have chosen to work with The University of Texas at Austin CIBER, which has extensive visibility and experience in the region along with strong relations with the area's top business schools. In turn, Michigan, with similar strengths in Asia, will take a leading role in developing the course in Shanghai.

6. We will continue to foster the integration of international business and undergraduate liberal arts curricula at the University of Michigan.

Global Summer Business Institute. GSBI provides internationally-oriented liberal arts undergraduates with the opportunity to study international business at Michigan, integrating their study of foreign languages, economics, political science, and other liberal arts disciplines into the framework of international management. Beginning with the summer 2003 offering of GSBI, we will offer fellowships to undergraduates who are studying less-commonly-taught languages in an effort to encourage them to enter international business careers.

Korean studies. We will continue to support Korean studies during the new grant period. We request funds for: (1) faculty research, (2) public programs developed in cooperation with the Korean studies program and the International Institute, and (3) a curriculum project to introduce more business content into the Korean language curriculum.

7. Support, expand, and disseminate research on international business at the University of Michigan.

Faculty research grants. Research awards are available to any faculty member at the University of Michigan. During the new grant period, we propose to modify our selection criteria into a two-tiered system of research support. The first tier will involve relatively large awards to high-priority projects in global corporate social responsibility and Korean studies, with smaller second-tier awards available for other research projects.

Journal of Asian Business. The *Journal of Asian Business* is the pre-eminent academic journal in the rapidly expanding field of Asian business studies. Now in its eighteenth year of publication, we will strengthen the content of the *Journal* through the addition of associate editors.

Research conferences. We will continue to hold our biannual research conference on business in Southeast Asia, the only conference of its type in the United States. In the "off"

years—2003 and 2005—we will hold research conferences in collaboration with other units on campus, such as the International Institute and the William Davidson Institute, as well as with other CIBERs.

Visiting scholar program. The Michigan CIBE is responsible for hosting foreign visiting scholars to the University of Michigan Business School. We will continue this activity in the new grant period.

Library. The Michigan CIBE will continue its long-standing commitment to building the Business School library, already one of the world's outstanding resources for research in international business, with investments in electronic databases and other media.

8. We will create and promote opportunities for doctoral students to become international business scholars.

Dissertation funding. The Michigan CIBE will continue to provide research support to doctoral students with career and academic interests in international business, regardless of their degree program or home unit within the university. Financial support will be available for international travel and data acquisition.

Consortia for doctoral studies in international business. The Michigan CIBE participates in two consortia devoted to developing international business knowledge and expertise among doctoral students in the United States. The older of the two, established in 1994, offers a series of discipline-based workshops designed to help doctoral students develop skills for doing international business research. A second consortium was established by the CIBERs at Columbia, Texas A&M, and Michigan in mid-1999. The Michigan CIBE is the only Center that is a member of both doctoral studies consortia.

9. We will provide foreign language training that is tailored to the needs of business students and local executives.

Language curriculum development. We will develop multimedia courseware in two business languages, Chinese and Thai, under the supervision of language faculty from the Department of Asian Languages and Cultures. These materials will be distributed nationally.

Language courses. We will continue to expand and strengthen the business-oriented foreign language curriculum at the University of Michigan. In the new grant period we will offer business language content in ten foreign languages, more than any other CIBER (Arabic, Chinese, French, German, Japanese, Korean, Russian, Spanish, Thai, and Vietnamese).

Faculty development. We will continue to sponsor an annual faculty development workshop for high school teachers of German from southeast Michigan and Ohio.

Language tutorials. The Michigan CIBE creates opportunities for MBA and BBA students to study a foreign language on a non-credit basis.

10. Use the resources and expertise at the University of Michigan to support the internationalization of business schools throughout the United States.

We will continue to work with a consortium of business schools located in historically black colleges and universities (HBCUs), including Clark Atlanta University, North Carolina A&T University, Tuskegee University, Hampton University, and South Carolina State University. We propose the following new programs for the consortium: (1) establishing a relationship on behalf of the entire consortium with a business school partner in Sub-Saharan

Africa, (2) development and management of an expanded section of the CIBE web site devoted to HBCU collaboration, (3) consulting services to HBCUs that are applying for AACSB accreditation, (4) funding to attend faculty workshops offered by other CIBER schools, and (5) continuation of biannual faculty workshops for HBCU faculty.

11. Use the resources at the University of Michigan to provide American firms with international business training, knowledge, and information.

Asian auto conference. Since the fall of 1995, the Michigan CIBE has organized an annual conference on the automotive industry in Asia. More than five hundred automotive executives, representing over two hundred firms, have attended the conference over the past six years. The conference is the only one in North America that covers the industry for the entire region of emerging Asia, including India, greater China, Korea, and all of Southeast Asia.

Human Resource Network in Central and Eastern Europe. The purpose of the Human Resource Network (HRN) in Central and Eastern Europe is to enhance the performance of senior HR executives operating in the region by giving them better access to thought leaders, other human resource executives with common interests, and current best practices.

Southern Michigan Export Assistance Center / Michigan District Export Council. The Michigan CIBE will continue its long-term relationship with the EAC, which has resulted in such outcomes as: (1) a new web site for the EAC; (2) a guide to the Business School's library, designed for companies that are developing export plans; and (3) an analysis of the economic impact of international business on Washtenaw County, where the University of Michigan is located. This collaboration will be expanded in the new grant period to include all four Export Assistance Centers in southern Michigan.

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

ABSTRACT

The UNC-Chapel Hill CIBER, housed in and managed by UNC-Chapel Hill's Kenan-Flagler Business School, has been instrumental in increasing the School's involvement in global education, research, and outreach. Since Dean Sullivan's arrival in 1998, the percentage of (1) international faculty has risen from 11% to 20%, (2) international MBA students from 20% to 32%, (3) MBA students participating in global immersion courses from 11% to 34 %, and (4) BSBA students participating in an international exchange from 37% to 43%. Kenan-Flagler has forged deep and multifaceted collaborations with several strategic partner institutions in Asia, Latin America and Europe that are proving invaluable in providing an informed lens for U.S. students and executives to expand their global understanding.

The UNC-Chapel Hill CIBER is guided by an advisory board that has representation by senior leadership of the business school and distinguished members of private and public organizations across the state. The Advisory Council meets bi-annually with the UNC-Chapel Hill CIBER Executive Committee to review progress and establish priorities and new directions for the UNC-Chapel Hill CIBER. At their last meeting, the advisory committee established five priorities for the upcoming cycle: **1) significantly increase interactive experiences of students and faculty to further their understanding of the global interconnectivity of many important business decisions; 2) perfect global virtual teaming skills of students, faculty and business managers; 3) integrate language learning and cultural understanding into business curricula; 4) mobilize businesses and supporting institutions in the Southeast to optimize operational response to free trade in the Americas; and 5) significantly expand the reach of CIBER projects to others outside UNC-Chapel Hill.**

The CIBER management team, consisting of faculty and staff charged with carrying out CIBER initiatives used these priorities to develop a set of nine Objectives that will drive CIBER's global teaching, research, and outreach initiatives over the next four years: **1) offer a geocentric view of issues and challenges facing global business; 2) expand study and/or work abroad opportunities; 3) determine and disseminate best practices for working in virtual global teams; 4) create an on-line international resource for topical business expertise; 5) expand integrated cross-cultural and language learning; 6) create experiential global supply-chain management learning resources; 7) enhance the understanding of sustainability in international business; 8) extend the reach of international tax, accounting, and finance research; and 9) prepare the Southern region of the United States for the Free Trade Area of the Americas (FTAA).** The objectives will be met through a series of 37 initiatives containing 132 activities in research, teaching, and outreach, guided by faculty with expertise in the area encompassed by the objective and executed by faculty and staff involved in their implementation.

Objectives 1 and 2, led by Dr. David Ravenscraft, Associate Dean for the EMBA program and Dr. Peter Brews, Director of International Programs, will be met by activities designed to immerse faculty, students and managers in the world through experiential learning. By partnering with faculty colleagues in strategic global locations, faculty and students will get a 360-degree view of the world, helping them to see global business through the eyes of others rather than solely through their own eyes. The goal is to create managers who are **globally networked**, who know how to anticipate and respond to the behavior among worldwide

colleagues, customers and competitors.

To meet this goal and fulfill the first two CIBER objectives, Kenan-Flagler is departing from what has become the traditional approach to internationalizing its curriculum and its community. Kenan-Flagler Business School has entered into a **Strategic Global Partnership** agreement with four international business schools, all of which rank in the top five in their region of the world: Chinese University of Hong Kong; Rotterdam School of Management in The Netherlands; Fundação Getulio Vargas in São Paulo, Brazil; and Monterrey Tech Graduate School of Business Administration and Leadership in Monterrey, Mexico. Faculty from these schools will work with Kenan-Flagler faculty to (1) co-create an **entirely new program called the OneMBA**; (2) partner on MBA and BSBA **course creation** to provide insight into how business is done in their regions of the world; and (3) participate in **faculty summer institutes** for Kenan-Flagler faculty and their colleagues from international and national business schools.

Each course developed for the **One MBA** and a **Doing Business** series will be developed by teams of faculty members at each of the Strategic Global Partner schools, primarily over the Internet. Not only will **virtual global teaming** be the methodology for managing the development process, it will also be standard practice for the participants in the class as they team together with other participants worldwide to solve problems and prepare cases.

The Strategic Global Partners will also provide the mechanism for the undergraduate program to overcome the lack of international student population that exists at any state institution with restrictions on numbers of out-of-state students. Beginning in the fall of 2003, 25 students from the Global Strategic Partner schools will spend their last two years at Kenan-Flagler. These **Global Scholars** will reside with domestic business and international studies undergraduates in special **Living and Learning** communities and plan and participate cultural events, topical discussion, debates and conferences.

Other activities meeting the needs of students to gain global perspectives include an annual **Global Leadership conference** and a series of **workshops on the aftermath of 9-11**, both developed in collaboration with the University Center for International Studies; an **international speakers series**, **immersion courses** conducted in a second language, and **volunteer consulting assignments** in developing countries.

Opportunities to share **best practices in global virtual teaming**, both as a management tool – as in the case of course development by the partnering faculty – and as an educational tool will emerge from the development of the courses and programs in the first two objectives. Already leading the way in research in this area, Kenan-Flagler management faculty and doctoral students will document and evaluate the virtual global teaming process of developing the OneMBA curriculum and share their findings with other business schools, executive education developers, and corporate training departments.. The CIBER will sponsor three **Objective 3** initiatives: (1) **investigative and evaluative research** on global virtual teaming, (2) **dissemination of research** findings through publication and conference presentations and (3) **an annual CIBER conference on Virtual Global Teaming**.

