

**FY 2008 Project Abstracts  
for the  
Business and International  
Education Program**

U. S. Department of Education  
Office of Postsecondary Education  
International Education Programs Service

## California – California State University – Fresno

### GLOBAL LEARNING OPPORTUNITIES AND BUSINESS EXPERIENCE (GLOBE) Project

The GLOBE Project seeks to enrich the globalizing efforts of the Craig School of Business (CSB) at California State University, Fresno as part of its strategic plan. The CSB's mission focuses on preparing a diverse student population for careers in regional, national, and global business environments while serving the business community in Central California. Three areas were identified as having potential for the greatest impact based on the input from key stakeholders, as well as successful completion of previously funded BIE projects. The following objectives greatly enhance CSB students, faculty, and the business community's ability to compete in the global marketplace.

Objective 1: Student Engagement - GLOBE Project will provide students with opportunities and assistance to become involved in international programs through internships and short-term study abroad programs.

#### Activities:

- Provide overseas internship and short-term study abroad opportunities and assistance in collaboration with partner universities. Identify local businesses interested in exploring new overseas markets and providing internship opportunities. Twelve internships will be completed and thirty students will participate in short-term study abroad during the two-year project.
- Create a short-term study abroad course for the Executive MBA program. Since the majority of executives in the program come from local businesses this experience has a potential of having considerable impact on the regional economy. At least 25 students will participate in this course. Faculty and Curriculum Development - In order for CSB to provide a rich learning environment, faculty need to be versed in global trends. Faculty will participate in training opportunities and will enrich existing coursework by infusing core courses with international components.
- Enhance faculty's ability to teach international business effectively by providing them with firsthand experiences such as leading short-term study abroad programs, engaging our partner universities around the world, and attending international conferences.
- Infuse six CSB courses with international components to reflect the dynamic global changes occurring in today's business world. This will be accomplished by providing faculty with training opportunities at Centers for International Education and Research (CIBER) and North American Small Business International Trade Educators (NASBITE) - related seminars and workshops.
- Student team consulting projects will be developed targeting companies interested in exporting. The creation of the International Executive in Residence series will provide additional learning and networking opportunities for local business leaders.

## California - El Camino College

### INTERNATIONAL TRADE COMPLIANCE INITIATIVE

El Camino College (ECC) seeks BIE grant funds for a *Trade Compliance Initiative* to raise the level of United States business compliance with international trade regulations and to strengthen curriculum and faculty competency in this critical field. International trade regulations affect both the nation's security and its access to global markets. As key deliverables within a two-year grant period, ECC will:

- Develop regulatory and compliance curriculum for credit-and certificate courses.
- Train and assist faculty to integrate regulatory issues in International Business (IB)-related courses.
- Establish an *International Trade Compliance Institute* (ITCI) for United States exporters and importers.
- Offer ongoing compliance counseling, workshops, and customized technical assistance.
- Develop an extensive, on-line database of United States and foreign trade regulations.

**Why the focus on trade compliance education and assistance?** United States and foreign trade regulations have a major impact on international trade, mostly restrictive and highly punitive if ignored. Experienced traders know how to comply to minimize the impact and avoid costly violations. New and less experienced traders often fail to comply out of ignorance, or are so intimidated by the regulations that they avoid or stop trading altogether. Violations incur very severe penalties, and ignorance is no excuse. Compliance education, advice, information, training, and assistance are critically needed to overcome fears, raise compliance levels, and minimize inadvertent violations that put the nation and the unwitting businesses at risk.

**Why an "Institute" for trade compliance?** A one-stop Institute will better meet the need by providing a more visible, authoritative and continuing source for compliance support. The alternatives – periodic seminars/conferences or direct contact with compliance agencies -- are less effective. Seminars and conferences are too sporadic, are not followed-up, and rarely deal with company-specific concerns. Direct contact with compliance agencies is important, but many United States businesses don't know which agency to call or have the perseverance to find the right expert within the agency. ITCI will be directed by ECC's State-funded Center for International Development (CITD), in collaboration with other California CITD's, the U.S. Commercial Service, and the California Space Authority. The credit courses will be offered by ECC's Business Division as additions to ECC's existing *Certificate in International Business Program* developed under a prior Title VI B grant (2003-05). Both the new curricula and database will closely align with the regulatory and documentation knowledge requirements for the NASBITE Certified Global Business Professional (CGBP) credential.

## California - Ohlone Community College District

### GREATER SILICON VALLEY SERVICES EXPORT INITIATIVE

Located in the Greater Silicon Valley, Ohlone College serves a culturally and linguistically diverse metropolitan area that has deep ties to the Asia Pacific Region. Recognizing that globalization continues to transform virtually every professional field, the Ohlone Community College District Strategic Plan (2005-2010) sets forth strategic priorities that place significant emphasis on providing both students and faculty access to expanded international education curriculum and experiences.

With Partners to the Agreement California Economic Trade Education Center (CA ETEC), Silicon Valley California International Trade and Development (CITD), Newark 1-Stop Center, and Suzhou Industrial Park, China), Ohlone College International Student Center, Business and Computer Science Departments have identified five objectives that, when completed, will dramatically enhance Ohlone College students and the business community's ability to compete successfully in the international marketplace and the faculty's ability to provide relevant training for each group.

#### Objective 1: Develop and Expand International Business Curriculum

The proposed Title VI B grant will re-active and develop core classes and add new international business courses to offer Ohlone College students and the business community a comprehensive international business certificate. New modules will be created to address underserved topics such as "Services Export Marketing."

