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U.S. DEPARTMENT OF EDUCATION  
WASHINGTON, D.C.

# **FY 2009 Project Abstracts**

**Business and International Education Program**

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## **Alabama State University**

### **Developing Student, Faculty and Executive International Business (IB) Excellence at Alabama State University**

The College of Business Administration (COBA) of Alabama State University, a Historically Black College and University, seeks to enhance the success of the 2007-09 Title VI-B grant by expanding its institutional capacity-building efforts in international business in three areas: student development; faculty development; and community outreach. Enhancements proposed for each of these areas are described below:

#### Student Development

**International Business (IB) Minor:** Strengthen the newly developed IB minor by infusing content to align the curriculum in the four IB courses (Global Business, Global Finance, Global Marketing, and Global Supply Chain Management) with the four domains and five threads of the NASBITE (North American Small Business International Trade Educators) Certified Global Business Professional (CGBP) credential exam. Also, prepare students in the IB minor for the CGBP exam and motivate them to attain the CGBP certification while they are still in college.

**Business Language Courses:** Develop and offer one semester credit hour (SCH) courses in Chinese Business Language and Korean Business Language.

**Foreign Study Tours:** Implement overseas week-long study-tours to South Korea and China in both years with the help of our global university partners—the ChungAng University in Seoul, Korea and the Fudan University in Shanghai, China.

**Domestic Study Tours:** Organize study-tours for students and faculty to seminars; workshops; and manufacturing facilities (such as Hyundai, Mercedes Benz, Honda, and ThyssenKrupp) within the state of Alabama that involve global business.

**NASBITE CGBP Club:** Establish a student club that will create an educational and cultural environment in which students who have an interest in international business and CGBP certification can share ideas and experiences.

#### Faculty Development

**Faculty Development in International Business (FDIB):** Provide faculty training in international business (through CIBERs and other programs) to facilitate higher standards in teaching and research.

**Seminar Series:** Organize quarterly seminars conducted by experts on International Business both from academia and industry.

**Trade Missions:** Support faculty participation in Governor of Alabama's trade and business development missions.

## Community Outreach

Workshops on exporting and strategic sourcing: Conduct summer workshops targeted at Small and Medium Enterprises (SMEs) on exporting and strategic sourcing and help them achieve their actual potential for exports. These workshops will be conducted in association with our industry partners.

Roundtables on Global Accounting Issues: Conduct roundtables that focus on fundamentals and fine points of International Financial Reporting Standards (IFRS), international accounting, transfer pricing, auditing, tax issues, and how to do business in diverse regions of the world.

Mentor K-12: Serve as a mentor to the Lowndes County's Career and Technical Center and help them globalize their curriculum as a "pre-program" to prepare and encourage students to study IB when they enter college.

## **Arkansas State University**

### **Capacity Building for Global Leadership: A Global Business Citizenship Approach**

Arkansas State University's (ASU's) International Business Resource Center (IBRC) seeks to build global leadership capacity throughout the Arkansas Delta Region (ADR) by implementing a program wherein students learn first-hand the role of global business citizenship. The program also enhances capacity for trade with China through its curriculum enhancements and outreach activities. The IBRC has partnership agreements with economic and trade development agencies to implement the outreach portion of the grant.

#### **Objectives:**

1. Develop an IB curriculum focused on cultivating global leaders;
2. Improve the Chinese language curriculum by adding a new course with an immersion module;
3. Establish business internships in China;
4. Organize and lead trade missions to China; and
5. Conduct export training leading to NASBITE CGBP certification.

#### **Outcomes:**

1. Completed and institutionalized undergraduate IB curriculum that provides skills and first-hand experiences in global leadership development via global citizenship. IB graduates that are prepared to be global leaders;
2. Enhanced and institutionalized Chinese language curricula to provide advanced linguistic skills for business plus more in-depth understanding of the Chinese culture;
3. Enhanced international business internship program that expands the capacity of the students to engage in international economic activities;
4. Arkansas businesses that are familiar with Chinese markets and therefore better
5. ADR business professionals that are trained, confident and successful in their export capabilities and are thus more likely to stick with their exporting efforts

The Arkansas Delta Region is generally defined as that part of eastern Arkansas lying west of the Mississippi River, which is flat with rich soil. It covers forty-two counties and supports agriculture, food processing and light manufacturing as industries.

## **San Francisco State University**

### **The Business and International Education Project**

The Business and International Education (BIE) Grant Program in the College of Business (COB) at San Francisco State University (SFSU) is designed to meet the needs and purposes of the authorizing statute of the United States Department of Education. The BIE Program consists of two curriculum projects designed to enhance the international business education of our students, and three community outreach projects designed to improve the international trade capabilities of small Northern California wineries.

One academic project focuses on the need to develop a digital collection of high quality, online teaching modules to improve the pedagogy of our Business Japanese and Business Japanese Writing courses. A second academic project entails developing new academic curricula to enhance coverage of emerging economies at the MBA, EMBA, and the undergraduate levels. One community outreach project will develop an international branding strategy for Northern California wine regions to help small wineries market their products more effectively in global markets. Education and training materials will be distributed to the wineries through the Internet, workshops and seminars.

A second community outreach project is designed to identify and develop managerial knowledge and skills needed to increase international wine tourism to small wineries in Northern California. This project will utilize training seminars and other resources geared explicitly to help small wineries in Northern California learn how to attract more international wine tourists. In the third outreach project, we will develop international trade case studies of small Northern California wineries to be used in training programs to help improve managerial skills needed to compete in the global market.

The industry's oldest (since 1935) and most prestigious trade organization, the Wine Institute, is our official grant partner and will provide key support for all of our outreach projects.

## **University of San Diego**

### **Emerging Markets Initiative: Asia and Latin America**

The majority of traditional Western business curriculum is founded on theory and research generated in developed countries, where political, economic, legal, and social institutions generally are formalized, well-developed, and stable. However, companies and organizations are increasingly setting their sights on developing and emerging countries for future growth potential. Schools have a role in training the next generation of managers who understand the culture, economics, and geopolitics pertinent to these new markets.

The proposed initiative aims at significantly enhancing the dual purposes behind Title VI, Part B. The initiative aspires to dramatically improve the academic teaching of international business as it relates to the emerging markets of Asia and Latin America at the University of San Diego, as well as to conduct outreach activities to regional businesses by assisting them to become more competitive in exporting their goods or services.

The goals of the initiative are interlinked and threefold, all focusing on the business and economic environment of the emerging markets of Latin America and Asia:

Goal 1: Enhance the international business knowledge and skills of students.

- Development of internship programs in partnership with the San Diego World Trade Center;
- Development of new courses and content;
- Exposure to International Executives-in-Residence and International Visiting Faculty;
- Creation of additional study abroad opportunities; and
- High school student leaders exposed to business issues in emerging markets.

Goal 2: Enhance the international knowledge, skills and research of the business faculty.

- Internationalizing curriculum workshops;
- Development grants for research and case writing for sharing of new knowledge;
- Faculty development program to increase knowledge and understanding of the Regions;
- Increased networking opportunities and linkages with international universities and companies; and
- Synergies between School of Business Administration and Foreign Languages and Literature faculty.