As faculty at Kenan-Flagler and our Strategic Global Partner schools pave the way for improving the preparation of global leaders in degree and non-degree programs, it will be important for them to have access to their collective research and teaching best practices and

materials. The UNC-Chapel Hill CIBER will develop, through the school's Center for Innovation in Learning, a **searchable knowledge community database** and sponsor a “**Webcasting the Experts**” series. Database users will be able to search by topic, professor or school, and the search will return entries for books, articles, conference proceedings, working papers, cases, teaching material and best practices or professional organization involvement. On a rotating basis, speeches by and interviews with select professors from Kenan-Flagler and other schools will be broadcast on the Knowledge Community website. The broadcasts will be delivered via video/audio, audio or stills and audio. Initially, the database and webcast will be comprised of inputs from Kenan-Flagler and the Global Strategic Partner schools. After the first year, the project will expand to serve and involve faculty at other CIBER and non-CIBER institutions, permitting the UNC-Chapel Hill CIBER to meet **Objective 4** and contribute to meeting a priority to **significantly expand the reach of CIBER projects to others outside of UNC-Chapel Hill.**

Another way that the UNC-Chapel Hill CIBER expands its reach is by offering its rigorous graduate business and executive courses, *Working Languages*, to business schools and corporate communities throughout the United States. *Working Spanish*TM, the template for the series, meets two primary goals: (1) prepare managers to function effectively in a Spanish work environment and (2) permit participants to learn on a flexible schedule through the use of technology-assisted learning modules. The course utilizes a unique combination of interactive web-based distance learning, periodic instructor-led workshops, weekly conversation hours (either in person or virtually using a voice meeting format) and in-country immersion to create culturally sensitive Spanish speakers who can function comfortably and effectively in a Spanish-speaking workplace. A successful completion of **Objective 5** will result in CIBER's establishment of two new *Working Languages*, *Working Portuguese* and *Working Mandarin*, the **customization** of *Working Spanish*TM to new target audiences of law and medicine; the expansion of all *Working Languages* to 10 to 15 business schools throughout the United States and successful **exploration** into ways to **incorporate international business and cultural aspects into K-12 education.**

Objectives 6 and 7 encompass the enrichment of two areas of international activity that Kenan-Flagler and its CIBER have developed as areas of expertise in the current CIBER cycle: global supply-chain management and global sustainability. Innovative supply-chain management curricula and tools developed by Kenan-Flagler faculty in the current CIBER cycle are being leveraged across the globe, business schools, community colleges and high schools. **Incorporating research conducted by Dr. Noel Greis** and doctoral students under her supervision, CIBER will provide a global electronic space, or virtual learning laboratory – the **GLORILAB** - to enable participants and multiple partnering institutions to **manipulate the complex world of global logistics.** Dr. Greis and colleague Dr. Jay Swaminathan will also conduct research to help companies understand the **protocols for transnational information sharing** and will **develop a series of technologically interactive cases** for use in executive, community college and university classrooms.

Dr. Greis' **Center for Logistics and Digital Strategy** is taking the lead in understanding the role of new intelligent agent software in global education. Intelligent agents are special types of software that can assist humans in assigned tasks. The Center already is developing intelligent supply-chain applications for its commercial partners. Under the new CIBER cycle, the Center will **explore the role that agent software can play in the coordination of global teams engaged in supply chain educational activities.**

Several units within Kenan-Flagler work together to forward the activities of research, teaching, and outreach encompassed in **Objective 7** to enhance the understanding of sustainability in

international business. These units include the Kenan Institute in Washington, led by Dr. Jennifer Bremer, and the Center for Sustainable Enterprise (CSE), a joint venture between the Kenan Institute and the Carolina Environmental Program co-chaired by Dr. Stuart Hart and Dr. James Johnson, Kenan Distinguished Professor. This work has been supported under the previous CIBER, enabling Kenan-Flagler to cement its position as a national leader in defining and addressing these issues. Under this CIBER cycle, a course in **Corporate Social Responsibility** will be developed annually, culminating in **an immersion practicum** in a part of the world where corporate social responsibility issues abound. CIBER will make possible **three annual doctoral research grants** that deepen knowledge and understanding of the field of global responsibility. The CIBER project will also extend the work of the **Base of the Pyramid (BOP) co-laboratory**, a **consortium** with members from the corporate, governmental, and academic sectors that engages in **hands-on research** and **exploratory dialogue and model building**. By leveraging the experience and resource base of the diverse organizations, the BOP Co-Laboratory can produce a more holistic and complete understanding of this market and enrich business analysis and market development.

Kenan-Flagler has established itself as one of the leading business schools in the United States in the area of tax. Professors Douglas Shackelford, Ed Maydew, and Julie Collins are widely regarded by their academic peers and the professional accounting community as among the leading tax scholars in the world. The integration of worldwide capital markets has spawned an active line of **finance research** investigating the impact of this integration on worldwide exchange rates, interest rates, and inflation. **Extensive inquiry** is also being devoted to the critical issues of how currency, interest rate, and inflation rate risks are priced and can be managed and hedged by companies operating in a global economy. UNC-Chapel Hill Professors Dong-Hyun Ahn, Bin Gao, Eric Ghysels, and Ron Gallant are working in these very complex and quantitative areas. As activities for **Objective 8**, to extend the reach of the work in both of these areas, CIBER will host **two international conferences**, one **examining global ramifications of tax policies** and one discussing **financial risk management in the global economy**.

Kenan-Flagler Professors Mark Lang and Robert Bushman are among a small group of U.S. professors studying the **impact of financial reporting policies** (including specific accounting rules and information transparency and accuracy) on firm valuation, investors' abilities to make inter-firm comparisons, and firms' cost of capital. The UNC-Chapel Hill CIBER will host an **invitational roundtable**, led by Drs. Lang and Bushman, bringing together leading faculty, international accounting policy makers and CFOs to discuss issues of integrating world financial markets.

Southern states are currently experiencing rapid growth in trade with Latin America and expanding investment linkages, particularly in manufacturing, agribusiness, and major services such as transport and finance. At the same time, the region's traditional industries – textiles, agriculture, and furniture – face increasing import competition and flight to cheaper manufacturing platforms in Latin America and Asia. The Free Trade Area of the Americas (FTAA), expected to conclude negotiations by 2005, will lead to dramatic market opening in Latin America, rising import pressure, and new opportunities for trade and investment. Through work sponsored under the current CIBER by Dr. Robert Connolly, Professor of International Finance and Economics, and Dr. Jennifer Bremer, Director of the Kenan Institute in Washington, UNC-Chapel Hill is emerging as a leader in trade policy and in the development of Southern

state strategies for trade and in helping rural and inner city areas regain competitiveness.

In the upcoming cycle, under **Objective 9** we will initiate four new activities designed to help Southeastern businesses, governments, and communities respond to both the challenges and opportunities of the FTAA. Interdisciplinary faculty teams from UNC-Chapel Hill, Duke, and NC State University will **collaborate on research** aimed at promoting continued competitiveness at the firm, community, and regional levels. Building on the research, CIBER will sponsor an **annual conference for Southern region faculty, business leaders, community leaders, and counterparts in the FTAA region**. Each conference will highlight a specific set of issues of particular relevance to the Southern region.

Two seminars incorporating the research conducted by Dr. Connolly, Dr. Bremer, and Professors Stuart Hart, Noel Greis, CL Kendall, and Kenneth Hoadley will also be developed annually and offered either as general enrollment courses for corporate audiences or as customized courses targeted to Southeastern companies and industry groups facing special FTAA-related issues. As a counterpart to the senior executive courses outlined above, CIBER will develop **short courses for senior regional managers** whose institutions play an essential role in shaping the region's competitiveness. CIBER sees this initiative as a strategic opportunity to address globalization at a much more fundamental level in workforce preparation and small business strategy.

We are fully aware that the CIBER program sets a demanding standard in terms of the range and number of activities to be implemented, and the institutional commitment necessary to support and sustain these activities. For this reason, we have placed the highest emphasis on incorporating activities that represent real priorities for the school and the faculty. The CIBER in this upcoming cycle has an expansive array of 37 initiatives with 132 activities including courses, research dissemination projects, conferences, workshops, and development of technology applications, carried out by over three dozen faculty and staff campus-wide and in partnership with a myriad of regional, national and international partners.

The budget presented with this proposal represents the incremental expansion of activities that collectively meet DOE statutory requirements and the specific UNC-Chapel Hill CIBER objectives for 2002- 2006. The approximate \$1.5 million in annual commitment in each of the four years of this cycle represents a 3-to-1 match of UNC resources to DOE funds to provide the research assistance, material and staff support, travel funding, and other inputs needed to enable us to complete the ambitious program outlined in a timely manner and with the highest standard of excellence. We are confident that our plan is realistic and that the dynamic collaborative structure, overseen and managed by Senior Associate Dean Dr. Julie Collins, Lynne Gerber, and Catherine Gihlstorff with full-time support from UNC-Chapel Hill CIBER Assistant Director Kathy Sadler and part-time administrative assistance from staff throughout the organizations involved with CIBER, will enable us to meet the CIBE statutory requirements and our complementary objectives.

The University of Pennsylvania

ABSTRACT

(proposed for 2002-2006)

Programs and Partnerships for International Business Education and Research

The century rode in on a horseless carriage and rode out on the information superhighway. It spoke first through crackling landlines and uttered its last words through instantaneous global satellite communications. It began with bricks-and-mortar department stores and ended with virtual malls. It was a century in which business moved to center stage, and the Wharton School played an important role in shaping its course. As the nation's first business school, Wharton started the previous century out front. Now in a new millennium, Wharton is striving to maintain that position.

The University of Pennsylvania seeks to establish a Center for International Business Education and Research (Penn CIBER) to create the means for Wharton's otherwise superior but private initiatives to accrue more to the benefit of external constituencies, including other Colleges and Universities and practitioners. The Penn CIBER will enable Wharton to become a national resource center for the global aspects of business education. The establishment of Penn CIBER will harness the resources of Wharton for service to the nation and other schools of business in some of the areas deemed most critical by the U.S. government. It will make what Wharton is doing more accessible to a broader audience, including peer CIBER institutions and the regional business community. It will enable Wharton to serve more effectively as a national resource for teaching business with an emphasis on its international and global context and for training future U.S. global business leaders.

The mission for Penn CIBER is to provide the structure and opportunity to bring together elements of the school and the university; to unify resources and create synergies directed toward providing internationalized business education, training, and research for the benefit of students at all levels within the institution; and to provide seed money for new initiatives and innovative programs in areas critical to the advancement of the U.S. position in the global economy. The grant will provide the initial means and structure to bring together disparate initiatives within Wharton (and Penn) to comprehensively internationalize business education, training, and research.

From discussions with key faculty and administrators and its Advisory Council, Penn has developed a proposal for programs and partnerships that target six key areas of national need. All are areas in which Penn possesses special expertise, knowledge, or experience and seeks to share these with a broader audience. The common goal is to make the U.S. economy and its businesses more effective and more competitive in the global economy of the 21st century.

Teaching Language and Cultures Critical to U.S. Business

To meet the national need for Arabic speakers, Penn CIBER will design and implement an advanced-level **Arabic Track Program** following the model of the Lauder Institute's seven other advanced-level foreign language programs for the joint-degree MBA and MA in International Studies. The need for business personnel who are professionally fluent in Arabic and trained to conduct business effectively within the Middle East region has become even more compelling in the wake of recent tragic events. Once implemented and refined, beneficiaries of this program will include students across the University and beyond, particularly as modules for **survival skills in business Arabic** are developed.

To meet the need for more business practitioners who have basic professional competency in the languages of key U.S. trading partners, Penn CIBER will develop course modules and methodology for teaching **Survival Language Skills for Business Practitioners**. The modules will focus on teaching the repertoire of business speech situations (self-introductions, presenting at meetings, communicating by e-mail), including the repertoire specific to particular industries, such as consulting or investment banking. Course modules will be developed for Spanish, French, Portuguese, Arabic, and Chinese. These will form the basis for instruction in business languages at Penn. Web-based versions will be distributed nationally.

To meet the need for better trained-teachers of business language, particularly at the advanced to superior proficiency levels, Penn CIBER will develop a three-tiered program to train language faculty in the four basic functional areas of business, advanced applied language teaching methodology and curriculum design, intercultural communication, and socio-linguistics. The program will consist of a one-week summer institute, a three-week summer institute, and a year-long course of study that will enable participants to earn a **Certificate in Teaching Languages for Business** from Penn's Graduate School of Education.