#### Objective 2: Faculty Development

To provide the best possible international business classes to Ohlone students, selected faculty will attend the annual Michigan State University Center for International Business Education Research (MSU CIBER) Conference to formalize international business teaching methodologies and obtain cutting edge curricula. Attending faculty will also seek out resources to infuse classes with practical case studies particularly related to service export industry. Short-stay teaching opportunities at the Ohlone Suzhou Center will also be made available to Ohlone faculty.

#### Objective 3: Create Internship Opportunities for Ohlone Students in China

Ohlone College will leverage the unique partnership arrangement with Suzhou Industrial Park (partner to this agreement) to place up to 10 students per year in practical internships with multinational enterprises operating at this facility in China.

#### Objective 4: Raise export awareness of Greater Silicon Valley Industry Society Manufacturing Engineers (SMEs)

This project will develop long overdue-targeted export assistance outreach to the service industry in the Greater Silicon Valley.

## California - West Valley College Community College

### TRADE PROMOTION & EDUCATION PROJECT (TPEP)

West Valley College (WVC) and the Silicon Valley Center for International Trade Development (SVCITD) propose a two-year Trade Promotion and Education Program (TPEP) to expand international business knowledge and activity. The high tech industries in Silicon Valley are generally global in nature and frequently experience rapid growth. However, many companies do not have global trade experience and are challenged by both export regulations and foreign market requirements. One of the most exciting rapid growth sectors is the "Clean" or Green Technologies area, and Solar Energy/Photo Voltaic (PV), in particular. Recent projections estimate the global solar energy industry will grow from \$11.2 Billion in 2005 to \$51.1 Billion by 2015.

The SVCITD and WVC grant proposal is designed to meet the needs and purpose of the authorizing statute of the U.S. Department of Education BIE program to enhance the international business education curriculum that serves students and the business community. And, to increase faculty international proficiency and facilitate a multifaceted outreach program to the Small and Medium sized Enterprise business community, as well as to increase global trade capabilities and to assist the Solar Energy PV industry, in particular, expand its global presence.

The objectives of this grant proposal will be accomplished in cooperation with partner organizations that include the U.S. Department of Commerce, other economic development programs such as West Valley College Advanced Transportation Technologies & Energy, the Solar Industry Trade association (SolarTech), ethnic Chambers, San Jose State University and other industry participants.

The primary objectives of this proposal are to:

1. Develop a model certificate program that is more in line with the Certified Global Business Professional qualifications program through NASBITE (the North American Small Business International Trade Educators)
2. (a.) Provide international trade professional training for two faculty members each academic year through MSU CIBER training, conference attendance and/or self-directed study abroad. (b.) Faculty will infuse international content into four courses.
3. (a.) Increase awareness of export opportunities for the business community  
(b.) Provide training, counseling and technical assistance to fifteen [15] companies in the Solar Energy business sector leading to export sales.
4. Establish a Business Roundtable on International Trade (BRITE) to facilitate discussion among nascent and veteran exporters.
5. To disseminate program results, conference proceedings, training materials and other project outcomes to international business educators and training-for-trade providers.

## INTERNATIONAL LEARNING COMMUNITIES

This proposal addresses two major areas for the development of International Learning Communities in the Tippie College of Business (TCB) at the University of Iowa (UI). The first, aimed at early admission undergraduates, is the "International Perspectives Program" (IPP). This program develops linkages with several language departments at the UI, to encourage double majors in language and business. The IPP scholars will receive special guidance through seminars and study guides developed especially for their success in the program. They will be expected to study abroad or do an international internship and will thus be uniquely poised to work in the international business environment when they graduate. The second area is titled "Global Social Responsibility Programming." This area incorporates: a course revision in MBA International Finance to include theory and cases on microfinance; a new course in Bottom of the Pyramid Marketing; a new field studies course in Developmental Economics; a new field studies course in Social and Global Entrepreneurship, and student support for international field trips related to these courses. We also propose a CIBER trip for a TCB faculty member.

External partners include The Iowa District Export Council, John Deere, Rockwell Collins, and Ten Square International who will work with students in the IPP program. Within the UI and TCB, 21 individuals (six TCB faculty, 10 UI faculty, three TCB staff, and two UI staff) will be involved in various grant projects. UI partnerships include: Office for Study Abroad; International Programs; Department of Geography; and Language Departments (Chinese, French, German, Italian, Russian, Arabic, Spanish, and Portuguese). Within the TCB we will work with Undergraduate Programs and the John Pappajohn Entrepreneurial Center. All of these partners are committed to the project initiatives and will help ensure the success of the project.

## **Iowa - Western Iowa Tech Community College**

### **WESTERN IOWA TECH COMMUNITY COLLEGE'S BUSINESS AND INTERNATIONAL EDUCATION PROGRAM**

Western Iowa Tech Community College proposes a Business and International Education project that addresses several international trade challenges local advanced manufacturing firms encounter as they develop their global markets. These international trade challenges can be categorized into specific training needs: technical language barriers and the interpretation of international engineering standards and symbols, transportation and logistics, and awareness of global impacts on advanced manufacturing.

#### **Project Objectives:**

- Create learning architecture that combines the teaching of international business strategies with vocational and paraprofessional studies, such as advanced manufacturing, engineering and management.
- Develop specialized teaching materials that include language skills instruction, technical interpretation, and foreign cultural awareness; and delivery in contemporary distribution modes.
- Establish a summit and follow-up workshops in international business to assist corporate employees, plant managers, small businesses, and entrepreneurs with understanding international economic activity, international regulations and manufacturing standards, and foreign cultures and societies.
- Enhance outreach efforts to build community awareness of career opportunities in international business within the advanced manufacturing realm.
- Build partnerships with industry, trade associations, government, and educational institutions to enhance project efforts and sustainability beyond the lifecycle of the grant award.
- Disseminate to the international business community, education and other interested stakeholders any models, products or effective approaches that result from this project.

