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Office of Postsecondary Education
International and Foreign Language Education (IFLE)
Office



Title VI Centers for International Business Education
(CIBE) Program
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Grantee List and Project Abstracts
Fiscal Years 2022-2025

List of FY 2022-2025 CIBE Grantee Institutions and Award Amounts

Institution	FY 2022 Funding	Page Number
Brigham Young University	\$290,466	3
Florida International University	\$332,499	5
George Washington University	\$314,193	7
Georgia Institute of Technology	\$319,049	9
Georgia State University	\$350,268	11
Indiana University	\$339,144	13
Loyola Marymount University	\$302,225	15
Michigan State University	\$304,230	16
The Ohio State University	\$279,819	18
San Diego State University	\$319,821	20
Temple University	\$290,381	21
Texas A&M University	\$303,596	23
University of Colorado Denver	\$317,372	25
University of Maryland	\$335,090	27
University of South Carolina	\$364,770	28
University of Washington	\$308,473	30

Brigham Young University

Project Director R. Bruce Money, Moneyb@byu.edu

The everchanging landscape of the global economy necessitates nimble adaptation in educational curricula, competencies, and workforce development. The BYU Marriott School of Business proposes to advance US global competitiveness by preparing students to become future industry leaders who understand the complexities of the international marketplace. Our CIBE initiatives will help firms operate more effectively in highly competitive and globally integrated markets. We will do so by leveraging our strengths in language and international experience and by collaborating with our networks of institutions of higher learning, recruiters, and alumni. The 72 new proposed activities are designed to:

- A. Empower students' development of a global mindset with new, groundbreaking international experiential learning programs. We will work to develop innovative study abroad programs that 1) focus on foundational global business functions, 2) immerse students and faculty in innovative and transformative international learning experiences and 3) foster accessibility to a wide range of students across campus.
- B. Provide leadership in business language and cultural training. Integrating intensive language programs with business curriculum is foundational to the enabling legislation and the core strength of BYU; approximately 70 percent of our students are bilingual and have lived abroad. We will leverage our rich language and area studies capacity to 1) develop foreign language curriculum that integrates cultural and business competencies, and 2) provide opportunities for students to hone their language skills through practical application in coursework, case competitions, and internships.
- C. Extend collaboration with regional and national colleges including community colleges and MSIs. Leveraging BYU CIBE's network of 82 colleges and universities in 10 Western states as well as a national network of minority serving institutions, we will share program and curriculum innovations for institutions and students at all levels. We will also host an online resource repository and sponsor experiential learning and professional development grants for MSI and community college students and faculty.
- D. Collaborate with the business community. BYU CIBE will work with local and regional companies to expand exports and attract foreign investment. This effort will bring jobs and trade development to the region and create opportunities for student internships and projects.
- E. Establish a strong and multi-faceted research agenda. We will provide funding for new projects in multiple streams of research designed to strengthen curriculum, add to the literature in the international business field, and provide new, actionable knowledge for the business community seeking success in global markets.

The BYU CIBE will address Competitive Preference Priorities 1 and 2 and Invitational Priority 1 in our proposal; we identify how we will accomplish them in Supplements 3-6. BYU CIBE is uniquely qualified to do this work and multiply funding from the enabling legislation. We will fulfill the intent of the legislation and mandated activities through 72 new initiatives. The initiatives integrate key themes into our programs, including the importance of:

1. developing experience -based cultural, language, and international business learning for students to leverage into internships and jobs;
2. strengthening collaboration with academic communities at all levels and the public and private business sector to increase US competitiveness;
3. deepening research and lines of inquiry to create and disseminate impactful knowledge in international business.

Florida International University

FIU Business at Florida International University (FIU) is honored to submit our 2022-2026 Center for International Business Education and Research (CIBER) grant proposal. FIU is a Top 50 public university that drives real talent and innovation in Miami locally, and globally. FIU proudly works to continuously improve its students' education, lives, and professional competitiveness through its identity as the largest minority serving U.S. institution, graduating more Hispanics than any other U.S. university. In addition, per U.S. News & World Report, FIU is a top performer in Social Mobility (top 5) and Innovation (#17 among U.S. public institutions). Diversity, Equity, and Inclusion (DEI) continue to be FIU's priority through many structural, philanthropic, and student inclusion efforts as well as increased partnerships with Historically Black Universities (HCBU's) as well as other local Minority Serving-Institutions (MSIs). In the areas of sustainability, FIU's impact on the community in the areas of no poverty, life below water, life on land, and clean water and sanitation are all in the top 10 nationally, and top 50 globally by Times Higher Education (THE) Impact Rankings.