Teaching International Business and Its Context

To expand the course offerings in international business and its context, Penn CIBER will coordinate and support faculty **development of new international courses** in business fields and other international studies fields. It will also support the **development of international modules** for existing courses. Penn CIBER will facilitate the development of expanded opportunities for business students, undergraduate as well as graduate, to **study or conduct research abroad**. The various projects proposed for this area include courses and programs for undergraduates, MBA students, and other professional students. Penn CIBER will also provide **funding to Ph.D. candidates** who add an international dimension to their thesis through international research and travel. Finally, Penn CIBER proposes to develop its model for effective distance learning via Internet-2 through its **Methodologies for Effective Distance Learning Project**. This model requires the design and implementation of a complete business simulation module over Internet 2; and it involves the faculty and students of partner institutions (one domestic, one international) who co-produce the curriculum and methodology. Templates for these videoconferences and course modules will be made available to other CIBER institutions.

Training and International Business

With Penn CIBER's collaboration and partial sponsorship, Wharton's Sol Snider Entrepreneurial Research Center and Small Business Development Center will design and implement a new program, the **China-focused Advanced Study Project and Field Application Project**, to offer web-based consulting services to small and medium-sized U.S. businesses. The project will involve the creation of an online learning community with a number of collaborative educational and developmental activities. The project will focus initially on firms seeking to initiate business in China; but after refinements based upon research and participant feedback, the program will be expanded to companies seeking to initiate business in Brazil, India, and Eastern Europe.

Penn CIBER will also collaborate with Wharton's Entrepreneurial Programs and help sponsor a program to develop a course of study on private equity in emerging markets, the **Emerging Markets/Private Equity Course and Internship Program**, that will culminate in summer internships with private equity funds. Penn CIBER will support the academic preparation of the course—guided by faculty sponsors from Wharton and the Johns Hopkins School of Advanced International Studies with the collaboration of the International Finance Corporation (IFC)—and the management of the program in its initial years.

Under Penn CIBER's leadership, Wharton will design and implement a program of **Training for Global Consulting Teams** that will provide applied language training for participants in its Global Consulting Practicum and will conduct a research project to study global consulting team contexts in order to develop more effective educational and training support. The results of the research and the educational materials developed in support of the Practicum will be widely disseminated and shared through the Penn CIBER website. In addition, web-based versions of the language course modules, designed to address the practical needs of international consulting teams, will be developed for dissemination nationally through the University of Maryland's National Foreign Language Center's Lang Net portal for **Survival Skills Language**.

Research in the International Dimensions of Business

Penn CIBER will organize and coordinate several **research projects** that will address several key needs for the conduct of international business. One project will conduct an ethnographic study of global consulting teams (see above) in order to identify significant speech events and critical areas where a breakdown in communications and effective consulting happens as a result of cross-cultural differences. The results of the research, observation, and analysis will be turned to practical use through the development of business language course modules and cross-cultural training for these university-based consulting teams. Another project will study the cross-cultural forces at work in cross-national negotiations, specifically the role that differences in language, cognitive styles, and culture play in international negotiations. The results of this research project will be used to design and implement a new course on international negotiations will focus as much on how these forces are in play as on how differences in legal systems affect the negotiations. Through the provision of **competitive travel and research grants to Wharton faculty and Ph.D. candidates**, Penn CIBER will actively support the inclusion of an international dimension in research and, ultimately, teaching.

Reaching Out to Students and Faculty of Other Institutions

Penn CIBER will collaborate with other institutions of higher education, both within its region and nationally, in the development and implementation of several key projects. These include the **Certificate in Teaching Business Languages and summer institutes** program mentioned above. Penn CIBER will work with Professor Cheri Micheau from West Chester University, a leading regional school of education, to develop the curriculum; the programs will be open to faculty participants from the region and across the country. The **Methodologies for Effective Distance Learning Using New Technologies** project will be developed through the collaborative efforts of faculty from partner institutions. Penn CIBER will make the materials and methodology available online to faculty and students at other institutions, including other CIBERs. Penn CIBER proposes to **collaborate with other CIBERs** on three existing initiatives: the annual CIBER language conference, the Michigan State University International Business Roundtable consortium, and the Michigan State University International Business Institute for Community College Faculty. Penn CIBER will support the Wharton MBA student-organized annual **Global Business Forum** and will provide travel funds for MBA students from CIBER institutions located on the east coast. Finally, a major thrust of Penn CIBER's activities will be to coordinate disparate research projects in various fields of international business, to capture relevant working papers on its website, and to channel appropriate pieces for **dissemination** more broadly through Wharton's Knowledge@Wharton portal.

Reaching Out to Business and Other Organizations

Penn CIBER has planned several projects that involve collaboration with business and other professional organizations. The **Survival Language Skills for Business Practitioners Project** and its product—web-based course modules—reach out to U.S. businesses across the nation. The **China-focused Advanced Study and Field Application Project** will connect Penn CIBER with regional small and medium-sized U.S. companies. The **Emerging Markets/Private Equity Course and Internship Project** involves collaboration with the International Finance Corporation and reaches out to private equity funds. Penn CIBER will also **co-sponsor events** with regional organizations, such as the Philadelphia World Affairs Council and Global Interdependence Center, as well as with important national public policy organizations and think tanks, such as the World Bank, the Asian Development Banking Institute, and the Brookings Institution.

UNIVERSITY OF PITTSBURGH EXECUTIVE SUMMARY

The University of Pittsburgh launched its Center for International Business Education and Research (known as the International Business Center or IBC) in January 1990 as a joint venture of the Joseph M. Katz Graduate School of Business (Katz School) and the University Center for International Studies (UCIS). Since its inception, the IBC has been funded continuously under Title VI, part B, of the Higher Education Act. This funding has contributed significantly to the Center's ability to achieve international education program goals by leveraging the international resources of UCIS, the Katz School, other units of the University, and those of a number of national, state and regional service organizations. The University of Pittsburgh has a continuing commitment to developing programs that encompass international perspectives, and maintains a global reputation for the array and strength of its international academic resources. Without CIBER support, the Center would not be able to mount a program extensive enough to meet the statute's far-reaching objectives.

As we will show, the IBC continues to add value by sustaining and enhancing previous initiatives and launching important new initiatives that address America's need for international business expertise—including cross-cultural business relationships, knowledge of a diversity of regional politics and governments, and an understanding of the international marketplace.

Since its formation, the IBC has responded to *all* basic purposes of Title VI-B through systematic and long-term focused efforts, creating relevant programs that continue to have impact even after IBC funding support ends. The IBC has specifically developed its ongoing programs and activities to conform to the six requirements outlined in Section 612(a) of the Title VI-B legislation, which also serve as IBC's core objectives:

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

In addition, as part of its commitment to continuous improvement, the IBC has developed these objectives for the next funding period:

- Support projects, programs and activities that ***increase the IBC's reach to more students, businesses and institutions regionally and nationally***
- Increase the IBC's impact on the ***University of Pittsburgh undergraduate community***
- Focus increasing attention on affecting ***small and medium sized enterprises*** in the region
- Provide significant support to ***targeted research programs*** consistent with the IBC, CIBER, UCIS and University priorities, offering opportunity for a large, high profile international impact

Our nation lags behind others in international competence of businesses and managers. In its role as a national resource for enhancing global competitiveness, IBC has identified a need to prepare *more* students, faculty members and businesses to perform in a global economy of interdependent world regions. In addition to broadening our offerings with new programs, we will leverage the depth of content, knowledge and quality programming already in the University's portfolio to enhance the international ***awareness, understanding*** and ***competence*** of students, faculty and business people, structuring much of our activity around particular content areas.

As emerging markets become more integrated into the global economy, they present new competitive challenges for American businesses, and as technology continues to change the way business is conducted, they present new growth opportunities as well. But American business can deal effectively with neither international competition nor international opportunity unless it is globally competent. The rapid transformation to a global economy has led to a critical need to promote U.S. competitiveness, as well as to provide present and future U.S. managers in all fields with international training. In the new funding period, the IBC will respond to this challenge with a focus on **Economic Integration**—examining regional economic markets and how they connect to established markets, to each other, and to the global economy. Economic Integration will provide a focus for IBC research and other activities, with attention to topics such as how managers make decisions on an increasingly global workforce, how firms in emerging markets compete with firms from established markets, etc. The IBC focus is directly aligned with the University’s focus on global studies.

IBC’s implementation strategy has been to act in three capacities: as a catalyst, an incubator and a partner. As a **catalyst**, IBC brings together organizations—both within and outside the University—to form alliances and mobilize resources to create innovative new international management education programs and related services. As an **incubator**, IBC develops and creates new programs, then supports and administers them in their start-up phases before handing them off to appropriate entities once they are fully operational. This approach has allowed IBC to ensure new program success, by granting them absolute focus and adequate start-up resources. This approach also makes efficient use of CIBER funding as the programs often continue to be improved and enhanced in their new homes—and are sustained with other resources. As a **partner**, IBC provides expertise and resources to other entities and organizations whose purpose supports IBC objectives and vice versa.

Notable IBC past accomplishments include implementation of an ambitious international course/curriculum development grant program at the masters and undergraduate levels, which has directly affected approximately 50 courses and many more indirectly; implementation with other University units of three intensive dual degree programs—MBA/MIB, MBA/MA and MBA/MPIA—which provide students the opportunity to develop significant depth of knowledge and international competence; and development of relationships with foreign schools and institutions in emerging and established market countries, especially in Central and Eastern Europe and Latin America, for the purposes of exporting Katz School program offerings—specifically the development of the International Executive MBA program in Prague and Sao Paulo, which attracts business practitioners from all over Eastern Europe and Latin America—and providing our American students opportunities to interact with our students in international programs, and to study, work and travel abroad through arrangements with these international partners.

With these accomplishments, the groundwork has been set for bringing in new innovations that expand and enhance programming—bringing more *breadth* to the University’s international business education competency. ***New programming planned for the next cycle has been conceived to reach more audiences and tighten the regional network of organizations and individuals involved in international business research, education, support and promotion, and includes the following:***

MBA Signature Program in International Business: IBC will broaden its reach to more students by allowing full-time MBA students to declare a complementary emphasis in international business. The program focuses on Economic Integration by examining the activities of multinationals in emerging markets.

Language and Culture “Survival Skills” Module: This program prepares graduate students to travel in numerous countries in the MBA International Research Course, through a module that covers several different countries. The Czech module prototype was created and implemented in the

last funding period; French and Italian have recently been developed. Modules will be created in the next funding period to prepare students for trips to Latin America and Asia.

Undergraduate Certificate Programs: We are increasing the international competence in a large group of CBA students by offering a *Certificate Program in International Business*, allowing students to bring an international focus to their majors; a *Certificate Program in Global Studies*, which provides students with “global competence” – ability to work effectively in different international settings, awareness of the major currents of global changes and issues, knowledge of global organizations and business activities, capacity for effective communications across cultural and linguistic boundaries and adaptability to diverse cultures; and a *Certificate in Area Studies*, which involves achieving foreign language proficiency and depth of understanding in one particular world region (Asia, Latin America, Russia and East Europe or West Europe).

MCE+1, a program introducing undergraduate students to study abroad and international research in the freshman year, through a one-credit optional add-on to the required business overview course, Managing in Complex Environments. MCE+1 includes a foreign trip to the Czech Republic or Germany and a research paper focusing on Economic Integration.

Semester at Sea/Certificate Program in Global Studies/Course Development Grants: The University will offer the Undergraduate Certificate Program in Global Studies program to *all 700 students, from any university, on each of the fall and spring voyages* of the University of Pittsburgh’s Semester at Sea program each year. This is a unique option for students interested in pursuing comparative global studies, combining course work with travel. In addition, each Semester at Sea voyage involves 30 faculty members from universities throughout the world. Through grants, IBC will encourage faculty to develop course materials geared toward the certificate.