Goal 3: Enhance the international competitiveness of Southern California business community.

## **University of California – San Diego**

### **Internships for International Business Enhancement and Education (IIBEE) Program**

Full participation in the global economy means that U.S. businesses must operate and cooperate with countries around the world. This requires employees with proficiency in foreign languages and deeper knowledge of other countries and cultures that allow them to market products to customers around the globe and work effectively with foreign business partners.

University of California, San Diego's Graduate School of International Relations and Pacific Studies (IR/PS) is perfectly positioned to provide local businesses with the expertise and understanding they need to expand to the global market. The proposed Internships for International Business Enhancement and Education (IIBEE) Program aims to increase the business community's international skills by providing an opportunity for future business leaders to participate in overseas internships and enhance their language proficiency and cultural awareness, as well as to contribute to business' international growth. In doing so, the program will develop links between IR/PS and local businesses, facilitated by partnerships with San Diego's largest and most influential business associations – the World Trade Center San Diego and BIOCOM.

The IIBEE program will enhance the traditional curricula of IR/PS while providing students with real world language and cultural learning. An equally important outcome of the program is the increased international competitiveness of participating businesses through the provision of information and a workforce with foreign language skills and cultural awareness. Lastly, the program will establish important links between IR/PS and San Diego businesses, facilitated by the program partners, which will support business partners' continued participation in future programmatic activities.

## **University of Florida**

### **Global Retailing Education and Training (IRET) Project**

The David F. Miller Center for Retailing Education and Research (CRER) at the University of Florida (UF) proposes the International Retail Education and Training (IRET) Project designed to meet the Business and International Education Program's needs identified for in the Section 611 under Title VI, Part B of the Higher Education Act. The IRET program is timely from the perspectives of the industry, college students, and UF international business (IB) development.

Retailing is a major, highly competitive global industry. In the United States, one out of five people work in the retail industry. Retail managers must be prepared to design and implement global retail expansion strategies to offset the declining domestic. New understanding of internal v. external, cultural v. economic, policy v. market determinants of success/failure in foreign retail ventures must be translated into lessons for business students and best practices for business professionals. Requiring four years for full development, the IRET program will: (1) create awareness among UF business students, and students in other U.S. universities, of the multidisciplinary challenges of global retailing; (2) increase sensitivity of students to cultural and ethical issues in international retailing; (3) offer opportunity to both business and foreign language/area studies students to go beyond global retail awareness to learn about and experience best practices in global retailing; (4) establish forums to educate business practitioners on global retailing; and (5) establish an on-going program enhancing global retailing capacity among Warrington College of Business Administration (WCBA) faculty and staff and in UF foreign language departments and area study centers.

The key elements in the IRET program are: (1) developing faculty knowledge about global retailing issues; (2) developing multi-media teaching support modules based on consumers and cultures for global retailing operations; (3) utilizing these modules in UF courses and disseminating the materials to instructors in other colleges and universities, (4) conducting a study tour for UF students, and (5) offering workshops for Florida businesses. The initial phase of the program will focus on China and Brazil with retailing in the other BRIC countries addressed in subsequent phases.

The IRET program integrates exceptional University of Florida (UF) expertise in retailing education/outreach with UF foreign language and area expertise, state/national industry practitioner experience, and expertise and experience of BRIC-based retailing centers abroad. This integration yields a unique multidisciplinary, cross-country academic-industry program that effectively addresses U.S. needs for globally competent business professionals in retailing.

Partnerships with the China Retail Research Center at Tsinghua University in Beijing and Centro de Excelência em Varejo at Fundação Getulio Vargas (FGV) in Sao Paulo facilitate experiential learning abroad and the development of teaching materials about China and Brazil culture, shopping behaviors, and retail offerings. WCBA state-of-the-art education technology supports the development and dissemination of multi-media teaching materials and UF's International Center provides support for study abroad issues.

## **University of Tampa**

### **Developing expertise on Brazil, India, and China – BRIC Countries' Project.**

The economic potential of Brazil, Russia, India, and China (BRIC countries) is such that they may become among the four most dominant economies by the year 2050. Collectively, these countries encompass over 25 percent of the world's land coverage, 40 percent of the world's population, and have a combined Gross Domestic Product of \$15.435 trillion. These countries are among the biggest and fastest growing emerging markets and by almost every measure they are forecast to become the largest entity on the global stage.

As an important hub for international business and foreign economic activity, Tampa Bay's economy is poised to benefit from the substantial growth opportunities offered by the BRIC Countries. The BIC Countries Project is designed to enable University of Tampa (UT) students and faculty and the local business community to develop an expertise in the BIC Countries (Brazil, India, and China) by cultivating close relationships with top schools in these critical regions. Due to the current political climate between the United States and Russia, the University of Tampa (UT) will not seek a Russian partner organization.

To support this initiative, UT has formed, and is finalizing collaborative partnerships with Fundação Getulio Vargas (Brazil), S.P. Jain Institute of Management and Research (India), and Sias International University (China) to allow UT to internationalize our curriculum and provide the foundation for UT to ultimately develop a Center for Global Innovation and Exchange. This grant will focus on research initiatives based on the BIC Countries and work closely with the Greater Tampa Chamber of Commerce to serve as a resource to students, faculty, and local entrepreneurs to expand awareness of the economic opportunities and challenges presented by the BIC countries. Our goal is to create a community of scholars and business practitioners that can share international best practices in cross-cultural business operations as they relate to the BIC countries.

The overall objective is to develop expertise on Brazil, India, and China, on global business and competitiveness.

- activities include development of a support structure for the BIC Countries Project by establishing an Advisory Board, acquiring resources on the BIC countries, developing and launching a program Web site, brochure, and online journal;
- Development of a practitioner oriented research on global entrepreneurship for publication and academic presentations with a specific focus on Brazil, India, and China;
- Creation of opportunities for Faculty Exchanges to teach and conduct research in the BIC countries;
- Development of an International Scholars Program where faculty from the BIC countries deliver lectures and teach class sessions on campus;
- Providing experiential learning opportunities for UT students through internship and travel courses in the BIC countries, language training, and enhanced courses at UT; and development of a Speaker Series and workshops for the Tampa Bay business community.

## **University of Southern Florida**

### **Export Markets for Alternative Energy: Preparing Small Business Enterprises, Faculty and Students for a Global Green Energy Future**

The Congressional stimulus package acknowledges that the current economic downturn provides an opportunity for new growth via “green” industries, particularly in the renewable energy sector, with the hopes of creating new jobs while helping the environment. The University of South Florida (USF) and its collaborating institutions of the Florida Network for Global Studies (FNGS) are poised to help small businesses throughout the state take advantage of this “win-win” scenario, with an educational program that builds their capacity to export alternative energy goods and services throughout the world. While servicing small business enterprises, the project will also strengthen the global expertise of faculty and students within the Florida State University system through enhanced curricula and internship opportunities.

The project objectives are:

- To strengthen the business and engineering curricula with courses related to the expanded world-wide use of alternative energy;
- To develop internships, study abroad, and other opportunities for students to acquire global export business experience in the alternative energy sector;
- To strengthen University outreach to small businesses that provide alternative energy products and services; and
- To host conferences that assist Florida small business enterprises engaged in the development of alternative energy products and services for global markets.