## Kentucky - Northern Kentucky University

### INTERNATIONAL BUSINESS CONSULTING, CONNECTION & CREATION OUTREACH PROGRAM

The **International Business Center** at Northern Kentucky University (NKU) was established in 2005 to provide state of the art research, teaching, and outreach programs that enhance the NKU community's global knowledge and cross-cultural skills. In support of its mission, the International Business Center is undertaking an initiative that would greatly expand the scale and scope of its business community outreach efforts and at the same time provide NKU business faculty and students the opportunity to engage local area businesses in need of support services for international expansion. The proposed **International Business Consulting, Connections, and Creation** outreach program (**IBC<sup>3</sup>**) targets small and medium-sized enterprises in the Northern Kentucky and Cincinnati metropolitan area needing assistance in formulating international growth plans and strategies, in developing international management expertise, in finding international partners, or in evaluating specific international business opportunities. **IBC<sup>3</sup>** would also assist pre-launch ventures in developing business plans that are international in scope and facilitate contact with prospective international partners, distributors, and suppliers. **IBC<sup>3</sup>** will be implemented in partnership and with the support of Northern Kentucky/Cincinnati area trade associations, business development organizations, and international business enterprises. The primary goal of this cooperative effort is to build capacity among small and medium-sized business for undertaking international economic activities and successfully competing in a global economy.

The **Northern Kentucky International Trade Association** (NKITA) has agreed to partner with the IBC in: (1) identifying local area small and medium-sized companies with export potential; (2) assessing identified companies in terms of their resources, capabilities, and level of internationalization; (3) co-sponsoring local events such as trade fairs, international business forums, workshops, speaker series, and seminars; and (4) marketing locally-available international business support services. The **Infrastructure Management Institute** at NKU (IMI) has agreed to develop, host, and maintain a new website for the International Business Center that will serve as an information exchange and resource center as well as a portal to sites maintained by the U.S. Department of Commerce, Northern Kentucky and Cincinnati trade associations and chambers of commerce. The **IBC<sup>3</sup>** Outreach Program is designed to achieve four objectives:

**Objective 1.** Increase the capacity for small and medium-sized businesses of Northern Kentucky and the Greater Cincinnati area to successfully compete in the global economy.

**Objective 2.** Increase the number of Northern Kentucky University graduates with specialized training, education, and practical experience in international business.

**Objective 3.** Increase the level of international business expertise among NKU faculty.

**Objective 4.** Accelerate economic development in the region by expanding the number of indigenous firms engaged in international trade.

## Louisiana - Louisiana State University

### **CULTIVATING GLOBAL ENTREPRENEURS THROUGH U.S. – CHINA BUSINESS EDUCATION AT LOUISIANA STATE UNIVERSITY**

The proposed project seeks to establish a non-traditional internship program for Louisiana State University (LSU) students to develop Chinese language skills and increase knowledge of Chinese business and culture. The E. J. Ourso College of Business (COB) and the School of Human Ecology at LSU, in collaboration with the Central University of Finance and Economics in China, propose to develop a two-year program to achieve this objective. The project enables LSU students to live and work in China (1) enroll in a Chinese language course; (2) enroll in LSU courses on global trade and doing business with China; (3) work with Chinese Executive MBA and MBA students to jointly identify business opportunities; (4) meet with Chinese executives; (5) meet with Chinese government officials; and (6) develop business plans for the

United States companies they represent with respect to the business opportunities in China. Specifically, the project is delivered through the collaboration of the following six entities:

1. The Modern Chinese Business and Cultural Initiative (LSU COB): The Initiative has developed Doing Business With/In China courses available for the proposed project.
2. The Stephenson Entrepreneurship Institute (LSU COB): The Institute, which allowed LSU to be ranked third as America's most entrepreneurial campus by the Princeton Review and Forbes in 2004, provides the global entrepreneurship expertise.
3. The Small Business Technology Development Center (LSU COB): The Center provides the linkages to Louisiana firms that are interested in engaging LSU student talent to represent their interests in China. The Center's counselors and MBA graduate assistants are available to recruit the businesses to the program and provide traditional business assistance services.
4. The Louisiana Business Technology Center (LSU COB): The Center, which was the 2005 Technology Incubator of the Year, provides the incubating facilities for successful business plans developed by LSU students in China. The LSU business incubator can provide space and services to companies from China or United States-China joint ventures to give them a starting place in which to develop their business in the U.S.
5. The School of Human Ecology in the College of Agriculture at LSU: The School's strengths in Textiles, Apparel Design, and Merchandising are in great demand in China. Textile and apparel industries lead others in their transformation from manufacturing to services. The partnership with the School will add significant value to the program.
6. The Central University of Finance and Economics in China: CUFE provides the Chinese language courses, facilities for teaching and scheduled activities in Beijing, student accommodations, and will collaborate with us to develop Chinese business networks for participating students.

## Michigan - Central Michigan University

### INTERNATIONAL BUSINESS AND SUSTAINABLE DEVELOPMENT

For over a generation, the state of Michigan has been experiencing a major adjustment as its commonwealth transitions from an automotive-based economy to one rooted in other industries. Those other industries still remain largely unknown, but one assumes that they will be as internationally oriented as the automotive downturn has been internationally provoked. To hasten that orientation, we propose to undertake a series of activities that will reveal to our students and community an emerging international business vista based on the global concept of sustainable development (Brundtland Report, 1987). Those activities and their accompanying objectives fall within the domains of a long-term program unfolding in three distinct phases.