Course Development Grants for Collaborative Teaching: IBC will encourage Katz School faculty to develop linkages with other faculty members across university boundaries, and teach joint courses using communication technology. The courses can be in any business discipline, but the collaboration must involve international dimensions of business—especially Economic Integration—and must involve linking the classes through communication technology.

MBA Essentials Program Scholarships for Faculty: IBC is initiating a program to increase language and Area-Studies faculty members’ business knowledge. This will provide faculty who work with business students outside of business school courses with a broad-based, multidisciplinary understanding of the students’ program of study, enhancing their ability to create new offerings related to language and culture studies. It includes 60 hours of instruction in accounting, finance, marketing, human resources, operations, information technology and strategy.

Global Executive Forum: This program brings together all 100 Executive MBA participants from the Katz School’s three locations—Pittsburgh, Prague, and Sao Paulo—in a 4-day intensive experience, forming cross-site teams to work on an international business problem dealing with Economic Integration.

PRIDE (Pitt Regional International Data Entity) website: IBC will expand its existing Western PA International BusinessNet into PRIDE, in partnership with the PA Office of International Business Development, the U.S. Department of Commerce Commercial Service and the Pittsburgh Regional Alliance. PRIDE will be a web-based central data source about international business activities of the Pittsburgh region.

K-12 Initiatives: The IBC is developing local programs and collaborating with other CIBERs to extend international awareness, understanding and competence to students at a younger age, by participating in the following K-12 initiatives: *CBA International Business Mentors*, a joint project with the Pittsburgh Area Cultural Communications Alliance, in which a University of Pittsburgh CBA undergraduate mentor teams up with a Bayer Corporation mentor to make presentations on foreign language and its connection to global business at a regional high school; and a *Conference on K-12 Exploratory Global Awareness and Business Language Initiatives* to better understand the range of issues; six collaborating CIBERs are planning a conference on K-12

Exploratory Global Awareness and Business Language Initiatives, tentatively scheduled for spring 2003.

Faculty Development in International Business (FDIB) in the Transitional Economies of Central and Eastern Europe: The IBC is collaborating with the South Carolina CIBER (with cosponsors the University of Memphis and Texas A & M University) to develop this FDIB program specific to the East European world regions. Participants will visit a subset of the Czech and Slovak Republics, Hungary, Poland, Romania, Bulgaria and Croatia. The program focuses on Economic Integration (for example, economic linkages among and between countries, connections between these markets and world markets, and connections to other regional markets, such as the European Union. Each trip will involve lectures on economic and business conditions and company and governmental visits.

Global Academic Partnerships (GAP) Research Projects: During the 2002-2006 grant period, IBC will cosponsor three GAP projects that deal with aspects of global economic integration, with two to four years of support for each project. Each GAP project will involve a Katz project leader teamed with a faculty member from another University unit; this team is responsible for pushing the research agenda forward and organizing a major, authoritative conference including experts from government, industry and academics. The project leaders will seek a journal or book publisher for papers presented at the conference and seek additional outside funding for the project.

With IBC as a resource, the University has achieved national significance through the development of several model programs. The IBC's success springs from its strategy to leverage relatively modest levels of federal funds by tapping into the existing endowment of international resources at a comprehensive teaching and research university, and through collaboration with a variety of University units and regional service organizations in the undertaking of joint activities and the pursuit of shared objectives.

UNIVERSITY OF SOUTH CAROLINA ABSTRACT

The Center for International Business Education and Research (CIBER) in the Moore School of Business, University of South Carolina, was established January 1, 1990. CIBER is administratively housed in the Moore School, formerly known as the College of Business Administration. Programs supported by CIBER involve faculty from other university departments and Colleges, as well. These include the College of Liberal Arts (French and Classics; Geography; Germanic, Slavic and Oriental Languages and Literatures; Government and International Studies; Latin American Studies; Spanish, Italian and Portuguese), the College of Science and Mathematics, the School of the Environment, the School of Law, and the College of Engineering.

Historically CIBER has facilitated the creation and development of the Moore School's major programs of graduate international business education, including programs such as the Masters of International Business Studies and the International MBA program. During the upcoming grant period these programs will be combined and expanded into a new International MBA program, designed to serve as the training ground for future global business leaders of the region and nation. CIBER provides support for an innovative agenda of research in International Business; in terms of research productivity in the discipline of International Business, the Moore School at the University of South Carolina is arguably one of the top two academic research institutions in the United States. CIBER serves as an international resource and focal point for governmental, academic and professional communities needing, or being interested in, international business education and research. The Center has served to facilitate the development and support of a wide range of new programs in international business and related areas at the University of South Carolina.

Funding in the period 2002-2006 will enable CIBER to develop new initiatives to enhance our nation's competitiveness, as well as to build on the foundation of activities undertaken with previous CIBER support. Although funding support is requested only for components of the Center's activities initiated since its establishment, all Center programs contribute to the wider goal of providing comprehensive educational programs in international business and completing research projects designed to understand and develop U.S. competitiveness in external markets. Within the grant proposal the entire range of international activities of the Moore School of Business is discussed. Specifically, if Federal funding is forthcoming in the amounts requested, CIBER shall support and facilitate the following activities during the period October 1, 2002 through September 30, 2006.

Activity 1, Graduate Business Education and the Development of the International MBA Program - For more than a quarter of a century the Moore School University of South Carolina has been a leader in graduate professional education in International Business. Over 4,000 participants have graduated from the School's Masters in International Business Studies (MIBS) degree program since it was founded in 1974. In 1994 the University began offering, in collaboration with the Economics University of Vienna (WU-Wien), an International MBA (IMBA) degree, featuring six months of study at WU-Wien and eight months of study at the University of South Carolina. Beginning with the class admitted in 2002, the University will begin offering a new International MBA program, modeled on the successful MIBS and IMBA programs. The new IMBA will offer foreign language training, a strong international business core program, overseas study for all U.S. nationals, and a required overseas internship for all U.S. nationals except those who study in the Vienna track, the successor to our existing IMBA program. As part of these programs, the following ten activities are undertaken:

Activity 1.1.1, Summer Intensive Language Programs for International Business Students - Summer intensive language programs at the University of South Carolina in Chinese, French, German, elementary Japanese, intermediate Japanese, Portuguese, and Spanish; the Italian program has typically been offered offshore at a partner institution.

Activity 1.1.2, Business Language Programs - Business language programs with seventy hours of instruction are offered in seven languages during the first year of the program.

Activity 1.1.3, Offshore Intensive Language Programs - Final offshore intensive language programs are offered at cooperating institutions in the five western languages. One year in- country programs in Chinese and Japanese are required for participants in these languages.

Activity 1.2.1, Globalization Course in the Global Track in the IMBA Program - In the new IMBA program a limited number of students will elect to participate in the global track, a track for those who already have substantial second language skills or who do not elect to develop regional specialization. As part of this curriculum, global track students take a continuing course on the conduct of global business in particular world regions. CIBER will support the development of the Latin American component of this course, to be taught via the Internet.

Activity 1.2.2, Offshore Study for Global Track Students - All global track students are required to study offshore as part of their curriculum. CIBER will support the development of these offshore study programs and their initial offering, beginning in February 2003.

Activity 1.3, Overseas Internship Program - An internship in the new IMBA program is an essential and required part of the course of study. All US nationals are required to complete a twenty-week work assignment at a firm at a non-U.S. location. For the majority of students, the internship will be located in a country whose language the student has studied. Each year some 140-160 internships are arranged for US nationals to develop their capacity to do business in specific regions of the world. Foreign nationals in the program may intern overseas or in the United States.

Activity 1.4, The Vienna Track of the International MBA Program - The existing joint venture International MBA program with the Economics University of Vienna will be incorporated into the new IMBA program as the Vienna track, with the first cohort of students entering in February 2003 for graduation in 2004. This program is designed for more mature and experienced participants who have substantial work experience and do not benefit as significantly from the internship. They will spend the first six months of the program (February-July) at the WU campus in Vienna.

Activity 1.5, Second Offshore Track for the International MBA Program - With CIBER support the Moore School will review potential locations for a second offshore track in the new IMBA program, and, if feasible, initiate the new offshore track in February 2005. At present our primary view is that a Latin American location would be selected.

Activity 1.6, Areas of Concentration in the New International MBA Program - CIBER is currently supporting the development of six areas of concentration in the new International MBA program, in (1) The Multinational Corporation, (2) Global Finance, (3) Global Marketing, (4) Business Economics and Forecasting for the Global Firm, (5) International Accounting and Auditing, and (6) Global Information Technology. These areas of concentration will be available to the first IMBA class who graduates in 2004.

Activity 1.7, New Elective Courses - The Moore School will develop and offer additional international content electives to support each of the areas of concentration in the previous activity. Some sixteen new courses will be developed or redesigned with international content over the period of the grant.

Activity 2, Undergraduate Business Education Programs in International Business - The Moore School existing undergraduate certificate program in International Business has already received high national recognition. During the upcoming grant period, CIBER will support the development of an innovative undergraduate business major in International Business while continuing the School's internationalization requirement for all students. The following five activities will be included in this area:

Activity 2.1, Undergraduate International Business Major - The design of the International Business major program will be completed by the initiation of the next CIBER grant period, and the first majors will be accepted in the academic year 2002-2003. The major will consist of a core course, Globalization and Business, one international functional course (e.g., International Marketing), one to three thematic courses, and one to three regional courses, for a total of six international business courses. Graduates will be prepared for entry-level positions in the highly international South Carolina and Southeast region economy. All majors will be required to study abroad during their program and to reach a high level of competence in at least one foreign language. CIBER support will be given to the development of new undergraduate international business courses.

Activity 2.2, Dual Degree Opportunities in International Business - The Moore School will work with the language departments of the University to create the opportunity for International Business majors in the Moore School to pursue a degree in the College of Liberal Arts with a major in language simultaneously with pursuing the degree in International Business.

Activity 2.3, Offshore Undergraduate Study Program - The Moore School will develop substantial additional offshore study opportunities for undergraduate business school students and International Business majors. Study abroad opportunities will include intensive foreign language programs, exchange programs with overseas business schools, and the offering of Moore School courses for the International Business major at offshore sites.

Activity 2.4, Business Language Courses - As part of the undergraduate business majors, students will be asked to take courses in business language. Currently courses are available in French, German, Spanish, Italian and Japanese.

Activity 2.5, Undergraduate Internationalization Requirement - All 2,700 undergraduate business majors in the Moore School are required to fulfill an internationalization requirement, which consists of either two extra language courses, or two international business courses, or two area studies courses, or participation in an approved overseas study program. The additional courses and offshore programs developed for the major will facilitate students in satisfying this requirement.

Activity 3, Doctoral Business Education - The University of South Carolina will offer the Ph.D. in Business Administration program with two concentrations, International Business and International Finance. There will be approximately nine majors enrolled at any time over the life of the grant.

Activity 4, Global Executive MBA Program - The Moore School has under active review the development of a Global Executive MBA program for senior business leaders. This review will be completed during the grant period and recommendations adopted. International business faculty will provide expertise during the development process and teaching support if the program is implemented.

Activity 5, Outreach Faculty Development Programs: Functional Programs in International Business - Each year during the grant period the Moore School of Business will offer its annual Faculty Development in International Business (FDIB) Program. This program offers faculty from business schools the

opportunity to develop their ability to teach a specific undergraduate or graduate course in International Business. There are six courses now available. CIBER plans to provide substantial fellowship support to faculty from other business schools to attend.