As a result of this two-year project, small businesses located in the FNGS-university communities will gain insight into how to develop and market their products for overseas export. As they become more competitive internationally, they will likely also become more competitive domestically. They will also gain a more experienced labor pool, as participating students will be better prepared to enter the ever-globalized workforce upon graduation.

## Georgia Tech University

### **Prioritizing International Educational Preparation by Creating Work Abroad (Internship) and Language/Culture Opportunities for Students in Arabic-Speaking Countries, China, South Korea, Japan and Russia**

The Division of Professional Practice Work Abroad Office and the School of Modern Languages at the Georgia Institute of Technology will work together to enhance the international academic programs at Georgia Tech and will collaborate with the Georgia Department of Economic Development to assist the business community in expanding its capacity to engage in commerce abroad. This will be accomplished within the Competitive Preference Priority by establishing internships overseas for Georgia Tech students in a broad range of disciplines who will be prepared for succeeding in the internships by extensive language preparation. Invitational Priority 1 will be met by focusing exclusively on the following languages and regions where they are spoken: Arabic, Chinese, Japanese, Korean and Russian.

Student preparation will be accomplished with a minimum of two years or equivalent of foreign language training in Georgia Tech classes, followed by a faculty-led intensive summer Language for Business and Technology program, and/or in-country intensive language training at host universities with which Georgia Tech has existing student exchange programs. Students training and experience abroad will be assessed by the Office of Assessment and the Work Abroad Office to evaluate their ability to use cultural frames of reference and alternate perspectives to think critically and solve problems within their discipline in the context of another culture, nation, or region, as well as their ability to accept cultural differences, tolerate cultural ambiguity, and comfortably assimilate within other cultures.

The internships will be created to meet the demand by Georgia Tech students—especially those participating in the International Plan degree designator, which requires them to spend two terms of study and or work abroad and to attain a high level of language proficiency—to participate in internship work experience in other countries. Currently at least 100 new internships in the regions targeted by this grant application are urgently needed to meet the demand. This will be accomplished by working closely with the Georgia Department of Economic Development, local Chambers of Commerce, trade organizations and businesses with international interests in these regions to develop contacts and leads with companies and businesses abroad. Work Abroad staff will travel to meet with companies abroad to develop a working relationship and internships for Georgia Tech students. As these students enter the workforce, they will enhance U.S. international businesses by overcoming what the Committee on Economic Development in its report on *Education for Global Leadership* (2006) described as the lack of US employees' knowledge about "international issues that affect their present and their future" the need for Americans to become proficient in other languages vital to our security, the lack of which threatens "America's economic competitiveness and national security," undermining "our ability to be good citizens, both in our own country and in an increasingly interdependent world."

## **Illinois Central College**

### **International Initiatives at Illinois Central College**

The following describes an international initiative proposed for funding under Title VI-B by Illinois Central College (ICC) as an integral part of on-going global education programs focused on China. The program proposed is a comprehensive effort addressing the international business education needs of stakeholders in the Peoria business community as well as ICC faculty, staff and students. The initiative will result in enhanced abilities of the U.S. based companies to succeed in the China business market through access employees who are well qualified in the China business culture and language. In addition the program will improve ICC capacities to provide education to meet the needs of U.S. companies through language and business internship study abroad programs. Finally, the institutes associated with the program will provide export education to enhance the local business climate.

The programs will be offered by ICC in conjunction with a business installation (Bosch) in China and a sister institution of higher education in Shenzhen China, Shenzhen Polytechnic (SZPT). The program focuses on the implementation of business internships for students in China in tandem with a study abroad program in Mandarin language learning. Students will participate in a linked curriculum of Mandarin classes (CHN 110, 111 or 210, 211) at SZPT, International Business (BUS111) online from ICC and a business internship at Bosch, with credit awarded by ICC (BUS 2455). The linked curriculum will foster increased interest in this critical language and international business program, and enhance learning through a whole learning approach.

Over two years, the program will result in sixteen highly trained students who are fluent in Mandarin and have had the opportunity to work for Bosch, a multinational company with installations in Shenzhen, China, Peoria, Illinois, as well as throughout Europe. Minority students will be specifically targeted for participation in the program.

The implementation of the program will be followed by a conference through the ICC China Institute on best practices in China business education to be held in year two in partnership with other community colleges in the Illinois Consortium for International Studies and Programs (ICISP), as well as with the Bradley University Illinois SBDC International Trade Center. The SBDC will also partner in the implementation of export education programs.

The program abroad is designed to provide students a with a top quality educational experience focused on Chinese language and business through classes on campus and abroad. These efforts will lead to increased competitiveness of local businesses in the China market as a result of the availability of a more skilled labor pool through enhancement of the potential employees that are the ICC students of today.

## **Northeastern University**

### **Competing In and With Emerging Markets**

The Northeastern University College of Business Administration is pleased to present this proposal to the U.S. Department of Education to request funding for a Business and International Education (BIE) project on emerging markets. The proposal is being submitted jointly with our “Agreement” partner, the Associated Industries of Massachusetts (AIM).

As the world’s center of gravity shifts decisively in favor of emerging markets, competitive challenges and opportunities are being continually and dramatically transformed. As a result, the College and our Agreement and corporate partners have lately been focusing their attention on emerging markets. This led to the development of the Center for Emerging Markets (CEM) in 2008 with both University and corporate support.

The College of Business Administration offers highly ranked undergraduate and graduate programs, which are interdisciplinary, offer students a significant “international” exposure, and include experiential learning. For instance, students in our top-ranked Bachelor of Science in International Business (BSIB) program spend their junior year in a foreign country, which requires them to both study and work in the language of the host country for one year. (The undergraduate International Business program is ranked #13 in the United States and #1 in New England by the U.S. News & World Report.)

The initiatives to be taken up for the BIE project are designed to enhance our international businesses educational programs and strengthen the international competitiveness of Massachusetts business and, more generally, of the New England business. The proposed project will help expand our educational programs and international internships to emerging markets. It is consistent with Northeastern University’s strategic goal to “embrace global opportunities.” “Northeastern will be a university that embraces global perspective through expanded language and cultural literacy, and through creative opportunities for faculty and students to work and learn together in international settings.”

As the proposal highlights, these initiatives also meet the “competitive preference priority” as well as two of the three “invitational priorities.” Project objectives are:

1. To offer international experience through overseas internships, study abroad, and/or international residencies to undergraduate and graduate students;
2. To encourage faculty research to promote the international competitiveness of American business in emerging economies;
3. To create opportunities for College of Business Administration faculty to strengthen their international expertise through travel, research, and teaching in and about emerging economies; and
4. To assist Massachusetts and, generally, New England businesses strengthen their presence and competitiveness in emerging economies.