The first phase involves the establishment of an undergraduate Minor in International Business and Sustainable Development (MIBSD). It will be housed in the Management Department of the College of Business but offered to students across the university, including foreign language majors. The process to have it approved has just begun and should be completed this academic year, 2007-2008. The second phase is the project for which this grant proposal is designed and entails a number of educational-scholarly activities (on and off campus) that will both enable the minor and establish our external legitimacy as reputable educators and researchers immersed in sustainable development. With successful outcomes in the second phase, the ongoing program then moves into its third phase through the establishment of a Center for International Business and Sustainable Development. Through the Center, an institutionalized effort can be maintained that will allow us to continue educating our Michigan students and the mid-Michigan community about sustainable development as we simultaneously add to the knowledge base for this emerging global issue.

Given the crucial role of the second-phase project for the program's success, a number of interrelated activities have been designed to move Central Michigan University (CMU) toward the establishment of the Center. They fall into three categories, and some intentionally span them. In fact, bridging activities fill out one category. First, there are the pedagogical activities directly related to the development of the MIBSD, e.g., the creation of the Internet-based simulation based on sustainable development through eco-tourism in Belize. The second category of activities consists of scholarly research studies that advance the knowledge base for sustainable development. These efforts will thoughtfully explore in a systematic way some of the more intriguing questions facing the emerging field of sustainable development. For example, the question about the relationship between firm sustainability practices and subsequent financial performance will be examined. The third category of activities provides the means for linking our efforts at CMU with the broader community in central Michigan. By associating with two local development agencies, we can provide needed training to smaller businesses while advancing the establishment of the CMU Center for International Business and Sustainable Development.

## Michigan - Michigan State University

### DEVELOPING RESOURCES TO INTERNATIONAL COMMUNITY COLLEGES

Michigan State University (MSU) recently celebrated its sesquicentennial as the pioneer land-grant university. Since its founding, MSU has been a leader in international education and outreach. With a focus on quality, inclusiveness, and connectivity, MSU President Lou Anna Simon stated that: "Our pursuit of our goals will always be guided by the academic heritage and values that tie the rich history of Michigan State University to our present and our future." Her vision for MSU is that "land-grant has become world-grant."

Closely aligned with its rich history and purpose, the objective of MSU's proposal is Developing Resources to Internationalize Community Colleges. Community colleges educate more than half the students in the United States (representing more than 250,000 business and 11 million total students). The importance of internationalizing community colleges is summarized by The American Association of Community Colleges: "foreign trade is growing...consequently, more businesses are looking for people with an understanding of international issues...pressure is increasing for community colleges to foster an awareness of foreign cultures and the interconnected nature of the world economy... [at the same time] constraints on public funds show no signs of abating." To realize our objective, we propose to implement four integrated projects that serve the Purpose of the BIE program (BIE Purpose) and this year's Competitive Preference Priority (CPP) and four Invitational Priorities (IP1-4). The projects are designed to enhance international education programs and expand the capacity of the business community to engage in international economic activities (BIE Purpose). They also incorporate development of international internships for foreign language students (CPP); activities focused on emerging countries (IP1); best practices on training programs, teaching, and curriculum development (IP2); development of international internships for business and STEM students (IP3); and development of programs that prepare business and STEM students to work cross-culturally (IP4).

Specifically, the four integrated projects that have as an overall objective of Developing Resources to Internationalize Community Colleges include:

- Project 1: A rigorous assessment of the current internationalization of community colleges. This project will be made available to some 15,000 faculty and administrators at the nation's 1,100 community colleges.
- Project 2: A two-level set of faculty development programs in international business for community college faculty. This project will include 150 faculty/administrators at community colleges.
- Project 3: Development of a comprehensive online resource for community colleges. The results of this project will be made available to all 15,000 faculty and administrator and their 250,000 students at community colleges.
- Project 4: Development of an international internship program for foreign language, business, and STEM (science, technology, engineering, and mathematics) students at community colleges. This project will be open to the 250,000 students at community colleges.

## Pennsylvania - Philadelphia University

### THE EAST ASIA BUSINESS INITIATIVE

Historically, Philadelphia University's mission has been tied to the economic welfare of the United States by providing professional education for undergraduate and graduate students and continuing education opportunities for the business community. Recognizing the importance of small and medium size businesses and their trade abilities in East Asia markets in the 21<sup>st</sup> Century economy, Philadelphia University with a consortium of business partners and trade associations will develop and implement the East Asia Business Initiative (EABI) to:

- Internationalize the business education curriculum, activities, study-internships abroad;
- Expand the capacity of the local and regional business community to engage in East Asia economic activities through the East Asia Business Center (EABC) at Philadelphia University.

University components:

Linkages between Philadelphia University, regional universities and those in East Asia Regional and East Asia Businesses linked to the East Asia Business Initiative Trade organizations linked to businesses and universities

Objectives/Activities:

1. Internationalize undergraduate curriculum (interdisciplinary - School of Business, School of Liberal Arts) with revised business core (Principles of Marketing and Operations Management) and new business core (Principles of Economics and International Economics), revised interdisciplinary (East Asia Area Studies), and new interdisciplinary coursework (Doing Business in East Asia, Logistics, and Mandarin) and student internships in East Asia.
2. Establish East Asia Business Center education programs for small/medium size businesses and other professionals/alumni in collaboration with School of Business Administration and Continuing Education Office, and U.S. Small Business Association, Philadelphia World Trade Center and additional private corporations (e.g., United Postal Service/Nautica, Scoville).

Outcomes:

- Interdisciplinary East Asia curriculum materials and coursework;
- Internationalized business core courses;
- Faculty/business trade-education-research protocols;
- Student business internship models for students in East Asia study abroad program East Asia Business Center annual calendar for small/medium size businesses including Web site, resource directory, symposia, networking and export education training.