Activity 6.1, Workshop on Teaching Spanish for International Business for Professors of Spanish - In the period 2003-2006 the Moore School of Business will offer its workshop to train assist Spanish language faculty in integrating international business concepts into business Spanish curricula. CIBER funding underwrites instruction in this program, and in addition provides scholarships for 14 participants each year.

Activity 6.2, Co-Sponsorship of International Business and Foreign Language Conference - Each year CIBER co-sponsors with the University of Memphis a three-day workshop for foreign language educators in French, German and Spanish designed to develop understanding of how International Business relates to the teaching of business language.

Activity 6.3, Co-Sponsorship of CIBER Conference on Language, Communications and Global Management - Each year the Moore School CIBER supports this major conference on the interface between language and business.

Activity 7.1, the annual Faculty Development Program for South America - During the grant period the CIBER at the University of South Carolina and other Southeastern CIBERs will continue to offer a faculty development program for South America.

Activity 7.2, the Co-operative Faculty Development Program for India - CIBER will work with the University of Connecticut and other CIBERs to offer a faculty development program for India.

Activity 7.3, the Co-operative Faculty Development Program for Central Europe - CIBER will work with the University of Pittsburgh and other CIBERs to offer a faculty development program for Eastern Europe.

Activity 8.1, Customized Executive Education in International Business - The Daniel Management Center, the executive education center of the Moore School, is called upon to do contractual programs in International Business for firms that are customized for the client. Knowledge generated through CIBER research projects often forms the basis for these programs.

Activity 8.2, Open Enrollment Executive Education in International Business - During the proposed grant period, 2002-2006, the Daniel Management Center will develop and offer public enrollment programs in International Business. CIBER will joint venture two such public programs annually with the Daniel Management Center.

Activity 8.3, Distinguished Speaker Series for Local Executives - CIBER will support the new IMBA program and the local business community by inviting speakers to participate in the Wednesday guest speaker sessions and making those speakers available to the local business community.

Activities 9.1-9.3, Programs of Outreach to the Business Community - CIBER will work with the Central Carolina Economic Development Alliance, the Columbia World Affairs Council, and other local development agencies by providing graduate business students on assistantship to these agencies. These students provide support in programs designed to develop trade opportunities for local firms and to attract investment to the region, including investment from foreign sources.

Activity 10, Sponsored Faculty Research in International Business - The CIBER at the University of South Carolina has made research one of its major themes. With nine tenure track faculty in the International Business Department and twenty other tenure track faculty who have conducted research on international topics (almost all with past CIBER support), CIBER has at its disposal a substantial group of research active faculty who are advancing the frontiers of International Business knowledge.

Activity 10.1, Major Research Projects - CIBER will make major research grants to faculty or groups of faculty to pursue significant research projects. Most grants are in the range of \$4,000 - \$10,000 per annum, with some grants extending over more than one year. These research projects arise as the result of discussions between the CIBER Director and Research Director and the faculty members proposing them.

At any one point in time at least eight of these larger research projects will be funded by CIBER during the grant period 2002-2006.

Activity 10.2, Competitive Research Projects - During the grant period CIBER plans to institute a program of small competitive grants (\$1,000-\$2,000) for faculty in the Moore School of Business and in the College of Liberal Arts to cover research expenses for more moderate projects. Five such grants are contemplated per annum.

Activity 10.3, Special Research Initiative in Career Outcomes of CIBER Activities - Beginning in 2002 and continuing through the grant period, CIBER will make research grants to develop an understanding of the impact of CIBER educational activities on the careers of graduates of CIBER institutions. During this grant period the emphasis will be placed on careers of professional masters programs. Research proposals will be solicited from other CIBER schools, who will be asked to participate in documenting the career pattern of graduates from their institutions who have participated in the types of educational activities typically sponsored by CIBERs, such as study abroad, offshore internships, foreign language training and specialized international business academic courses.

Activity 10.4, the CIBER Working Paper Series - The South Carolina CIBER has produced approximately twenty papers per annum since its inception, and will increase output during the grant period.

Activity 11, Major Research Conferences - CIBER plans to institute a series of annual research conferences beginning in the year 2002, with the first conference covered by the current grant. These research conferences will include papers commissioned by scholars at other schools. Faculty of the Moore School will provide leadership and direction to each conference.

Activity 11.1, 2004 Conference on US-Africa Business Activities: Integrating Africa into a Global Economy - This conference will focus on US trade and investment activity in Africa. The Moore School has developed substantial expertise on African economic and business issues during the past grant period and seeks to generate further understanding of business issues in this neglected region of the world.

Activity 11.2, 2006 Conference on International Business Education and Careers - This conference will be a natural outgrowth of the special research initiative outlined in Activity 10.3, focusing on the impact of CIBER related international business education activities on the careers of graduates.

1. Introduction

One hundred and ten professors have been the leaders of 134 CIBER-supported teaching, research, and outreach projects since the Center was established at the University of Southern California on October 2, 1990. Over 700 experts from academia, business, and government have participated in CIBER-sponsored events at USC as speakers, panelists, and authors. Another 4,600 business managers and non-USC academics have attended CIBER-supported annual conferences on Pacific Rim business issues—about 40 percent of the participants have been from California and 60 percent from other states.

In its first eleven years, USC's CIBER has supported three themes of activities: (1) internationalizing the educational experience of USC students by creating new international courses, bringing international experts to campus, and by sending students abroad for internships, research, and field-study visits; (2) developing professional relationships with international associations and universities, as well as with academic, business, and government experts via conferences, visiting expert seminars, and consulting projects; and (3) supporting the internationally-oriented teaching and research activities of individual USC faculty. By helping to develop increased faculty expertise in international business issues and by creating faculty allies for internationalization, CIBER stimulated major institutional changes within the Marshall School of Business and throughout the entire University of Southern California.

USC's CIBER has also had noticeable effects on the internationalization of American firms in California and throughout the United States. Strong letters of support from regional and national leaders (Appendix D) provide tangible evidence of CIBER's effectiveness:

- **California Governor Gray Davis**, "...*The Marshall School of Business at the University of Southern California has made many invaluable contributions to California through its innovative CIBEAR program...This program plays an important role in preparing our future business leaders to compete in the global marketplace.*"
- **California Lieutenant Governor Cruz Bustamante**, "...*the Center for International Business Education and Research (CIBEAR) at USC has served as a leading institution dedicated to providing the training and know-how to the California business community, helping it to attain an exceptional level of success and competitiveness.*"
- **California Technology, Trade and Commerce Secretary Lon Hatamiya**, "...*I applaud USC's CIBEAR for taking the leadership and initiative for developing a solid, innovative international business curriculum.*"
- **Los Angeles Mayor James Hahn**, "...*I applaud the Marshall School of Business' continued involvement and commitment to the internationalization of our region's business community.*"
- **Los Angeles Economic Development Corporation President Lee Harrington**, "...*CIBEAR has been an important component of Los Angeles's success in international trade. The training provided by CIBEAR to the Southern California business community is an invaluable resource.*"

- **Asia Society Vice President Gary Larson**, “Given the current events in Asia that directly impact Southern California and America, CIBEAR remains critical to our efforts to understand stand and to become more competitive in the Pacific Rim.”
- **Secretary of Commerce Donald Evans**, “I am pleased to welcome you to the 14th Annual Asia-Pacific Business Outlook Conference. This Conference presents and unparalleled opportunity for American business executives to explore commercial prospects in the Asia-Pacific region.”
- **President George W. Bush**, “...The Asia-Pacific Outlook Conference plays an important role in creating a greater understanding of the challenges and prospects of doing business in this region...By working in a spirit of cooperation with our Asia-Pacific neighbors, we will create new markets for American products, enhance job opportunities for Americans, and strengthen the ties among our Nation and the Asia-Pacific Region.”

2. CIBER's Stimulus to Strategic Change at USC: FY 1990-2001

CIBER activities have had a substantial effect on shaping and accelerating the internationalization of USC's Marshall School of Business as well as upon the internationalization initiatives of the entire University of Southern California. In 1997, the Marshall School adopted a Pacific Rim/Latin America MBA initiative which included three interrelated components: a new course titled "**Pacific Rim Education (PRIME)**" which is **required** for all 300 day-time MBA students, optional Pacific Rim language programs, and optional internships and semester abroad opportunities (Appendix E.1 and E.2). In the last three years, this program has been expanded and now all the students who are enrolled in the Marshall School's four MBA programs are required to have an international field-study experience during their MBA program. In the 2000/01 academic year, the Marshall School sent over 650 MBA students abroad, accompanied by their 30 professors.

The University adopted a strategic plan in June 1994, which includes, as one of its four primary initiatives, the further internationalization of USC with a focus on the Pacific Rim and Latin America, as summarized below:

*Build upon USC's strong international base of alumni, students, and established relationships and Southern California's position as an international center to enhance future global opportunities for education, research, and career development. Because of the characteristics of Southern California and of our students and alumni, focus efforts on the countries of the Pacific Rim and of Central and South America.**

In 1994, the University appointed CIBER Director Richard Drobnick to the newly-created position of Vice Provost for International Affairs (a half-time appointment) in order to stimulate university-wide efforts to expand teaching and research activities on Asia and Latin America. Drobnick utilized CIBER networks of academic, business, and government partners in Asia and Latin American to assist the deans of some of USC's 18 professional schools initiate new Pacific Rim-oriented teaching and research activities. CIBER networks have also been utilized to support the Provost's Distinguished Visitors Program, which brings about seven Asia and Latin America experts per year to USC for ten-day visits with students, faculty, and Southern California executives (Appendix A.2).

* “The Strategic Plan of the University of Southern California,” June, 1994, p.2 (copy enclosed in Appendix A.1).

USC's strategic focus on Asia and Latin America enables the University to provide some research and policy advice to APEC (Asia-Pacific Economic Cooperation), the consortium of government officials from 21 Asia-Pacific economies. This occurs because Drobnick, as vice chairman of the U.S. National Committee of the Pacific Economic Cooperation Council (US-PECC), is able to facilitate connections between CIBER projects (F.1, F.2, & F.3) and three PECC research/policy advisory task forces, which are titled, "Pacific Economic Outlook," "Pacific Economic Structural Project," and "Financial Markets Development." In turn, these PECC task forces provide research/policy advice to APEC task forces. (See Appendix A.3 for a description of PECC task forces, networks, and interaction with APEC.)

3. CIBER's Themes for the Period Ahead: FY 2003-2006

In the next four years, CIBER will focus on four themes, which are described below:

➤ Expanding Experiential, Cross-Cultural Learning Opportunities for USC Students.

The principal activities are to help consolidate and improve the international teaching and research activities in the Marshall School's "PRIME" course, which is **required** of all 300 day-time MBA students (Project A.1); to help consolidate and improve the international teaching and research activities in the Marshall School's PM.Globe course, which is **required** of all 250 part-time MBA students (Project A.2); and to expand the new Freeman Fellows Program (A.6), which is an eight to ten week long internship program in Asia for American undergraduate students.

➤ Researching Asian Financial and Economic Reforms and Economic Integration.

The principal activities are to participate in the research work of three PECC task forces: "Pacific Economic Outlook," "Pacific Economic Structural Project," and the "Financial Markets Development Project (F.1, F.2 & F.3)." This theme also supports an international finance visiting experts series (F.12) and the development of case studies on business opportunities in Pacific Rim cities (F.5). An additional research project on the possible slowing and reversal of economic integration around the Pacific Rim as a result of the American-led war on terrorism will be initiated (F.4).

➤ Expanding Information Technology Enhanced Teaching and Research.