## **Worcester Polytechnic Institute (WPI)**

### **U.S.-China Link Initiative**

As China's role in today's global economy is increasingly important, it is imperative to gain a deeper understanding of this country in order for the American companies to benefit from partnership and collaboration with China as well as increase their own competitiveness and growth. Despite this general need, the current resources and educational programs associated with China at WPI are scarce. Considering the future health of the economy in Massachusetts and beyond and the competitiveness of WPI graduates, we believe: (1) it is urgent to educate our students so that they will be equipped with critical and broadened skills upon graduation; (2) it is necessary to cultivate more knowledgeable faculty groups with China expertise and develop resources for their education and research pursuits; and (3) it is vital for the business community to obtain more knowledge of China in terms of its business culture and competitiveness so as to succeed in their ventures in this massive country. Therefore, we are requesting the Business and International Education Program of the Department of Education to provide financial support that will enable us to start and implement this Initiative at WPI. With this support, we will collaborate with our industry partner to work on the proposed activities so that the needs of our students, faculty and local business community will be satisfied.

The primary goal of this Initiative is to establish WPI as an integrator and leading institution in Massachusetts and eventually in New England in providing educational opportunities and programs that will increase the experience, knowledge, skills, and capabilities of students, faculty and local business community with respect to China. For this two-year Initiative, we propose the following activities to improve the existing curriculum for WPI students, to provide training and learning opportunities for WPI faculty, and to expand the knowledge base of the local business community.

For WPI students: We plan to enhance the current curriculum by developing a two-part course on China with the first part addressing its culture and communication and the other covering Chinese business market. We will improve the existing China Project Center for students to acquire and practice their global skills, enhance the project preparation requirement, provide more frequent offerings of the China projects, disseminate the results, and promote the reputation of the China Project Center.

For WPI faculty: We will prepare and publish one set of teaching case and notes related to China each year for faculty's classroom use, organize open seminar series on understanding China from multiple dimensions, and present our results at education-oriented conferences.

For business community: By working with our industry partner, we will organize and host annual conference on China at WPI to better connect the business community with WPI as well as with the Chinese market, provide seminars and workshops on doing business in China, and identify business opportunities and partnerships for the businesses through project sponsorship.

## Western Michigan University

### PROJECT EDGE (Enhancing and Developing Global Expertise)

PROJECT EDGE: The Enhancing and Developing Global Expertise Program of the Haworth College of Business (HCOB) at Western Michigan University will be initiated as a concerted strategy to build upon the efforts of the college to internationalize the curriculum, the faculty and students and to develop understanding of international business particularly as it relates to countries in the ASEAN (Association of South East Nations) region. A related aim of Project EDGE is to strengthen the competitive edge of businesses and academicians through an improved understanding of exporting, sourcing, and supply chain initiatives and the complexities of conducting business in the region.

Specifically, Project EDGE will be implemented to realize the following **objectives**:

- To enhance the knowledge and expertise of our faculty related to the efficient and effective conduct of business operations in the ASEAN region through grants to: (a) attend faculty development seminars in international business; (b) engage in specific faculty exchange programs with partnering foreign universities; (c) participate in specialized study abroad tours; and (d) for partial support for research focusing on contemporary region-specific business issues.
- To strengthen the international business competence of our students by: (a) strengthening our undergraduate and graduate curriculum through infusion of international supply chain issues and course modules particularly those that are specific to the ASEAN region; (b) by offering intensive study abroad programs, for undergraduate and graduate students, to selected countries in the ASEAN region; (c) by hosting a global business lecture series inviting prominent speakers from business, government and academia with ASEAN experience; and (d) by facilitating student internship programs that enhance language and cultural skills.
- To further the international business knowledge notably on exporting and sourcing initiatives of regional business professionals and the extended university community: (a) through an international conference on U.S. relations with the ASEAN region; and (b) the previously-mentioned global business lecture series where some of the lectures will also be targeted to high school students and teachers. Project EDGE will conduct a series of activities (amplified below) related to these objectives in collaboration with specific “partners.” Partnering groups here include among others, HCOB advisory firms ( 30 companies), World Affairs Council of West Michigan, IBRG, Battle Creek Unlimited, U.S. Department of Commerce Export Assistance Center, Kalamazoo county Chamber of Commerce). Major “Partnering” institutions abroad include: University Kebangsaan Malaysia, Center for American Education, Singapore; and Kasetsart University, Bangkok, Thailand.

PROJECT EDGE also will focus on faculty and student development and curriculum internationalization through the following efforts:

- **Faculty Development Support:** Faculty demonstrably interested in developing their international expertise and either offering new courses or infusing ASEAN content in their courses will receive funding to attend workshops such as those offered by U.S. Department of Education (ED) CIBERs.
- **Faculty Intensive Foreign Study:** Selected faculty interested in enhancing their expertise about the ASEAN region who clearly indicate how they will apply the gained experience in

selected courses will be supported to partially defray the costs of participating in study abroad programs either ones organized under Project EDGE or offered by groups of U.S. Department of Education Centers for International Business Education (CIBERs).

## **Saint Louis University**

### **Growing Globally Through Academic & Professional Partnership**

Section 611 states that concerted efforts are needed to engage business schools, public and private organizations, and U.S. business in partnerships which benefit the Nation's future economic interests. In particular, it highlights the need to successfully compete in the global market and our weakness in meeting information needs to achieve this end. This grant addresses each of these key factors. This is a partnership project combining the constituent groups mentioned: academic; public organizations; private companies; and government. A highlight of activities follows. Goals and timing can be found in the narrative.

**DATABASE:** Impacting all target groups, we will address the information needs of U.S. businesses, public and private organizations involved in global enterprise via a broad database effort. In partnership with the Missouri Department of Economic Development, the U.S. Department of Commerce, the U. S Export Assistance Center, the St. Louis Regional Chamber & Growth Association, the World Trade Center Saint Louis, and the Missouri District Export Council, we are developing a comprehensive Missouri International Business Database (MIBD) with statistics on Missouri exports, imports, and foreign direct investments (FDI), as well as Missouri companies involved in overseas trade, overseas companies operating in Missouri, and more. Its Web site will offer numerous services and information for business professionals, faculty, students, and international business academic departments. It will generate the first-ever Missouri publication on FDI trends everyone is quite excited to receive to assist in taking advantage of global opportunities.

**PROGRAMS:** We supplement this with various activities for the target groups. The database partnership will work on two trade missions over the two-year grant. We will expand efforts to make more professionals aware of the Executive Master of International Business Program (EMIB)—the only of its kind in the area—which can increase their capacity, competence, and confidence in global business. To develop comfort with cultural differences, we propose a number of activities/event which will bring U.S. students/faculty/professionals together with those from other countries. Part of this is within the Language Initiatives component which focuses on China, France, and Latin America.

With regard to academic programs, we will offer new international business courses at the undergraduate and MBA levels. Additionally, we are particularly excited to propose a new doctoral research seminar planned and implemented by the world renowned global business scholar, Dr. Alan Rugman—former president of the Academy of International Business and faculty at Harvard University, Massachusetts Institute of Technology, Columbia University, Oxford, and Indiana University.

**INPUT & EVALUATION:** We will seek feedback from all partners throughout planning, implementation, and evaluation of each activity. IB faculty and core partners will receive regular reports about the results of each activity to assist in improving future activities. As for curriculum, you will read that the school has undertaken a rigorous assessment project. Evaluation will not only occur at the end of product delivery but, also, at the beginning and throughout. Learning objectives will be discussed with students at the start of the course, with feedback as to goal achievement welcome throughout. An outside evaluator will also be brought in both in Year One and Year Two.