## New Jersey - Rider University

### MOBILIZING GLOBAL COMPETENCY IN BUSINESS

A strategic partnership with the Medical Device Industry Supply Chain Council and a newly formed International Advisory Board will enable Rider's business faculty and administration to ensure that our international business education goal and objectives are in line with the needs of the business community.

The present International Business curriculum was recently approved for redesign to include two options: a Co-major and a new Co-major *with Distinction*, which includes working foreign language competency and an international internship requirement. In addition, the Center for International Business is currently working with industry partners to design a new Global Supply Chain Program in the College of Business Administration. Finally, Rider University has an existing international partnership with Sanda University in Shanghai that enables Chinese students to achieve Rider's Associate to Advance Collegiate Schools of Business (AACSB)-accredited undergraduate or graduate business degrees. The program was enhanced last year to include United States-based internships for the visiting students. The planned next phase is to enable Rider's American students to engage in international internships with multinational firms in China.

#### Goal

To prepare globally competent individuals who have a comprehensive and actionable set of knowledge, skills, and attitudes necessary to deal effectively with the cultural, economic, political, and business issues associated with international trade activities.

#### Objectives (See Attachment 5 for Table comparing Project Objectives to Title VI, Part B)

1. Implement an Innovative Curriculum Design for the undergraduate international business major, including working foreign language competency, international work and/or service experience, and 6 new course electives.
2. Develop International Internship Program for the undergraduate international business major.
3. Initiate Faculty Development Programs through a series of workshops, guest speakers, and exchange opportunities to enable additional faculty to internationalize their business teaching and research initiatives. This will complement the program's core internationally oriented faculty.
4. Increase Business and Community Outreach programs to provide international business education resources that meet the needs of the local business community.
5. Provide Executive Education to area professionals to increase international knowledge and skills in the business community.

## **AFRICA BUSINESS PROGRAM**

Central New York (CNY) businesses need to attain greater presence in the global marketplace. To be successful, they must not only perform better in their current markets, but also establish new beachheads that will ensure their future competitiveness. In order to do so, however, they must acquire the necessary knowledge and skills. Students and faculty must also pay attention to parts of the world that, although somewhat ignored at this time, are considered by many development experts as the most favored business attractions after China and India for the decades ahead.

In this era of globalization, Africa has been the forgotten continent. However, the last few years have witnessed positive and significant changes in Africa's business environment and prospects within the global marketplace. Huge challenges still remain! The Program will duly consider the lack of proper information on Africa and explore the opportunities that currently exist and soon develop within this special environment.

The Africa Business Program aims at building a significant business and academic connection between CNY and Africa. Its objectives are as follows. First, to enhance the business community's readiness of entering into business relationships with Africa, thereby expanding the capacity of the regional business community to compete in the global marketplace. Second, to increase United States competitiveness by enhancing our students' international business knowledge, cultural literacy, and experiential training. Third, the Program aims to strengthen faculty teaching, scholarly and continuous learning activities with respect to Africa. To accomplish these objectives, the Program will promote awareness of Africa's business and economic environment among the businesses and economic development agencies in Central New York, will assist regional businesses in developing appropriate business models for their successful penetration into the African market, and will develop Africa business programs for students and faculty. The Program will enhance the ability of our companies to compete globally by enabling them to learn about Doing Business in Africa. It will also enhance the Africa business component of our faculty's professional activities. By meeting its goals, the program will also increase our country's capacity for international understanding.

The Program recognizes and builds on efforts by other academic institutions to develop Africa-based Programs. The Syracuse Program will address the need to develop a program that will benefit businesses in an economic region that faces substantial development pressures. By creating the Africa Business Institute, the Program will also put in place the infrastructure necessary to generate long-term, results oriented, and forward looking activities. For example, local businesses will receive individualized assistance and be assigned student interns that will assist them in their formulation and implementation of an "African Strategy." The Program will also benefit by the establishment of appropriate institutional linkages. In addition to the Kiebach Center of Syracuse University, the Central New York Technology Development Organization will play a major role. The Program will also receive assistance from the Greater Syracuse Chamber of Commerce, the Onondaga County Office of Economic Development, and the U.S. Department of Commerce.

## Oklahoma - University of Tulsa

### **INTERNATIONAL BUSINESS AND LANGUAGE: EXPAND AND INNOVATE**

The University of Tulsa (TU) is requesting a Title VI-B, Business and International Education (BIE) grant from the U.S. Department of Education, so that, in partnership with the Tulsa Metropolitan Chamber of Commerce (MTCC) and the Tulsa Global Alliance (TGA), and with the cooperation of the Oklahoma Department of Commerce, it can expand, upgrade, and innovate its Bachelor of Science in International Business and Language (BSIBL) degree, a distinctive language-based undergraduate international business program. With these community business linkages, TU will establish new international business education programs for local business professionals that will emphasize international awareness and foreign markets as well as exporting skills. This BIE project will enable TU to strengthen and expand its international business curriculum and assist local businesses by enhancing their understanding of international economic relationships and ability to export. The objectives of this project include:

1. Expand and innovate the BSIBL program by establishing internships overseas to enhance students' language proficiency and cultural knowledge.
2. Innovate and improve the French, German, and Russian tracks of the BSIBL program by adding courses in Business French, German, and Russian.
3. Expand the BSIBL program by adding a Chinese language track.
4. Innovate and improve the assessment of cultural awareness and language fluency in the BSIBL program with formal assessment tools.
5. Develop International Business programming, in partnership with MTCC and TGA, to inform the greater community of global economic interdependencies and enable local business professionals to acquire and upgrade international skills and perspectives. While TU has built a strong language-based undergraduate international business program, there is little emphasis on East Asia including China. With these proposed activities and objectives, in partnership with MTCC, TGA and other business organizations in the region, we will strengthen the international business programs at the University of Tulsa and develop the international business awareness and abilities of regional firms. Through these linkages, both the academic and business communities will enjoy positive gains that will improve international activity and strengthen the economic health of this region and the country.