The principal activities are to assist in the organization of an annual conference of distance learning leaders from the Association of Pacific Rim Universities' (APRU) 34 member universities (D.3), to support an annual conference of information technology researchers and practitioners which will be hosted by USC's Center for Telecommunications Management (CTM) (F.11), to support a major research project on subcontracting practices in the IT industry between the U.S., Taiwan, China, and India (F.10), and to support and develop distance learning certificate courses for the international business community, which in-part, would be based on web-casted and archived portions of CIBER-sponsored conferences (D.11). These materials would also be used to develop international business and teaching materials for undergraduate and graduate classes, and for pre-departure training for undergraduates who will become interns in Asia (A.6).

➤ **Strengthening USC's Pacific Rim Alliances: Outreach to the Community.**

The principal activities are to assist USC representative offices in Asia to do collaborative trade promotion and research projects with the California Technology, Trade and Commerce Agency offices in Asia and with the U.S. Department of Commerce offices in Asia (D.1), and to build collaborative teaching and research relationships with 34 prominent Pacific Rim universities, which are members of the APRU (D.2). USC President Steven Sample serves as APRU's chairman and CIBER Director Richard Drobnick serves as APRU's secretary. (See Appendix A.4 for information about APRU's membership, endorsements from APEC Leaders, and projects.)

CIBER will continue to support new internationalization activities in some of USC's other professional schools. Examples include the School of Architecture's "Asian Special Topics Studio," course for advanced undergraduate students, which spends eight weeks in Japan, China and Malaysia (A.4); the School of Policy, Planning, and Development's "International Real Estate Development Opportunities Field Studies Course" (A.5), which spends two weeks working with urban planners and real estate developers in a different Asian city each spring; and the School of Fine Arts' new "Art in Motion" (AIM) Program, which will reproduce parts of its international festival of "time-based" media with partner institutions in Beijing, Hong Kong and Singapore (D.9).

4. CIBER's Organizational Structure

Co-directors Richard Drobnick and David Stewart and associate director John Windler, with the support of program manager, Sabine Lehmann, manage CIBER in a decentralized manner that distributes responsibility to the project leaders, 15 of whom are CIBER Advisory Council members (see Figure 7, p. 4a for a list of council members).

The current Advisory Council was formed in Summer 2001 and met on September 26, 2001 to discuss CIBER's plan for FY 2003-2006. During the summer, many members of the Council developed proposals for FY 2003-2006. All members of the Advisory Council received copies of CIBER's "Request for Project Proposals: 2003-2006," as did over 200 USC faculty in March 2001 (Appendix B.1).

The fact that Lloyd Armstrong, USC's Provost and Senior Vice President for Academic Affairs, serves on the Advisory Council enables perspectives from CIBER project leaders to be considered at the highest levels of decision making at the University. The intellectual resources, advice, and university-wide connections provided by these Advisory Council members ensure that CIBER teaching and research activities are able to utilize USC's diverse faculty resources and that CIBER activities include non-Marshall School students and faculty. A schematic view of CIBER's organizational chart, which highlights the extensive faculty involvement in CIBER as project leaders, is presented as Figure 1 (p. Va). The active role of CIBER's Advisory Council in leading CIBER projects is presented in Figure 2 (p. Vb-d).

In terms of the relevance of CIBER programs for the business community and government agencies, the Center is guided and assisted by its numerous non-academic Advisory Council members: Lon Hatamiya, Secretary of the California Technology, Trade and Commerce Agency (appointed by Governor Davis); Mark Borthwick, Executive Director of the U.S. National Committee for the Pacific Economic Cooperation Council (US-PECC); Jack Kyser, Chief Economist of the LA Economic Development Corporation; Gary Larsen, Vice President of the

Asia Society and Executive Director of its Southern California Center; and Gladys Moreau, Director of the Export Small Business Development Center. A schematic view of CIBER's internal and external partners is provided as Figures 3 (p. Ve) and 4 (p. Vf).

The strong commitment of the Marshall School of Business and USC to CIBER is demonstrated by the allocation of substantial funds, as well as senior administrative and faculty personnel, to support CIBER activities. In the Center's past three years, USC invested substantially more than the mandated requirement of 50 percent of the Center's budget. On average, USC annually invested \$1,495,000 in FY 2000-2002 (80%). USC's projected commitments for FY 2003-2006 are \$1,700,000 (80%) per year.

USC's CIBER responds to the Congressional mandate to make American companies and students more internationally competitive by supporting the development of internationally-oriented executive education programs (C.3 & D.11) and by supporting the creation of new knowledge about the realities of today's global competition through a variety of business research projects (F.1-F.13). USC's CIBER is supporting the development of numerous international internship and study abroad opportunities for undergraduates and graduate students (A.6, A.8, B.4); graduate courses on international business (A.1, A.2, A.3, A.5); training programs in languages (C.1 & C.2); new collaborative projects with business, government, and academic institutions (D.1-D.10); new research to strengthen international teaching (E.1-E.3); and new research on international business issues of (F.1-F.13). These teaching programs and research results are widely disseminated through training programs for business members of numerous organizations with which CIBER has developed strong relations (e.g., American Chambers of Commerce in Asia and Latin America, the California Technology, Trade and Commerce Agency, the U.S. Department of Commerce, the U.S. National Committee of the Pacific Economic Cooperation Council, etc.), as well as at academic conferences and through the publication of research reports, journal articles, and books, thus having a multiplier effect by enlarging the pool of data available to other academic institutions, which produce international business training in their own locales. (See Appendix F for lists of the academics, government officials, and managers who attended CIBER-supported programs in 2001.)

Each of the proposed projects is organized under the leadership of USC faculty and senior staff. Many of the projects combine business school expertise with expertise from area-studies specialists at USC, as well as from academic, business, and government experts from around the world. (See Appendix H for the lists of visiting experts who have lectured in CIBER-supported programs between 1991 and 2001: 716 academics, executives, and government officials.) All of these projects are evaluated by students, business participants, and business sponsors. (See Appendices F and G for evaluation results.)

5. Conclusion

Federal support for USC's CIBER since October 1990 has been instrumental in expanding the international teaching, research, and outreach activities of 110 USC project leaders, their dozens of colleagues, and their thousands of students. In turn, their successful projects generated momentum for creating the Pacific Rim Education (PRIME) initiative in the Marshall School of Business, and helped stimulate the strategic policies of the entire University of Southern California to become more Pacific Rim-focused. Federal support of USC's CIBER is needed to provide a continuous catalytic stimulus to the rapidly expanding international activities of the

Marshall School of Business. This federal support is also essential to enable CIBER to assist the internationalization of teaching and research activities in some of USC's other professional schools, e.g., architecture, policy, planning and development, and fine arts, as well as to support efforts to introduce international business components into the teaching and research activities of the College of Letters, Arts, and Sciences.

Title VI support for USC's CIBER has been about \$300,000 annually, since 1990. USC's business school "matched" this federal support with more than \$500,000 per year of real resources up until 1997, at which time it increased this annual investment in CIBER-supported activities to over one million dollars. In addition to making substantial financial investments in internationalization, the Marshall School has been able to attract many of its top faculty to develop and lead the school's internationalization initiatives. These business school initiatives and the international initiatives of USC's other professional schools have been actively supported by USC's president, provost, and vice provosts. In summary, decisions and action by USC leaders, in combination with federal support, have enabled USC to aggressively implement the internationalization initiative of its strategic plan and to make significant progress on expanding the international learning opportunities for its students, faculty, alumni, and other business stakeholders. Federal support has accelerated the internationalization of teaching and research at the University of Southern California in very important ways. This influence provides a strong demonstration of how federal funds can be leveraged in support of the congressional mandate to improve the international competitiveness of the United States.

THE UNIVERSITY OF TEXAS AT AUSTIN

Abstract

The Center for International Business Education and Research at the University of Texas at Austin (CIBER-UTexas) was established in 1990 with the award of a U.S. Department of Education Title VIb grant. In 1993, 1996, and 1999, the Center successfully competed for subsequent three-year CIBER grants. Situated in the McCombs School of Business at the University of Texas at Austin (UT), CIBER-UTexas has received widespread recognition for its impact on the internationalization of business education and the partnership it has developed with the international business community. Notably, the successful internationalization efforts of CIBER-UTexas were recognized in 2000 when UT became one of only eight U.S. universities invited to membership in the prestigious PIM (Program in International Management) Consortium.

The extent of the CIBER-UTexas impact can be demonstrated by some quantitative measures associated with the programs delivered to date. Since its inception in 1990, CIBER-UTexas has been involved in the development and delivery of 82 new internationally-oriented courses; provided 122 regional and national internationalization conferences to more than 1,600 business educators; offered conferences for the regional international business community with a combined attendance of over 7,600 persons; supported overseas teaching and research programs involving 168 faculty; and developed international study and internship programs for over 1,500 students.

The CIBER-UTexas 2002-2006 Initiative

In the 2002-2006 initiative, CIBER-UTexas will use its strategic position at the University of Texas at Austin – located in the heart of the Southwest’s high-tech international business community and in close proximity to Mexico and Latin America – to (1) enhance the international knowledge and global experience of business students, educators, and leaders; and (2) promote mutually beneficial cooperation among business educators, students, and regional businesses to elevate business education and practice of U.S. managers and firms in today’s increasingly global economy.

A single entity acting alone cannot increase U.S. competitiveness in the global market, but a collaborative approach that links cross-institutional strengths and the business community creates a powerful synergy capable of significant and lasting impact. To this end, CIBER-UTexas proposes the following set of initiatives that, in concert with CIBER activities across the U.S., will build overall competitiveness and generate measurable gains in U.S. international trade. The projects for 2002-2006 build on CIBER-UTexas’ history of accomplishment and utilize our existing academic, governmental, and industry networks to meet the mandate of the U.S. Department of Education to ensure equal access to education and to promote educational excellence for all Americans.

As detailed below, the 2002-2006 projects will endeavor to maintain a global focus, with special emphasis on Latin America, emphasize academic outreach, integrate language and culture into business education, address the need for increased international sophistication at the MBA level, and continue to develop strategic partnerships with complementary institutions.

CIBER-UTexas in Its Regional Context

During its first decade of operation, CIBER-UTexas formed vital connections in the business and academic communities in the Southwest and in the nation, in order to convey the national imperative of understanding the global market in a more comprehensive way. CIBER-UTexas is now an integral part of the international business education and service community in the Southwest, regularly interacting with business organizations and schools on matters pertinent to its central mission of enhancing U.S. global competitiveness.

The regional context of CIBER-UTexas demonstrates the importance of the CIBER-UTexas initiative. The Southwest (Texas, Arkansas, Louisiana, Oklahoma, and New Mexico) represents one of the main areas for international business in the United States. International business involvement of the region has soared during the past decade. Exports from Texas increased from just \$33 billion in 1990 to \$91 billion in 1999. Texas ranks second only to California in terms of overall export activity, and exports more than twice the next ranking state. Much of this activity is in the dynamic field of technology-intensive goods, a primary source of U.S. competitive advantage. In addition, NAFTA has created intense interest in the southwest United States for doing business with Mexico, and discussions of a possible Free Trade Area of the Americas (FTAA) promise even greater trade globalization for the region. Texas serves as a natural geographic, economic, and cultural bridge between the United States and Latin America.

CIBER-UTexas in Its Institutional Context

The University of Texas at Austin is the largest university in the United States, with over 50,000 students. UT's McCombs School of Business offers majors and concentrations in international business at the undergraduate, MBA, and doctoral levels, and it is associated with an extensive network of overseas business schools to provide faculty and students with opportunities for international exchange and internships. In addition, CIBER-UTexas has been instrumental in the development of an internationally oriented faculty across all academic departments of the McCombs School.