## **Winston-Salem State University**

### **International Business Education Initiative (IBEI)**

The International Business Education Initiative at Winston-Salem State University (WSSU), a historically Black university, will support faculty development and enhance the international content of the business curriculum while establishing linkages with the business community through a partnership with the Winston-Salem Chamber of Commerce and Forsyth Technical Community College. The initiative is designed to enhance students' skills, trade opportunities, and faculty-business interactions.

This project addresses the above concerns by: (a) improving School of Business and Economics (SBE) students' participation and curricular exposure to international business courses and study abroad opportunities; and (b) providing more opportunities for SBE faculty to strengthen their international experiences and research activities in international business areas. Specifically, the following objectives and corresponding activities are proposed:

#### **Faculty Development**

The proposal is designed to enhance selected faculty members' ability to teach international business effectively by providing them with first-hand experiences participating in short-term study abroad programs in countries critical to North Carolina's international trade, including China, India, Mexico, and countries in the European Union. It will provide for attending domestically or internationally organized international conferences and seminars; instructional resources (DVDs and simulations) that will assist in the development of new electives or an increase in their courses' international content; and encouragement of faculty-student collaborative research in international business topics. Opportunities will be made available to SBE faculty through CIBER Study Abroad and FDIB Training Programs, and North American Small Business International Trade Educators (NASBITE) conferences.

#### **Curriculum-Student Development**

A two-phase program is proposed to augment the SBE curriculum. The first phase envisions the creation of an "Introduction to International Business" course in the curriculum. All business majors will be required to enroll in this course. Additionally, an International Business lecture series will be created as a section in all Business Freshman Seminar courses. All incoming first-year students who have declared a business pre-major will be exposed to these lecture series modules in their first year of college. All faculty who have participated in CIBER-University of Memphis Faculty Development in International Business (FDIB) training programs will prepare these modules.

#### **Community Outreach**

The project will establish an International Business Forum that will be hosted twice per year by WSSU SBE, with cooperation from Winston-Salem Chamber of Commerce, to facilitate discussions among nascent and veteran exporters. These forums/seminars in International Trade Issues featuring scholars and executives will be organized based on the needs of the local business community. These activities will be open to faculty, students, and the business community.

## **North Carolina Central University**

### **Hiring Globally- Growing Locally**

North Carolina Central University's (NCCU) Hiring Globally- Growing Locally (HGGL) project aims to establish a collaborative knowledge network (CKN) about global outsourcing management. HGGL's mission is to provide outreach and international business education to North Carolina businesses and K 9-12 school communities which belong to some of the 100 distressed counties in North Carolina as well as help NCCU students prepare for careers in international business and develop opportunity recognition skills to plan and start global small business. The HGGL project has three key strategic objectives.

Objective 1: Establishing a collaborative learning and development network with our business and trade association partners involved in internationalization and global workforce generation efforts.

Objective 2: Enriching the international component in business training and research for NCCU faculty in order to establish an effective internationalized business education program for NCCU undergraduate students in the areas of accounting, computer information systems and entrepreneurship.

Objective 3: Establishing and implementing continuing education and training programs in globalization and outsourcing for North Carolina's businesses and pre-college communities. Achieving these objectives through a series of well-developed activities, at the core of which will be the collaborative knowledge network (CKN).

1. The CKN will facilitate the assessment, design and development of all education and training materials and as a final deliverable will provide a library of resources for training and education in global outsourcing management.
2. CKN will also provide feedback to Faculty and curriculum development committees through the design of:
  - a. Comprehensive faculty exchange programs;
  - b. Student short-term study abroad programs and overseas internship opportunities;
  - c. Student Business plan competition training and participation to win for ideas in outsourcing related businesses to improve regional development in the Raleigh-Durham areas; and
  - d. Design and implementation of three new courses and enrichment of seven existing courses.
3. Having built a strong foundation of knowledge and relevant education materials in this field, the CKN will facilitate three distinct outreach programs:
  - a. Two executive education seminars and executive outsourcing management workshops; and
  - b. One education workshop for three K 9-12 schools.

The need for Hiring Globally- Growing locally project is immediate and imperative owing to the country's present economic crisis. The HGGL project addresses the current local economic needs with respect to helping individuals understand what fields to obtain training or retraining in, in order to compete in the global job market as well as recognize ideas for small businesses utilizing outsourcing opportunities.

## University of North Carolina – Wilmington

### Global Business Initiative

The Center for Business and Economic Services at University of North Carolina – Wilmington’s (UNCW) Cameron School of Business has entered into partnerships with the Greater Wilmington Chamber of Commerce, the Cape Fear Chapter of the North Carolina World Trade Association, and the North Carolina Ports Authority to launch a Global Business Initiative. The Initiative is designed to increase the international skills of the business community and to build awareness of local business issues among students, professionals, business owners, and the general public in southeastern North Carolina.

The Global Business Initiative consists of twelve activities organized into four components:

<b><u>Components</u></b>	<b><u>Activities</u></b>
1. Student Development and Internships	<ul style="list-style-type: none"><li>• Develop an open elective in Global Entrepreneurship</li><li>• Offer an MBA course in Global Human Resource Management</li><li>• Establish overseas internships for business and language students</li></ul>
2. Faculty and Institutional Development	<ul style="list-style-type: none"><li>• Strengthen and expand UNCW’s international MBA program</li><li>• Track and report regional trade and foreign investment data</li><li>• Build ‘Global Perspectives’ into the 2010 Entrepreneurship Summit</li></ul>
3. Business Outreach, Training, and Consulting	<ul style="list-style-type: none"><li>• Create awareness through articles, seminars and Web-based programs</li><li>• Support NC Ports service improvement and expansion strategy</li><li>• Provide CGBP training and business consulting</li></ul>
4. Assessment and Improvement	<ul style="list-style-type: none"><li>• Engage CIBERs to improve international business teaching practices</li><li>• Attend annual NASBITE and BIE Project Directors conferences</li><li>• Hire an external evaluator to assess Global Business Initiative</li></ul>

In a recent survey, 78 percent of responding businesses in the region agreed that “businesses and professionals in our area must learn how to compete internationally if they want to survive and thrive.” But only 23 percent of those businesses reported that they were “fully prepared to compete internationally.” Similarly, 87 percent of surveyed students at UNCW’s Cameron School of Business agreed that “awareness of international business should be an important part of my education at UNCW.” But fewer than 40 percent of those students agreed that “the current curriculum offers enough opportunities to learn about international business.”

The Global Business Initiative is designed to close these gaps by helping students, professionals, and businesses in southeastern North Carolina strengthen their ability to compete successfully in an increasingly global economy.