## Oregon - Portland Community College

### PORTLAND COMMUNITY COLLEGE INTERNATIONAL BUSINESS EDUCATION INITIATIVE

Portland Community College (PCC), federal, state and local trade-assistance agencies, and local businesses, corporations, and associations have formed the International Business Education Initiative partnership to increase the number of students who receive exposure to international perspectives and training and skill preparation for positions in international business; to improve PCC's faculty proficiency to teach international business to students and the business community; and to support expanded exporting among small to medium sized firms within the Portland Community College District and beyond.

Designed to meet local economic and workforce development needs, the International Business Education Initiative is a collaboration of PCC's Business Administration Department, Office of International Education, Office of Distance Education, and Small Business Development Center (SBDC); Softwood Export Council; Oregon Economic and Community Development Department; Oregon Small Business Development Center Network; Pacific Northwest International Trade Association; District Export Council of Oregon and Southwest Washington; Portland Business Alliance; U.S. Department of Commerce; and Small Business Administration.

PCC's International Business Education Initiative will have a direct impact on students through the internationalization of PCC's introductory business course and by creating online access to existing international business courses providing for greater access for students and the local and statewide business community. International Business Forums will be held at various PCC campus venues providing opportunities for students, faculty, and business people to learn from speakers with direct international business experience. Fulbright Occasional Scholars from various countries in Asia will be brought to PCC campuses providing a unique perspective on international business issues.

To assist business administration faculty to more effectively integrate international business components into coursework, opportunities will be provided for travel to the countries critical to Oregon's export trade located in Asia. During these tours, faculty will meet in seminars and other settings with local academics and business people to gain first hand knowledge of international business practices.

The proposed project will also provide a package of services for small business, including targeted outreach services, a series of international trade seminars, business counseling services, and networking opportunities with trade-assistance professionals. This will be accomplished in part through enhancement of the existing SBDC website, Oregon BizCenter, which will include an international business toolkit and an online classroom to provide access to international business education content along with links to PCC's online offerings.

## THE NEED FOR INTERNATIONAL ENTREPRENEURSHIP EDUCATION

As engines of growth and innovation, small- and medium-size enterprises (SMEs) are vitally important to economic development. In many countries, SMEs constitute over 95 percent of market participants and account for more than a half of Gross Domestic Product (GDP), yet proportionally few participate in international trade. As most growth is expected to come from overseas markets, the lack of SME participation in international trade is a concern being raised at all levels of administration.

There is an immediate need to help SMEs and entrepreneurs learn about the complexities of international trade; however, since SMEs are the dominant players in all economies, there is also a need for general knowledge about foreign SMEs and entrepreneurs. While large multinational corporations can usually draw internally from experienced human resource talent to help meet knowledge needs, research has shown that most entrepreneurs and SMEs lack the human resource skills and training needed to operate globally. Not surprisingly, policymakers around the world have argued the need for improved international entrepreneurship (IE) education.

Both international business and entrepreneurship, however, are relatively new fields of study; pedagogies and programs are still being developed and refined, and best practices are being identified. Alarming few universities offer programs that have incorporated IE into their curriculum; mid-career professionals and non-traditional students have even fewer opportunities to learn about international business and entrepreneurship. The College of Charleston and the University of North Carolina at Wilmington will partner with the South Carolina World Trade Center and the North Carolina World Trade Association to improve the competitiveness of the business community and international business education by meeting the following objectives:

1. Enhancing the undergraduate and graduate international entrepreneurship curriculum through the creation of a new IE course, IE course components and specialized IE and Certified Global Business Professional™ (CGBP™) teaching materials;
2. Creating IE co-curricular activities and projects (research and international Students in Free Enterprise (SIFE) projects, internships, mentoring programs, trade shows, visiting professor seminars/guest lectures, etc.);
3. Creating and/or expanding overseas IE study programs and linkages in China, Dubai, Turkey, Russia, and other areas of strategic importance to the United States and the Carolinas.

## South Carolina - South Carolina State University

### ENGAGING GLOBALIZATION THROUGH CURRICULUM DEVELOPMENT

South Carolina State University (SCSU), a historically black institution of higher learning located in Orangeburg, South Carolina, is seeking support from the U.S. Department of Education through its Business and International Education grant program, to develop an undergraduate minor in International Business (IB) at the University. The undergraduate minor in International Business is envisioned as an important step in increasing the internationalization of the University's educational offerings and the capacity of the University to produce graduates who are globally aware and internationally engaged.

South Carolina State has a unique role in the state of South Carolina in providing educational opportunities to historically underserved populations. SCSU's historical mission of economic development and empowerment through education continues to be a driving force in its strategic planning. SCSU's student body is predominately African-American. Many of these students come from the most economically underdeveloped areas of the state. As a result, many SCSU students have little prior experience with international travel and other kinds of direct international exposure. Given the increasing impact of globalization on the economy and livelihood of South Carolinians, it is important that all segments of the state's population be exposed to and given opportunities to participate fully in emerging global opportunities. The four primary objectives of the proposed project are as follows:

- (a) To infuse the business curriculum with additional international content through the creation and delivery of new and enhanced courses in international business.
- (b) To inspire students to pursue studies and careers in international business by offering a minor in international business supported by enhanced international study and travel opportunities.
- (c) To enhance faculty expertise in the field of international business through training, teaching and travel opportunities.
- (d) To create partnerships with businesses in the community which take advantage of the emergent international business focus and faculty and student expertise at the University.