The resources of the McCombs School are further magnified by CIBER-UTexas alliances with academic units across the University that possess international expertise which enhance the Center's ability to accomplish its goals: the Lozano Long Institute for Latin American Studies, Center for Middle East Studies, Center for Asian Studies, Center for Russian and East European Studies, Linguistics Department, IC2 Institute, LBJ School of Public Affairs, and individual language departments that offer instruction in more than twenty-five foreign languages each semester. Many of these entities have representatives on the CIBER-UTexas Advisory Board or faculty who have worked closely with CIBER-UTexas personnel on past activities. CIBER-UTexas also has close partnerships with key business and government organizations that serve the international business community – U.S. Department of Commerce, Small Business Development Centers, District Export Councils, and Texas Economic Development – that are also represented on the Advisory Board.

The Director of CIBER-UTexas is Dr. David E. Platt. The Center also has three Associate Directors who oversee CIBER-UTexas' activities in their areas of expertise: Dr. Laura T. Starks is Associate Director for Research, Dr. Orlando R. Kelm is Associate Director for Business Language Education, and Raymond J. Brimble is Associate Director for Business Outreach. The Center also has a full-time Assistant Director, Diane Wilson, who manages the Center's day-to-day operations and who has been with the Center almost since its inception.

Summary of CIBER-UTexas Proposed 2002-2006 Project

CIBER-UTexas operations are centered around the pursuit of three major goals: (1) the internationalization of business education and research; (2) the integration of business education with other international components of the academic community; and (3) the formation of a partnership with the international business community. The manner in which CIBER-UTexas is proposing to accomplish these goals represents an evolution substantially beyond its achievements to date by employing the Center's unique configuration of resources to address regional and national needs identified through a process of continuous needs assessment. The five central themes that permeate the proposed 2002-2006 project have been identified through this process:

- Maintain a global focus, with special emphasis on Latin America
- Place a strong emphasis on academic outreach
- Integrate language and cultural studies into business education
- Provide leadership in addressing the special problem of MBA internationalization
- Develop partnerships with complementary organizations.

These central themes are reflected in the new and continuing programs being proposed for the 2002-2006 period. A sampling of the new programs is presented below, each with a brief description.

MBA Student Internationalization will be addressed through innovative educational techniques, and employer demand for international competencies will be explored.

Free Trade Issues will be a focus of research and education efforts, including conferences with UT-Austin's Latin American Studies and a team of regional partner universities.

Economic Relations with the Middle East and South Asia, in light of the terrorism of September 11, will be explored through partnerships with UT-Austin's Center for Middle Eastern Studies and Center for Asian Studies.

Language Initiatives will be directed toward use and dissemination of the extensive Business Spanish programs and materials developed to date, and the extension of these ideas into other languages.

A **Career Handbook**, directed at students who want to pursue careers in international business, will be prepared and distributed nationally.

Internationalization of Community College Curriculum will be the focus of a series of conferences jointly offered by CIBER-UTexas, CIBER-Texas A&M and Austin Community College.

Role of Women in Latin American Business will offer a conference to female U.S. managers and students on the particular issues facing women in the Latin American business environment.

A **Web-based Speaker Roster** will be developed in cooperation with Texas District Export Councils to serve as a resource for classes in schools across the region.

Legislative Support Program will work with business groups attempting to address state-imposed impediments to international business activity.

Expanded International Opportunities will be provided to students in numerous new programs.

In addition, a wide range of programs instituted in previous grant periods is being continued and enhanced. Almost all of the programs – new and continuing – involve extensive collaboration with partners to ensure that they will be delivered in a highly cost-effective manner. The alliances allow the Center to leverage a modest number of dedicated staff to achieve wide-reaching impact. Program effectiveness will be ensured via a process of regular and in-depth evaluation. CIBER-UTexas will employ U.S. Department of Education resources provided in a manner that makes the maximum possible contribution to the competitiveness of U.S. business in the global economy.

Eligibility Requirements

The CIBER-UTexas Advisory Board has been appointed to provide valuable input from internal and external constituency groups. The Advisory Board consists of members from the McCombs School of Business, Area Studies Centers, Liberal Arts, and professional schools within the University, as well as representatives from the business community and the state development agency, Texas Economic Development. The inclusion of board members from diverse constituencies who share a common commitment to the enhancement of international business activities has been invaluable in conducting the activities of the Center. Consistent with the requirements of the CIBER grant award, the Advisory Board meets at least once each year. For the 2002-2006 grant period, the Advisory Board as a whole will meet in the Fall of each academic year. In addition, CIBER-UTexas personnel consult regularly with members of the Advisory Board with respect to on-going programs and activities. Members of the Center Advisory Board are presented below according to the criteria provided in the statute. Vitas and biographical sketches of each member are provided in Appendix 1.

Representatives of administrative offices of the University of Texas at Austin:

Dr. Robert G. May, Dean, McCombs School of Business

Faculty representatives of the McCombs School:

Dr. Linda V. Gerber, Director, Program in International Business, and Co-Chair,
Department of Marketing

Dr. Robert T. Green, Professor of International Business and Marketing, and Senior Fellow and former Executive Director of CIBER-UTexas

Dr. Stephen T. Limberg, Professor and Chair, Department of Accounting

Representatives of the international studies and foreign languages:

Dr. Leopoldo M. Bernucci, Professor and Chair, Department of Spanish and Portuguese

Dr. Nicolas Shumway, Director, Lozano Long Institute of Latin American Studies

Faculty representatives from other professional schools and departments:

Dr. Betty S. Flowers, Professor, Department of English, and Director, Lyndon B. Johnson Presidential Library

Dr. William P. Glade, Professor, Department of Economics

Representatives of local or regional Community College:

Beth Sabo Huddleston, Director, International Small Business Development Center, Richland Community College, Dallas

Representatives of local or regional businesses:

James Bethmann, Managing Director, Korn/Ferry International, Dallas

Raymond J. Brimble, Managing Partner, The Lynxs Group, Austin

Scott Grant, Vice President, Collmer Semiconductor, Inc., Dallas

Ricardo Lopez, Director of Procurement and Marketing, HEB de Mexico, San Antonio/Monterrey

Thomas A. Stellman, President, Texas International Partnership, Inc., Austin

Representative appointed by Governor of the State of Texas:

Helena Colyandro, Director, Office of International Business, Texas Economic Development

UNIVERSITY OF WASHINGTON

Abstract –CIBER 2002-2006

Introduction

The Center for International Business Education and Research (CIBER) at the University of Washington (UW) has played an integral role over the past decade in providing Pacific Northwest students, faculty and the region's international business and trade communities with programs and resources that contribute to U.S. global competitiveness. As human advances in communication, transportation and technology make business operations global at all levels, it is essential that American academic institutions continue to impart high-quality international business education to the community. As the largest research university in the Pacific Northwest that is located near the headquarters of such multinational corporations as Microsoft, Boeing Commercial Airplane Group, Paccar, Starbucks, Costco and numerous high-tech start-ups, the University of Washington feels a strong sense of responsibility to meet this educational need. The representation of these corporations on the Advisory Boards for the Business School and CIBER demonstrates the business community's high expectations and support of the University in fulfilling this role, and in meeting the purpose of the federal statute that authorizes the CIBER program.

The Need

Working closely with the constituents it serves, and utilizing a variety of research tools including meetings, surveys, academic exploration, and interviews, UW CIBER has identified three current areas of critical need for the Pacific Northwest to maintain and improve its competitive position internationally.

- Knowledge and understanding of *Asia*, the Pacific Northwest's most important trading partner
- Knowledge and skills for *entrepreneurship*, the most volatile, yet vibrant part of the economy
- *Leadership* skills, essential to successful ventures both domestically and internationally

The Objectives

We determined that the most effective way to meet these needs, and fulfill the mandates of the federal government for the CIBER program, would be to focus on three objectives.

- Create and disseminate *knowledge* about international issues, regions and practices
- Teach international business and leadership *skills*
- Provide opportunities to gain meaningful international *exposure*

The Programs

UW CIBER has developed programs around a framework of needs, objectives and the constituent groups we serve - students, faculty, and the international business and trade communities. The programs that serve numerous needs, meet multiple objectives, and serve more than one constituent group are designated *Flagship*. The programs that are primarily focused on one objective are designated *Targeted*.

Flagship Programs

The ten flagship programs we propose include:

- **Skills Workshops** and **Global Business Study Tours** for students and the business community
- A two-year **Global Issues Exploration** program providing an in-depth multi-disciplinary study of a global business issue, curriculum development and outreach
- An **Undergraduate International Fellows** program that combines overseas study with a practicum business experience
- An **Intensive Overseas Summer Language Program** designed to meet the need of MBA students
- A **Leadership Program** to build students leadership skills, develop the international business leadership curriculum, and provide a conference to the community
- A **Partnership with the Center for Technology Entrepreneurship** that includes a business plan competition, a faculty conference, a student consulting network and a post-undergraduate certificate
- The **Global Business Challenge** annual international case competition
- The **Northwest International Business Educators Network** for faculty throughout the region
- Two **International Certificate Programs** for business students.

Targeted Programs

The twenty-five targeted programs are each focused on a primary objective.

- The **Country Theme** links annual CIBER programs to a particular country or region.
- **International City Branding** shares the successful Seattle global branding model with other U.S. cities.
- **Off-Site Faculty Education** will engage faculty in further infusing international into the business school curriculum.
- **Global Business Breakfast Briefings, International Updates, and Quarterly Business Briefings** will provide UW global business expertise to the community.
- The **CFO Forum, Faculty Research, Faculty Development, and Doctoral Consortia** programs will insure that faculty research and development in international business education are supported and shared with the business and academic communities.
- **Partnerships with International Students** will guarantee that the resource provided by international students at the UW is maximized to enhance global business education at all levels.
- The **International Business** and **Northwest Innovations Conferences** are designed to offer faculty, students and the community an opportunity to learn from the experts.
- The **Global Business Forum** and the **Partnership with the Program on the Environment** leverage campus and community resources to expose graduate students across campus to international business issues.
- **International Business for Non-Business Majors** meets the need for global business knowledge in non-business disciplines.
- The **Student Mentorship, International Career Briefings, and International MBA Internship** programs were developed to meet student need for advice and experience related to international business careers.

- The *International Partnership Program* and *Practicum Courses* give students the opportunity to work on actual international business projects for companies.
- The *Student Travel Support* and *Exchange Programs* facilitate and encourage study abroad opportunities for undergraduate and graduate students.
- The *Business Language* courses and the *Foreign Language Conversation Tables* provide vital language skill-building opportunities for the UW campus community.

Program Delivery

To effectively deliver each of these programs, UW CIBER has taken three steps: reorganized to consolidate all global programs under one umbrella organization; developed detailed management and evaluation plans for all programs; and secured commitments from numerous faculty across the Business School to help manage individual programs. We also have a well-qualified CIBER management team comprised of faculty and staff that is committed to the goals and success of each program. Beyond our internal human resources, we are leveraging the international and operational resources of the Business School and the entire University through strategic partnering to support our programs and ensure their cost-effectiveness.

Program Significance & Design

UW CIBER programs are designed to have significant national impact, a high magnitude of outcomes, and to produce high quality products with a range of applications. As a result of UW CIBER, each year more than 100 business students have an overseas experience, more than 200 students graduate with international business training, almost 1,000 business people participate, and faculty research and development programs affect over 21,000 students. All of our programs were developed to: present unique learning opportunities with multiple dimensions; meet the needs of our constituents; provide support for ongoing faculty research; leverage resources; and achieve measurable and lasting outcomes. Specific program examples are provided in the narrative text.