These priority values of DEI, sustainability through innovation, and student competitiveness are also reflected through FIU Business' core competencies and initiatives. FIU Business continues to excel in the area of international business (IB) and is widely recognized for our institutional impact on our students, community, and the IB field at large. This solidifies our position as a national resource with local and global impact. FIU Business is the largest public business school in Florida, and the only Florida business school ranked for undergraduate international business programs by U.S. News & World Report, now #2 for three consecutive years. FIU Business has a prominent role in the Academy of International Business (AIB) as well as the Consortium of International Business Education (CUIBE). Our IMBA is # 3 (U.S. News & World Report, 2021) and our Real Estate program is #1 in research productivity in the world (Journal of Real Estate Literature, 2021). With a unique profile of scale and scope, diversity and inclusion, and international dimensions, recognized expertise, location, and a core spirit of sustainability, innovation, and entrepreneurship FIU is uniquely positioned to continue to provide locally and globally impactful programs.

The global business environment is more ambiguous today than it has ever been. Whether at the regional or global level, corporations have found themselves with new and intriguing dilemmas. This new world requires highly trained students that are able to think critically, be globally minded, and solve these ambiguous issues. FIU's strong international business expertise, partnerships, and programs that connect Miami to Latin America and beyond to international markets spanning Europe to Asia, ideally prepare us to train U.S. students to operate in this increasingly complex global environment. To further these efforts, FIU Business proposes over 19 new, 9 improved, and 20 continuing activities in the six required CIBER mandatory activities and purposes for 2022-2026 focusing on three key themes. We strongly believe these areas represent the principal skills and opportunities that will assist us in bringing the local Florida and Southeastern U.S. community to the frontline of international trade and competitiveness.

- Diversity, Equity, and Inclusion
- Sustainability through Innovation
- Student Intercultural Proficiency and Competitiveness

We will programmatically meet the purposes of the statute and the competitive preferences and invitational priorities through four main objectives:

- The Preparation of Global Professionals and Citizens
- Linking Internal and External Resources for Global Curriculum Impact
- Creating Sustainable Links between Learning and International Opportunities
- Supporting Locally Engaged and Globally Impactful International Business Research

Key initiatives that we are highlighting are:

1. Expanding as a Florida Resource Center for HBCUs, MSI's and Community Colleges (CCs)
2. Collaborative Online International Learning (COIL) and virtual international internships
3. FDIBs to Korea, India, and Latin America and
4. K-12 Foreign Language Learning.

We have well-founded resources to continue and expand our ability to provide return on investment for continued sustainable impact into the future. Our advisory council is comprised of top international researchers, global professionals, local professional associations, and community college representatives. We propose an extensive project evaluation and management plan to ensure objective achievement and continuous improvement. Over the last four years since the previous funding cycle, FIU has flourished and evolved as an institution in the face of difficulty and uncertainty during a global pandemic. FIU has pivoted and soared, ranking first among Florida public universities. This has included many new and innovative program formats that have served as models for other institutions, representing how to adjust and innovate during the complex COVID-19 pandemic environment. FIU CIBER has been creative in offering opportunities and programs for our citizens to connect with the world and be prepared for the new global marketplace. We would be honored to continue to be a resource for our state and country with the helpful support of the United States Department of Education CIBER grant.

George Washington University

Project Director: Anna Helm, Department of International Business, George Washington University, Washington, DC 20052, Tel: 202-994-8150; FAX: 202-994-7422; Email: ahelm@gwu.edu

The George Washington University Center for International Business Education and Research (GW-CIBER) stands committed to promoting the nation's capacity for international understanding and economic enterprise by pursuing a comprehensive set of initiatives in scholarship, education, and outreach. These initiatives will advance the global competitiveness of the U.S. by providing learning opportunities to a wide variety of stakeholders.