The International Business minor will produce cadres of SCSU students who are globally aware and experienced. These students will serve as important resources in their communities and the state as a whole in increasing the awareness of the importance of engaging global opportunities. The faculty who teach in the IB minor program will likewise constitute a resource for Orangeburg County and its environs through their increased teaching, research and service activities in the field of international business. As a result, the project will fulfill the Department of Education's objective of expanding the capacity of the business community to engage in international economic activities.

## Virginia - Radford University

### RADFORD INTERNATIONAL BUSINESS AMBASSADORS

Radford University (RU), together with the Radford Chamber of Commerce and local business partners, will create the *Radford International Business Ambassadors (RIBA)* program to prepare undergraduate business students for international internship assignments. All indicators surveyed point to a need to prepare business students for the challenges of a global marketplace. Many students, though, hear the call for language proficiency and cultural competency too late in their academic careers to develop an appropriate course of study. Additionally, local companies in the New River Valley may not have the resources necessary to address such training themselves. RIBA addresses these challenges and initiates a town-gown partnership with local businesses to create a sustainable model of career development for the global marketplace.

RIBA lays the foundation for an increase in student mobility abroad by integrating career orientation and development activities, language study, intercultural communication training, and internship assignments overseas. RIBA also provides the local business community with an opportunity to gain access to cultural competency training and provide mentoring services to participating students, connecting their enterprises with the most talented business students in the region. The relationships created by RIBA provide students and employees with viable options and an incentive to remain in southwestern Virginia to pursue their careers.

RIBA's three main objectives are: 1) to enhance career services and continuing education activities by infusing them with international perspectives; 2) to promote language skills and cultural competencies for use in developing successful international strategies for United States business; and 3) to establish an international internship program for students to hone their skills and bring their achievements back to partners at RU and the New River Valley business community. These objectives will be achieved by:

**Experiential Learning and Career Services** - Create a series of career development activities that introduces international perspectives early in students' undergraduate studies, promotes education abroad (including language student and experiential learning in internships), and brings students' overseas experiences home by engaging alumni, the local business community, and national business leaders and exchange insights and ideas about the future of United States business in this era of globalization.

**Curriculum Development and Promotion of Foreign Language Learning** - Revise two existing courses in intercultural communication and international studies and create a cultural competency certificate for RU undergraduate students; develop and conduct a five-part cultural competency workshop for undergraduate students, graduate students, and members of the local business community; create language modules with applications for business majors and professionals and infuse existing language courses with relevant capacity building activities.

**Internship Development** - Using existing university exchange partners and local business contacts, cultivate internship locations in China and the European Union.

## Virginia - Tidewater Community College

### GLOBALIZING THE COMMUNITY COLLEGE EXPERIENCE: LOCAL CONNECTIONS FOR THE GLOBAL ECONOMY

The goal is to refocus Tidewater Community College's (TCC) business curriculum to reflect the realities of globalization by building the professional capacity of our faculty, to infuse global perspectives into TCC's business curriculum, and to research business conditions in order to inform the public and local businesses about international business trends.

#### Objectives and Activities

I. Develop the professional capacity of TCC faculty to convey international business content to TCC students with the goal of enhancing the international business skills of TCC students.

a. Develop an ongoing program of professional development activities for business and related faculty to enhance their professional skills with more global perspectives, deepen their understanding of the interdependence of global economic systems, and incorporate global content and perspectives into the course they regularly teach.

b. Develop an optional global business emphasis within TCC's Business Administration Program.

c. Use established statewide opportunities to disseminate best practices and innovative teaching methodologies developed in the project to the Virginia Community College System.

d. Provide a series of peer-to-peer seminars for faculty program participants to increase their non-business colleagues' awareness of the increasing interdependence of global economic systems and the role of United States business in the global economy.

II. Infuse global perspectives into TCC's current business programs by developing business program content and exchange programs in collaboration with institutes of higher learning in foreign nations.

a. In cooperation with Beijing Normal University's (BNU) College of Business and Economics and Joinville University (JU), develop a faculty and student development programs in China and Brazil designed to educate faculty and students about China's role in the global economy, and issues related to doing business with China and Brazil.

b. Develop further collaborations with BNU and JU for scholarly activities and exchanges with business and economics faculty.

## Virginia - Virginia Commonwealth University

# ENHANCING INTERNATIONAL BUSINESS OPPORTUNITIES BETWEEN CENTRAL VIRGINIA AND THE ARABIC SPEAKING WORLD

Virginia Commonwealth University's School of Business (VCU-SB) and School of World Studies (VCU-SWS) seek funding to develop and sustain long-term international business relationships and opportunities between Central Virginia and the Arabic speaking world (the Middle East and North Africa). More specifically, utilizing our collective capabilities and resources the VCU-SB and VCU-SWS, in partnership with the Greater Richmond Chamber of Commerce (GRCC), the Virginia Economic Development Partnership (VEDP), MISR International University (MIU) and Helwan University (HU) (both located in Cairo, Egypt) aspires to -

- Enhance and integrate VCU School of Business' and VCU School of World Studies' curriculum through a combined focus on Middle East/North African (Arabic speaking) markets, history, culture and language.
- Expand the VCU School of Business and VCU School of World Studies faculties' scholarly and practical knowledge of the Middle East/North African region through participation in workshops, seminars and conferences focusing on Arab business, markets, history, culture and language.
- Prepare VCU School of Business and School of World Studies' students (both graduate and undergraduate) to work more effectively and efficiently cross-culturally with counterparts in Middle East/North African (Arabic speaking) markets through expanded course offerings and forums, through team-based research projects with companies interested in Arabic speaking markets, through travel/trade mission options and through internship opportunities (both in Virginia and in Arab markets).
- Improve the Richmond and Central Virginia business communities' capacity to engage in Middle East/Northern African commercial opportunities through research, forums, certificate programs and projects involving faculty, students and business managers located in Central Virginia and the Arabic speaking world.