Conclusion

With the knowledge, cooperation and support that UW CIBER has acquired both internally and externally since its inception, and in the development of this proposal, we are confident that we can deliver exceptional programs that fulfill the federal legislative purposes and help meet the needs of the Pacific Northwest and the nation for international business expertise. We would welcome the opportunity to build on our past strengths in taking the CIBER program into the future.

University of Wisconsin-Madison School of Business

Proposal Abstract

Introduction

The Wisconsin CIBER has developed a reputation for excellence and innovation in several areas-including curriculum development, experimentation with technology-based delivery systems, collaboration with area studies, and outreach to community colleges and to other University of Wisconsin System campuses. Many of these new initiatives have been recognized as innovative by invitations to present at national and international conferences. This proposal requests additional funding for the CIBER at the University of Wisconsin-Madison, which has been in operation since 1998. We propose a broad set of innovative activities that build on the exceptional strengths of the Wisconsin CIBER, the School of Business, and the University of Wisconsin-Madison.

The proposed activities leverage the University's exceptional and internationally renowned strengths in area studies, language programs, technology transfer, and biotechnology. Strategic partners include:

Center for World Affairs and the Global Economy (WAGE) - WAGE activities seek to ensure that UW-Madison students are well trained for careers in the highest ranks of the professions that serve business and government and to form linkages between private business and the UW-Madison campus.

European Studies Alliance (ESA) – The ESA provides an unparalleled resource for the Wisconsin CIBER and will be a major partner in curriculum, research, and outreach. It is an outgrowth of some of the most prestigious and most competitive funding awards in the field of European Studies.

The International Institute – The institute brings together fourteen programs, including eight federally funded National Resource Centers (NRCs), other area studies programs and “topical” programs focusing on global studies, comparative cultures, and international relations.

Focus of the Wisconsin CIBER

The following themes define the major areas of emphasis of the Wisconsin CIBER:

- Supporting innovative and cooperative ways of teaching international business issues.
- Influencing the teaching and research agendas of business, area studies and language faculty and graduate students at the University of Wisconsin-Madison, the University of Wisconsin System, and technical colleges in the Upper Midwest in support of international business education.
- Expanding the portfolio of available international educational opportunities for business and non-business students.

- Supporting research and discourse on issues related to the cooperation and interaction of business, government, and education in international business, especially as it relates to international finance and regulation.
- Focusing the resources of the University of Wisconsin-Madison on improving the international competitiveness of businesses in Wisconsin and the Upper Midwest by promoting a dialogue on the broad theme of creating an economic development platform to support Wisconsin's competitiveness in a global economy, and specifically to address international trade and investment issues related to biotechnology.

A summary of our proposed activities organized by the programmatic requirements follows:

(I) INTERDISCIPLINARY PROGRAMS WHICH INCORPORATE FOREIGN LANGUAGE AND INTERNATIONAL STUDIES TRAINING INTO BUSINESS, FINANCE, MANAGEMENT, COMMUNICATIONS SYSTEMS, AND OTHER PROFESSIONAL CURRICULA.

1. Innovation in integrating international issues into the business curriculum

- Foreign Language Across the Curriculum* - We will introduce foreign language discussion sections in French and Spanish for selected business courses.
- Digitized Library Resources* - This initiative will make international business data available to students and faculty via the World Wide Web.
- Technology Initiatives* – CIBER will expand international business curriculum options by collaborating with overseas partner schools in various technology initiatives.
- Biotechnology Related Internships and Projects* - CIBER will expand its internship programs in order to train students in international business practices as they relate to the biotechnology industry.
- International Biotechnology Business Plan Competition* - CIBER funding will be used to develop and host this competition, which is intended to stimulate interest in global opportunities in biotechnology.

2. Expanding Opportunities for Students

- Expanded Study Abroad* - CIBER will expand its study-abroad program by adding three additional partner universities overseas and by developing five or more new short study-abroad programs.
- Study Abroad Administrators Forum* – CIBER will establish a national affinity group of administrators of business school study abroad programs. The group will meet annually to share best practices and leverage resources in working with our common overseas partners on issues such as grading practices, housing, course offerings, and safety and security.
- Career Connections International Month* - We will establish a Career Connections International Month as an annual event to provide students campus-wide with a series of activities geared toward identifying international experiences and careers with a global focus.
- Doctoral Education* - CIBER will take an active leadership role in the Internationalizing Doctoral Education in Business (IDEB) workshops, will be aggressive in funding doctoral student research, speakers at research workshops, presentations at conferences, and access to data.

3. Developing a National Resource in International Finance

- Faculty and Curriculum Support* - CIBER will nurture development of the interdisciplinary agenda of the recent cluster faculty in international finance, as well as other faculty working in the area.

- b. *Support Programs in International Finance* - CIBER funding will be used to support the Applied Corporate Finance Program (ACFIN) and the Applied Securities Analysis Program (ASAP) at UW-Madison.

4. Other Activities that Incorporate Foreign Language and International Studies Training into Professional Curricula

Activities include funding faculty participation in Faculty Development in International Business (FDIB) Programs, developing faculty exchanges with partner schools abroad, expanding business language course offerings, and supporting faculty internships with multinational corporations.

(ii) Interdisciplinary programs which provide business, finance, management, communications systems, and other professional training for foreign language and international studies faculty and advanced degree candidates.

1. Collaboration with language programs

- a. *Professional French Masters Program (PFMP)* – CIBER will support the PFMP, a new interdisciplinary initiative combining advanced proficiency in French language and culture with a strong foundation in an area of professional concentration such as business.
- b. *Foreign Language Across the Curriculum (FLAC)* – The Wisconsin CIBER will utilize graduate students from area studies and foreign languages to introduce foreign language discussion sections in French and Spanish for selected business courses.
- c. *Faculty Development for Foreign Language Faculty* – We will send foreign language faculty and graduate students to appropriate conferences on business and management issues, such as Faculty Development in International Business (FDIB) seminars sponsored by other CIBERs.

2. Collaboration with other international studies programs

- a. *International Public Affairs* - We will assist the Robert M. La Follette School of Public Affairs with its new MA program in International Public Affairs by helping to attract and retain students, supporting curriculum development, and by funding faculty research.
- b. *Law School* - CIBER will work closely with the Law School to sponsor research, speakers, conferences, and outreach on issues related to international business.

3. Building on Area Studies Expertise

- a. *Creating a de facto national resource center on European business* – CIBER will support the activities of the Center for European Studies, the Center for German and European Studies, the European Union Center, and the Center for Interdisciplinary French Studies.
- b. *African Studies Collaboration* – A consortium of CIBERs and Title VI-funded African Studies Programs will partner with the United Negro College Fund's Institute for International Public Policy and a target group of Historically Black Colleges and Universities (HBCUs) to promote greater internationalization among the nation's HBCUs via a portfolio of international academic outreach programs.
- c. *Research and Teaching Grants* - The Wisconsin CIBER will award research and teaching grants to faculty and graduate students across the campus in support of specific research projects related to international business, foreign languages, and area studies.

4. Institute for Global Studies (IGS)

The Wisconsin CIBER will co-sponsor the annual IGS. This conference brings together faculty and staff from a variety of disciplines along with prominent international scholars, and prominent speakers from business and government in order to address salient issues relating to globalization and higher education.

(iii) Evening and 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.

1. International Biotechnology Outreach

The Wisconsin CIBER will design and deliver programs that will develop and enhance the international skills, awareness, and expertise of those working in the biotechnology sector.

2. Executive Speakers

In collaboration with our academic, business, and government partners, the Wisconsin CIBER will supplement the existing School of Business CEO Speaker Series by sponsoring visits of senior executives from multinational companies, service firms, transnational organizations, and government officials.

3. Leveraging our alumni base for business opportunities

The Europe 2003 Conference, to be held in Oslo, Norway, will provide a forum for academic, business, and government leaders from Wisconsin and Europe to explore opportunities overseas and to leverage the network of contacts provided by the University's international alumni.

4. Online delivery of business languages

CIBER will offer on-line courses in Business French, German, and Spanish to the business community.

(iv) Collaborative programs, activities, or research involving other institutions of higher education, local education 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.

1. Export Promotion

The Wisconsin CIBER will work with agencies of the state government, in particular the Wisconsin Department of Commerce, to determine how the university and state government can enhance its partnership to increase in export promotion. In addition, we will sponsor benchmarking studies of "best practices" to determine how this kind of partnership has worked in other states.

2. Support of Technical Colleges and K-12 Educators

The Wisconsin CIBER will co-sponsor the International Business Institute for Technical and Community College Faculty hosted by the Michigan State University CIBER, will sponsor the attendance of five technical faculty from the region to attend the program, and will provide teaching improvement grants to technical college faculty in Wisconsin, Minnesota, and Iowa. In cooperation with the Wisconsin Council on Economic Education, a private, non-profit organization, we will offer grants to economics teachers across the Upper Midwest to add international content and teaching materials to the curriculum. We will also provide scholarships to teachers to allow them to participate in overseas study tours.

3. Collaboration with other CIBERs and BIE schools

We will continue to be active in working with other CIBERs and BIE (Business and International Education) schools on research and curriculum projects in areas such as biotechnology, international finance, and digitized library resources.

4. PACIBER membership

The Wisconsin CIBER has submitted a proposal requesting admission to the 28-member Pacific Asian CIBER Consortium for International Business Education and Research (PACIBER) during round two of CIBER funding.

(v) Research designed to strengthen and improve the international aspects of business and professional education and to promote integrated curricula.

1. Research Support

The Wisconsin CIBER will award grants to faculty in business schools, area studies programs, language departments, law schools, and various other departments on UW-Madison and other campuses of the UW System. We will also seek to leverage these awards by organizing on-campus Global Research and Teaching Roundtables. Faculty members and Ph.D. students statewide who are awarded a CIBER grant will be invited to participate in these semi-annual roundtables.

2. Sabbatical Support

CIBER funds will be used as an incentive for sabbatical applicants to pursue international topics. Recipients will be required to submit a written report of sabbatical activities and to participate in the Global Research Roundtables.

3. Research Conferences

CIBER sponsors and co-sponsors numerous conferences annually. Topics of future conferences will include the development of state and regional platforms to support knowledge-based industries, international finance, and global issues in biotechnology.

(vi) Research designed to strengthen and improve the international aspects of businesses and firms, including those not currently active in international trade.

1. Regional Platforms

A notable feature in the development of the global economy has been the persistence of what can be called regional platforms – deep and complex networks of expertise relating to a given business or industry. A key new initiative in the second round of funding will be a long-term study of regional competitiveness.

2. Extension of survey research

In the first round of funding the Wisconsin CIBER co-sponsored a survey that attempted to identify the levels of internationalization, and perceived motivations and barriers to the internationalization of Wisconsin firms. In the second round of funding, we will sponsor a follow-up research study to extend the above study to Iowa and Minnesota, in addition to Wisconsin.

3. Market Research for Firms

CIBER will sponsor student teams that consult with local businesses on internationally oriented projects. A particular target area for expansion in the second round will be the University Research Park, in order to help biotechnology firms with exploring international opportunities.

4. Outreach Needs of Biotech Firms

The Wisconsin CIBER will provide outreach seminars to update start-up companies on developments in a specific country or region, as well as a "How To" breakfast series for the business community on topics such as locating distributors, writing contracts, and legal issues.



**International Education and Graduate Programs Service
U.S. Department of Education
Washington, D.C. 20202-5331
1990 K Street, NW
Washington, DC 20006-8521
Susanna C. Easton, Program Administrator**