## **University of New Mexico**

### **Widening the Scope of UNM's International Business Education Programs U.S. Department of Education: 2009 Title VI-B Business and International Education**

The Anderson School of Management at the University of New Mexico (UNM) proposes to expand the scope of its international business education programs so as to advance the following objectives:

1. Provide students the opportunity to obtain direct international experience to obtain foreign language fluency and prepare for a career in international business;
2. Develop new collaborations with New Mexico-based economic development agencies in order to help New Mexico businesses pursue international business opportunities;
3. Reach new students in fields that overlap with international business, particularly foreign languages and disciplines of strategic value to the New Mexico economy and to UNM (e.g., arts, digital media, cultural industries);
4. Reach more students from under-represented groups and from UNM branch campuses and community colleges; and
5. Enrich the competencies of faculty linking international business to new areas.

The program objectives will be met via the implementation of six activities:

1. Curriculum and Program Development: support for offering core BBA and MBA business classes internationally for UNM students; development of a course on Global Entrepreneurship in Cultural Industries to be offered at UNM Rome; development of a faculty-led international experience for a new MBA cohort program; development of two more new courses spanning international business and non-business programs;
2. International Internships: student scholarships for summer internships located in non-English dominant countries, working with agreement partners to place interns; development of a week-long training program for interns to prepare them;
3. Study Abroad: student scholarships for study abroad; travel to develop new international exchanges in new geographic areas;
4. Faculty Development: funding for UNM and CNM faculty members to participate in faculty development workshops and language training;
5. Workshops and Seminars: practitioner-focused workshops and seminars jointly organized with agreement partners; support for student and faculty participation in trade missions; and
6. Institutionalization of Programs and Dissemination of Best Practices & Materials: promotion and institutionalization of undergraduate minor in international management for non-business students; dissemination of contributions to best practices including new course syllabi, internship reports, and teaching cases.

The program activities will be undertaken in collaboration with two agreement partners. The Albuquerque Hispano Chamber of Commerce (AHCC) is one of the country's largest Hispanic chambers, with over 1,500 members. The State of New Mexico's Economic Development Department (EDD) advances New Mexico's position in the global economy through its International Trade Office and Office of Mexican Affairs. Agreement partners will assist in selecting and training interns, developing a scope of work for interns, developing and publicizing workshops and seminars, and linking academic programs to New Mexico-based businesses, entrepreneurs and industry sectors.

## Cleveland State University

### Global Sustainable Management Program

Integrate the principles of sustainability<sup>1</sup> across international business programs, partnerships, and alliances to ensure a high level of quality, sound financial stability, and the capacity to prepare a new generation of leaders, educators, and practitioners who have the skills and tools necessary to lead competitive businesses in terms of financial success, social value, and environmental quality in today's global market place and into the future.

The objectives outlined below are in accordance with the "Purpose of the BIE Program" and meet the 2009 Competitive Preference Priority (CPP) and Invitational Priorities (IP2-3). The objectives are designed to enhance international business education programs and to expand the capacity of the business community to engage in international economic activities. The objectives incorporate the establishing of internships overseas for foreign language students (CPP); developing, improving and disseminating best practices on international business training programs, teaching, and curriculum development to increase American competitiveness (IP2); and increasing the numbers of underrepresented minorities in foreign languages and international studies (IP3).

#### Objectives

1. Design and deliver a graduate level concentration in Global Sustainable Management in partnership with Groupe ESC Clermont, Graduate School of Management, France with an international study abroad component.
2. Leverage our University Partnership with the University of Concepcion, Chile and Groupe ESC Clermont, Graduate School of Management, France to establish a portfolio of internships overseas for our international business students in French and Spanish.
3. Establish a Net Impact student chapter to provide students access to an international business network of students, faculty, and professionals; engage in projects and conferences; and access educational materials and career and internship opportunities in the global market place.
4. Create the Global Leaders in Sustainability Forum in collaboration with the Corporate Sustainability Network (CSN) for Northeast Ohio business leaders and Cleveland State University faculty.
5. Partner with NASBITE International and Professional Examination Services (PES) to establish a sustainable business model to advance the NASBITE Certified Global Business Professional (CGBP) certification program.

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<sup>1</sup> 1989, the [World Commission on Environment and Development](#) (Brundtland Commission) articulated what has now become a widely-accepted definition of sustainability: "to meet the needs of the present without compromising the ability of future generations to meet their own needs."

## **Community College of Philadelphia**

### **Area Studies Approach to Strengthening International Business Education at Community College of Philadelphia: China**

In response to articulated needs of the Philadelphia business community, Community College of Philadelphia (the College) proposes to launch a pilot project to internationalize its business programs. This pilot project, "Area Studies Approach to Strengthening International Business Education at Community College of Philadelphia: China," will target those students enrolled in the College's Culinary Arts and Hospitality Management (CAHM) program (within the Marketing and Management Department in the Division of Business and Technology) and will focus on Chinese language and culture. It is anticipated that upon completion of the grant, the model will be applied and replicated in other areas within the College's business programs and disseminated nationally to other community colleges.

The goal of this pilot project is to enable the College's business students to attain the international/inter-cultural competencies and perspectives needed to support the Philadelphia business community as it engages in increased international economic activity. Project objectives are to: (1) provide business faculty with training and professional development to help them to infuse relevant international business education modules into business course materials; (2) enhance the international business education curriculum at the College; (3) increase the number of business students (including underrepresented minorities) studying foreign languages, area and international studies; and (4) establish an internship program with a study abroad component that will enable business students to develop their language skills and their knowledge of foreign cultures and societies.

In year one, project activities will include faculty development, as well as the design of new international modules for the College's business courses (including for the CAHM program). Project staff will also develop a new, non-credit Mandarin Chinese course for business travelers and will conduct outreach to business students (including underrepresented minorities) to encourage them to enroll in foreign language courses. In year two, the new international course modules will be piloted and evaluated. During the second year of the grant, the College will also provide an opportunity for six CAHM students to participate in a unique internship/study abroad experience through partnerships with Hotel Sofitel and Chef Joe Poon. This will include a 10-day trip to China, during which students will learn about the international hospitality industry and have the opportunity to practice their Mandarin Chinese skills.

The College anticipates that this project will prepare business students to work in international and inter-cultural environments and will support the Philadelphia business community as it engages in international economic activity.

## **The University of Tennessee**

### **International Retail Management: Curriculum and Instructional Module Development**

This project will involve a university, the United States retail business community, and a retail trade organization in a collaborative effort that will increase and promote international understanding and economic enterprise to benefit future U.S. economic interest. The primary objective of this project is to develop curriculum and instructional modules on international retail management (IRM) for both students and retail practitioners.

Faculty in Retail and Consumer Sciences at the University of Tennessee and the National Retail Federation (NRF) jointly will serve as the primary project group for this international education project. The project will focus on countries in Latin America.

The project will consist of multiple stages— Competency Profiling, Competency Validation for the Curriculum, Curriculum Development, Instructional Module Design, and Dissemination. Both qualitative and quantitative data will be used in the project. The resulting instructional modules will be used to prepare students who will enter the international retail industry and provide managerial education to retail firms engaged in international market entry and expansion into Latin America.