GW-CIBER's programming will be organized around a unifying theme: Institutions, Resilient Globalization, and Sustainable Competitiveness. This theme addresses a set of issues of fundamental importance to U.S. competitiveness, prosperity, and security. The theme also reflects the strengths of GW's faculty and the university's central location in Washington, DC, among key multilateral organizations, government agencies, non-governmental agencies, and embassies. The theme is supported by five key focal areas:

1. Governing Globalization: Disruptions and Dynamism;
2. Innovation, Technology, and Entrepreneurship;
3. Natural Resource Management and Environmental Sustainability;
4. Economic Development and Structural Transformation;
5. The Intersection of Business, The State, and Civil Society.

Building on the theme, programming will be organized in six overlapping objectives identified by needs-based consultations with critical stakeholders:

OBJECTIVE 1: Increase opportunities for students to gain exposure to international business studies through innovative and engaging curricular and co-curricular offerings that leverage state-of-the-art, student-centered learning approaches.

OBJECTIVE 2: Collaborate with businesses and professional associations to offer students experiential learning, internship, and job-training opportunities in international business. OBJECTIVE 3: Provide national leadership in advancing interdisciplinary research in international business to address complex problems facing businesses.

OBJECTIVE 4: Offer professional development and academic outreach programming to university stakeholders from across the U.S., with a special emphasis on collaborative initiatives with Minority Serving Institutions, Community Colleges, and rural schools.

OBJECTIVE 5: Engage business and policy communities to offer executive training programs that enhance global management knowledge.

OBJECTIVE 6: Provide “Business Language” programs to strengthen the career competitiveness, language proficiency, and cultural competence of current and future business professionals, and to improve business language education nationwide by offering instructors training and impactful teaching materials.

Important parts of the programming specifically address both Competitive Preference Priority 1: Business Collaboration and Competitive Preference Priority 2: Community College/MSI Collaboration. In addition, the proposal specifically addresses the Invitational Priority, with language programming for future and current business professionals.

Georgia Institute of Technology

*“Transforming a Technology University’s Globalization Model: Preparing Leaders for a Diverse and Sustainable World.” Georgia Institute of Technology, Prof. John R. McIntyre,
john.mcintyre@scheller.gatech.edu*

GT CIBER acts as a catalyst in a top-10 public research university to contribute, in the words of GT President Angel Cabrera, to “Tech’s goals of becoming a global engine of inclusive innovation, opportunity, and entrepreneurship.” Directed by an experienced team and supported by a leading business school and allied colleges, GT CIBER implements a responsive work agenda, building on 76 new and existing initiatives. The proposal is designed on a model (App 1-E) identifying four sets of research foci and strengths, all contributing directly to US competitiveness and global value chain leadership:

- a) security (economic, cybersecurity, critical infrastructure),
- b) business sustainability and resilience,
- c) innovation and enterprise generation and
- d) digital business transformation, building on significant cross-university resources.

This approach leverages Georgia Tech’s growing global campus model with two international anchors (GT Lorraine and GT Shenzhen) and smaller pilot locations (“atriums”). We focus on four regions:

- a) MENA,
- b) EU,
- c) North Asia, and
- d) South Asia.

The 2022-2026 program design rests on seven objectives and program elements, divided into program modules (see App 1-C).

1. Developing Global Servant Leaders in a Post-COVID World: supporting a university-wide mandatory global leadership course, contributing to the Women in the Academy of International Business, implementing a global diversity, equity and inclusion case writing competition, providing the global dimension to Create-X-Learn signature program ;
2. Mobilizing our Local Stakeholders: fund CIBER MSI and Community Colleges Consortium (CMCC), leverage the extensive MSI network with Georgia Tech, create an intensive summer IB bootcamp in our overseas campuses with HBCU partners, promoting economic literacy at the K12 and community college levels, expand our IB-theme podcasts series, establish model relations with HBCUs in creating international trade logistics programs;
3. Harnessing CIBER Activities to Georgia’s Global Economic Growth: Promote export-U as a web-based export training tool for large scale use; support the World Trade Center global market entry certification, participate with EI2 in international soft landing programs, build reshoring into the Georgia Manufacturing Survey, provide ICEdge inter-cultural trainer certification; collaborate with Technical College System of Georgia on international apprenticeship models;