This proposal seeks to expand our communities' knowledge of the Arabic speaking world and in turn the related business opportunities the may exist between that world and our community.

## Wisconsin - Lakeshore Community College

### LAKESHORE INTERNATIONAL NETWORKING AND KNOWLEDGE

Lakeshore Community College (LTC) proposes to partner with neighboring Silver Lake College and establish a Lakeshore Area Business and International Education Project entitled Lakeshore International Networking and Knowledge (LINK) with committed support from The Manitowoc Company; Reichspräsident Friedrich-Ebert Schule with campuses in Fritzlar and Homberg, Germany; the World Trade Center Wisconsin; and the Wisconsin Department of Commerce. Based on the results of a 2007 International Business Education and Training Needs Survey conducted by Project Director Deborah Ryan, LTC identified five objectives to build the college's capacity to meet local industry needs for business and international education: 1) expand and strengthen connections with international corporations; 2) increase international competencies of faculty and staff; 3) increase participation in LTC's global education opportunities; 4) create new international education workshops, seminars, and courses; and 5) build international internship capabilities.

The college and its partners have more than adequate resources to implement and sustain this project with the financial assistance of this Business and International Education grant. This partnership was strategically designed to convene human and financial resources with substantial business and international education expertise. An advisory group comprised of representation from project partners will implement the LINK project.

Expected outcomes include international workshops, seminars, and courses; internationalized courses and programs; international student groups; expanded language opportunities; international speakers; faculty professional development; and short- and long-term internships.

## ACCESS TO GLOBAL SUCCESS

The University of Wisconsin-Milwaukee (UWM) Access to Global Success Project is a cooperative effort on the part of the International Business Center of the Sheldon B. Lubar School of Business (LSB) at the University of Wisconsin-Milwaukee (UWM) and the Milwaukee World Trade Association (MWTA). The major aims of this project are: (1) to enhance the international business education programs offered by LSB; and (2) to expand the capacity of the Milwaukee area business community to engage in international economic activities. To achieve these aims, we have partnered with local businesses that have already made initial cash commitment of \$35,000 to this project, which comprises the following objectives and corresponding activities.

**Objective 1** is to develop the international business knowledge and skills of students. Activities focus on strengthening the language and cross-cultural skills and awareness of students through experiential activities, including *international internships and study abroad programs* involving China, India and other countries. We will also encourage students to *develop networks within local organizations* that promote international business.

**Objective 2** is to develop the international business knowledge and skills of LSB faculty. We will enhance a global perspective in our faculty that will transfer to the classroom. Planned activities include encouraging and supporting faculty to *attend Faculty Development International Business (FDIB) workshops*, participate in *cross-cultural study abroad trips*, enhance cross-cultural and other *international dimensions in the curricula*, and *conduct applied international business research*.

**Objective 3** is to strengthen linkages between LSB and international organizations. Activities include the expansion of an *International Business Center (IBC) Advisory Council* and the *interaction of faculty with international business executives and professional organizations*, providing LSB greater access to the international business community.

**Objective 4** is to inform the Milwaukee business community of significant trends and best management practices in a global business. Activities include *co-sponsorship of the annual meeting of the MWTA* and of *two public forums per year* featuring international scholars and executives. They are intended to stimulate interest and develop expertise among area businesses in accessing and expanding international market opportunities.

**Objective 5** is to work with local organizations to assist small medium enterprises (SMEs) and minority- and women-owned businesses in their efforts to expand globally. We will conduct two *workshops per year* (e.g., one as co-sponsor of the Miller Urban Entrepreneur Series) aimed at enhancing interest and knowledge of SMEs, especially minority- and women-owned businesses.

By meeting the requirements of the competitive preference priority for overseas internships and all four invitational priorities, we believe that this project will address the international business needs of our students and the Milwaukee business community.

## GLOBAL COMPETENCY THROUGH STRATEGIC PARTNERSHIPS IN AND OUT OF THE CLASSROOM

This proposal outlines seven initiatives designed to build strategic partnerships between the University of Wisconsin-Oshkosh, regional businesses and, foreign educational institutions. Assisted by our partners, the Center for Community Partnerships, the Wisconsin Department of Commerce, the Fachhochschule Osnabrück and the Universidad del Pacifico, we will work to increase the global competency of our business majors, the international awareness of our faculty, and the export capability of regional manufacturing businesses. The initiatives include:

- the adoption of internationally collaborative case studies in business pre-core classes;
- the creation of two international consulting practicum courses for business seniors with an “away” component in Germany or Peru;
- the creation of a year-long Here-and-Abroad internship program to improve the business knowledge and language capability of foreign language and business students;
- the expansion of internationally-oriented faculty development opportunities;
- the establishment of an internationalizing the curriculum workshop series;
- the creation of an International Business Opportunities Conference; and
- the establishment of a process to place students involved with these initiatives as interns with regional companies looking to expand their international activities.

These initiatives will provide more varied opportunities for students and faculty to interact with regional businesses and trade organizations and create long-term, sustainable relationships between faculty at UW-Oshkosh and faculty at foreign institutions. With Department of Education support, we will send more than 44 faculty and students overseas during the 18-month grant period that would otherwise be unlikely to have an international experience.