## **Belmont University**

### **Collaborating to Equip Belmont and Nashville for the Dynamic Global Economy**

Belmont University (BU) is located in the heart of Nashville, Tennessee, one of the fastest growing cities in the United States. Despite the fact Nashville has become the headquarters location of numerous multinational corporations in recent years the city and region are weak in regards to international business education. In terms of the market area, Nashville is at a competitive disadvantage with cities of similar size. No university in the Nashville market has an international business center, though centers exist in Memphis, St. Louis, Louisville, and Atlanta.

BU claims an international focus as part of its mission. Similarly, the College of Business Administration (COBA) has incorporated an international focus into the College mission statement – “We are an innovative learning community that prepares entrepreneurial, ethical and socially responsible future business leaders for the dynamic global economy.” Consistent with this mission, the College has already created centers for business ethics and entrepreneurship. The only piece missing to fulfill the College’s mission is a Center for International Business (CIB).

The CIB at Belmont is specifically intended to meet the needs and purposes of the Business and International Education Grant Program. The CIB will address these needs and purposes through five strategic initiatives.

1. Internationalize the curriculum in order to produce ethical, socially-responsible, and culturally-aware future business and community leaders for a global world.;
2. Develop study abroad opportunities and international-oriented co-curricular activities in order to foster a global mindset among students and faculty;
3. Develop international career and internship opportunities for COBA students in order to help students gain international business experience;
4. Serve and educate the greater Nashville community to increase global awareness and build trade expertise; and
5. Foster international entrepreneurship among students and the local immigrant community to cultivate intercultural cooperation and grow the local economy through trade and investment.

Some of the innovative activities proposed to fulfill these strategic initiatives include: (1) new undergraduate and graduate international-themed business courses; (2) On-campus International Business Faculty Development Workshops; (3) Development of business-themed foreign language courses in Chinese, French, German, Japanese, Russian, and Spanish; and (4) Study abroad scholarships that include non-traditional, mid-career students (PBBAs).

## **Richland College**

### **Strengthening International Business in North Texas**

Richland College in Dallas, Texas, submits this application in partnership with the North Texas International Small Business Development Center (ISBDC), an agency engaged in international economic activity, to address needs of international businesses in the region. Three needs identified by the partners through their work with international businesses, feedback from a joint industry advisory committee, interactions with business and community leaders seeking to enhance the region's international economy, and scanning the national and international environment are:

1. To educate employees of international firms and students seeking careers in international business in cultural competence skills, the ability to understand and function effectively in diverse cultures to strengthen business opportunities;
2. To provide ongoing, comprehensive training for employees of international firms and companies seeking to enter international markets in how to comply fully with import and export regulations; and
3. To offer education for students and training for international business employees and community members about the emerging international economies of Brazil, Russia, India, and China ("the BRIC nations") that have great potential to dominate the 21<sup>st</sup> Century.

This project has five objectives designed to address these business needs through activities involving Richland College and the ISBDC with the international business community and students in Richland College's International Business (IBUS) program:

1. To develop an International Competencies Certificate for students in the International Business curriculum;
2. To incorporate modules that focus on doing business with Russia or Brazil into courses in the International Business curriculum;
3. To offer International Business students internships overseas that allow them to develop their foreign language skills and knowledge of foreign cultures and societies;
4. To strengthen the skills of faculty members in the International Business curriculum and related programs in teaching cultural competence and in doing business with Russia and Brazil; and
5. To develop a comprehensive curriculum in compliance with import and export requirements to be offered for employees of international businesses through the ISBDC.

Achieving these objectives will result in the following outcomes that will continue after federal funding ends to strengthen international business in north Texas for many years:

1. Overseas internships for IBUS students with multinational firms to strengthen their foreign language and cultural competence skills;
2. IBUS faculty members trained and certified to teach cultural competence and how to do business with BRIC nations;
3. A comprehensive, ongoing training program for north Texas international businesses in how to comply with import and export regulations effectively.

## **Prairie View A&M University**

### **Good to Great: Strengthening International Business Program in a Historically Black University**

In order to compete in an increasingly global economy, America needs an expanding pool of professionals educated in international business. However, inadequate exposure to international business issues remains a challenge for first-generation, and especially for minority, college students. To meet these needs, Prairie View A&M University's College of Business seeks a BIE grant of \$189,877 over two years (2009-2011) to substantially expand its international business program. The purpose of this project is to strengthen academic, faculty development, and outreach activities with a focus on South Korea. The project objectives and activities are:

#### **Objective One - Strengthen IB Academic Activities:**

This objective is built around four activities: introduce two new courses in Global Entrepreneurship (one undergraduate and one graduate), infuse new IB/Korea modules into six existing business courses, establish overseas educational opportunities (study abroad at Daegu University in Korea, summer internship at Universidad de las Americas at Puebla, Mexico, and summer field trip to Korea), and organize an IB executive speaker series.

#### **Objective Two - Strengthen IB Faculty Expertise:**

The grant will enable the College to maintain an intellectual environment conducive to teaching, learning, and pursuing scholarship in international business. Faculty members will participate in a development study tour to Korea and also attend professional development workshops and conferences. The college will offer faculty research grants to support IB research and purchase educational/research materials for the Center for International Business Education.

#### **Objective Three - Strengthen IB Community Outreach Activities:**

The College will partner with the Houston Northwest Chamber of Commerce (HNCC) to organize a Korea trade mission, offer outreach seminars to local businesses, offer professional development opportunities to local K-12 educators (training workshops and study tour to Korea), and host a Website for global business resources. The College will be supported in organizing these activities by the U.S. Export Assistance Center (Houston), City of Waller Economic Development Corporation, Waller County Economic Development Partnership, Small Business Development Center, and the City of Prairie View.

This BIE project will help the College build on its current international business initiatives and consolidate the gains to the next level. The success of this project will serve as a model to other Historically Black Colleges and Universities (HBCUs) interested in strengthening their international business initiatives.

## Hampton University

### Business and International Education Project

As part of its internationalization effort, Hampton University (HU) seeks funding in the amount of \$171,785 from the U.S. Department of Education's Business International Education (BIE) Program for a 24-month grant period in support of the purposes of Title VI, Part B. Award funds will enhance not supplant university resources and will be used to carry out a set of integrated activities designed to significantly enhance the international expertise of HU faculty; to introduce a minor plan of study in international management; to create internship/study abroad opportunities for HU students; to establish institutional cooperation and exchange partnerships with selected international business programs in universities abroad; and to provide a number of programs and services for Virginia area businesses. HUBIE's three interrelated objectives are:

**Objective 1:** Develop a minor in international management to enhance the international business knowledge and skills of undergraduate students at Hampton University. A new minor in international management will be created and the international content of other courses will be substantially increased as a result of project activities. Students will benefit from international and domestic internship opportunities and from participation in the Global Business Seminars that will be offered for community businesses.

**Objective 2:** Increase the international business knowledge, expertise, skills and research productivity of the business faculty through faculty development initiatives. Faculty will benefit from participation in development opportunities with CIBER institutions' international business experts; have the opportunity to study/travel abroad, develop collegial relationships with faculty from foreign universities for joint professional activities, and promote curriculum innovations relative to global issues. They will participate in the Global Business Seminars and provide services to community businesses in international commerce issues.

**Objective 3:** Enhance the international competitiveness of Virginia businesses by sharing university resources to provide training, research and service support. Outreach activities for the business community include a Global Business Seminar Series, student internships, faculty expertise on international business topics. HU and the Office of Business Development will outline a strategy for outreach to Virginia area businesses with an emphasis on small, women and minority-owned businesses (i.e., African American, Chinese, Japanese, African, Caribbean, Hispanic, and Vietnamese) to help them acquire critical knowledge needed to increase their capacity in global commerce.

To accomplish these internationalization objectives, HU has established strategic partnerships with the following organizations: Chamber of Commerce-City of Hampton Department of Economic Development, Virginia Tidewater Universities Consortium; *Inside Mexico* (Spanish Newspaper in Mexico City, Mexico); Universidad Nacional Autonoma de Mexico (UNAM) and Instituto Tecnologico Autonomo de Mexico (ITAM), Duke University- CIBER and University of Memphis- CIBER.

The basis for this grant request is Hampton University's commitment to leveraging its resources and competencies in business areas to contribute to the ability of the United States businesses and our national workforce to compete and prosper in a global economy.

## **George Mason University**

### **Strengthening Global Business Education: Gateway to China**

In partnership with the Beijing Language and Cultural University, the Confucius Institute of George Mason University, and the Business Alliance, the George Mason University School of Management will implement the proposed program for enhanced global business education. Together, we will significantly expand the characteristics of globalization in the business curriculum within the School of Management and promote cultural, language, and economic development to the Northern Virginia business community. The specific objectives of the program are to: (1) Develop and conduct an undergraduate student short-term study abroad program with sessions in China including pre-study abroad workshops on language, culture, business, and financial issues; (2) Design undergraduate curriculum enhancements in management and finance courses; (3) Provide faculty development opportunities including the establishment of a community of practice on leading short-term study abroad programs that includes a faculty development seminar series consisting of three sessions covering the design and implementation of study abroad programs, faculty global exchanges for teaching in China, and international research collaboration opportunities; (4) Develop knowledge sharing and outreach activities for metropolitan Washington businesses including lectures and workshops addressing current global business issues; and (5) Develop the platform for an international internship program for undergraduate business students, initially in Virginia with firms doing business in China, and later in firms located in China doing business with the United States.

## **Carroll University**

### **Carroll International Business Initiative (CIBI)**

The Carroll University International Business Initiative (CIBI) addresses the priorities established by the Business and International Education (BIE) program; Carroll University's strategic goals to enhance its international business curricula, experiences and outcomes for undergraduate students; and the State of Wisconsin and Waukesha County needs for enhanced international business education and economic growth.

In partnership with the County Waukesha Chamber of Commerce; Wisconsin Manufacturer's & Commerce; the Carroll University Center for Leadership Excellence; and educational partners including Hong Kong Baptist University and Lingnan University, Hong Kong; and University of International Business and Economics (UIBE), China, as well as developing partnerships in Western Europe and Vietnam, the Carroll University International Business Initiative will develop and disseminate best practices to strengthen the region's international business training and advance international business teaching and curriculum development to increase American competitiveness.

The objectives of the CIBI are as follows:

1. To strengthen the Carroll University undergraduate business curricula by a) implementing a faculty development program; b) developing a global studies minor; and c) integrating international business content into ten core undergraduate business courses.
2. To increase international experiences for students by: (a) organizing at least three business-oriented cultural experiences programs (NCEP) for undergraduate students; and (b) Increasing student awareness of and engagement in business-related study abroad.
3. To enhance international partnerships and global education by: (a) initiating faculty visits for research and curriculum development to three or more countries in which Carroll University has active or developing educational partnerships, including mainland China and Hong Kong, Western Europe, and other Southeast Asian countries, such as Vietnam; and (b) developing and implement a minimum of two articulation agreements with foreign educational institutions to enhance international business education.
4. To enhance the University's cooperation, outreach, and alliances with Wisconsin companies and community partner organizations by: (a) developing a CIBI Advisory Board including corporate and community leaders from Southeast Wisconsin; (b) developing and implementing a three-part lecture and training series on global business; and (c) developing a minimum of three corporate international internship sites.

The proposed objectives will have a significant impact on 12 Carroll University business faculty, which represents 100 percent of the full-time business faculty, more than 400 business students majoring in Business Administration or Accounting, and nearly 600 non-major students taking core business courses for personal interest, business minors, or other business-related academic programs. CIBI addresses the priorities of businesses in the Milwaukee/Waukesha area, the strategic vision of Carroll University, and exemplifies cooperative best-efforts of private industry, education, and public entities. Given the current economic condition in southeast Wisconsin and our nation, it is vital that Carroll University undertake these activities to enhance international business education for students and area businesses.

## **University of Wisconsin – Whitewater**

### **The Global Business Resource Center (GBRC)**

The Global Business Resource Center (GBRC) at the University of Wisconsin-Whitewater (UW-W) is proposing the Project ATLAS initiative for the years 2009-2011. The principal investigator for this grant application is Dr. Choton Basu, the Director of the Global Business Resource Center (GBRC) and he is applying for a Title VI-B BIE grant to support this initiative. Linda Reid, J.D., is the Co-Principle Investigator (PI) for this grant proposal and Chair of the Finance and Business Law Department. Both PIs have extensive experience in international business and have been responsible for multiple global initiatives at UW-Whitewater.

Over the last 10 years the GBRC at UW-W has been involved in multiple grant activities to enable the internationalization of the Whitewater campus. During this time period the center has also successfully completed several projects for Wisconsin companies resulting in international sales, collaborations and joint ventures. This year the center has put together an exciting new project titled Project ATLAS designed to have a significant impact on the Whitewater campus, provide much needed help to companies, trade associations and individuals in Wisconsin. The following activities are proposed:

1. Over the years there have been several efforts at UW-W to introduce an International Business Major. We are pleased to announce that under the leadership of Linda Reid (Co-PI) and grant funding from the BIE, the GBRC will work with the Finance and Business Law department to launch this major at UW-Whitewater. The GBRC will support this initiative and assist in addressing the requirements of the new major by assisting with the significant foreign language requirement, real-life projects, student and faculty workshops including faculty development.
2. The GBRC intends to provide training modules for the NASBITE sponsored Certified Global Business Professional (CGBP) certification. The GBRC will collaborate with CIBER-Madison to offer training classes both on campus and online to prepare business professionals, members of trade associations, faculty and students for the CGBP certification exam. One particular focus will be to target regional areas such as Janesville, WI to retrain displaced workers of companies in that geographic region.
3. As a part of Project ATLAS, the GBRC will initiate the Babel 3.0 project to focus on ways to enhance the global collaboration capabilities of some of the major multinational corporations in our state. This initiative targets the use of emerging open source Web technologies to develop best practices for effective global collaboration. The center will work closely with companies such as Harley-Davidson to identify best practices in global collaboration by working with a consortium of WI companies that could benefit from this program. This initiative will ultimately result in a best practices handbook and a training program on effective global collaboration.

Choton Basu and Linda Reid will lead a cadre of talented team members from UW-Whitewater, trade associations and businesses to provide valuable services and programs to the region as well as offer experiential learning for the students involved in these projects.