4. Amplifying Georgia Tech's Global Footprint: offer global research and work internships abroad, implement first year overseas campus programs, support the concept of atriums, extend utilization of overseas anchor campuses, leverage Lafayette Institute as a research platform;
5. Building on Georgia Tech research strengths: research conferences on global sustainability, REER, webinar series on global cybersecurity, China consortial annual conferences, region-wide doctoral workshops;
6. Deepening international business-related specializations and degreeseeking programs: expand MBA International Practicums, create a new master's in global development, establish a global cybersecurity summer school, build a joint graduate certificate in global financial governance, support Forum for Research in Empirical International Trade, support two FDIB, support global expansion of Creative Destruction Lab-Atlanta program;
7. Engaging Students and Faculty in Interactive Learning in Applied Languages for Global Competence: teach languages across the curriculum, expand online language course instruction, establish a Ph.D. minor in languages, collaborate on the Race Beyond Borders Initiative, enhance ACTFL proficiency testing at GT overseas anchor campuses.

Georgia State University

Georgia State University Robinson College of Business is applying for a renewal grant to continue operating its Center for International Business Education and Research (GSU-CIBER). For the past decade, the Center has pursued a prolific and impactful work agenda, managed by an experienced team led by Professor S. Tamer Cavusgil (stcavusgil@gsu.edu; 404-413-7284). Tamer is a world-renowned international business educator and scholar. Georgia State University has committed substantial matching funds for the new grant cycle.

Supported by the largest business school in the Southeast and the 4th largest (by business faculty) in the nation, GSU-CIBER will implement an ambitious work agenda for the 2022-26 grant cycle. Its prolific agenda is facilitated by its close relationships with Minority Serving Institutions, as well as its understanding to make access a priority. It is also driven by its partnerships with Atlanta's world-class companies such as Coca-Cola, CNN, Delta, and UPS.

During the new grant cycle, GSU-CIBER proposes 59 projects across eight objectives mandated by the authorizing legislation. A sampling of these projects includes: dissemination of teaching materials and new pedagogy for teaching the introductory course in International Business; enhancements to the business, languages, and area studies curriculum; developing a Global Competency Certificate for business professionals, interdisciplinary research projects to enhance U.S. global competitiveness.

Competitive Preference Priority 1 – Collaboration with a Professional Association or Business. Georgia State CIBER will co-lead a new CIBER consortium in developing and launching a Doctoral Academy in partnership with the Academy of International Business. The Doctoral Academy will provide a range of Ph.D. level seminars, webinars, and workshops -- training and mentoring doctoral students in International Business. Participants will be granted the AIBCIBER IB Completion Certificate. This new initiative responds to the need for business school faculty to acquire adequate preparation and competence in IB.

Competitive Preference Priority 2 – Collaboration with Minority Serving Institutions. Georgia State CIBER has been serving as the lead center for the CIBER Minority Serving Institutions Consortium. The Consortium currently includes 10 CIBERs as mentor institutions. Numerous MSIs nationwide are beneficiaries. In this leadership capacity, GSU-CIBER has been organizing and hosting the annual faculty development program, IB Pedagogy Workshops, and the annual IB Case Competition for MSI business students, both held in Atlanta.

When the global pandemic necessitated a shift to online teaching, GSU-CIBER quickly pivoted and shared our expertise with a national audience of business faculty through a series of weekly webinars. Since April 2020, we organized and conducted 57 webinars focused on teaching and research. Registration for the IB Webinar Series is free. Since April 2020, these webinars have been attended by

7,266 faculty and doctoral students, representing some 2,100 institutions. A third of our participants are MSI faculty.

Invitational Priority – Expanding our close working relationship with GSU’s Title VI Language Resource Center, GSU Center for Urban Language Teaching and Research (CULTR), we will continue our support of teaching less commonly taught languages, and language courses for business application. In addition, we will continue to teach a section of our introductory International Business course entirely in Spanish.

Indiana University

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Indiana University (IU) CIBER proposes a series of activities for 2022-2026 designed to move all constituencies from international awareness to engagement, and finally toward global competence, by providing international education and research, collaborative and mentorship relationships, and experiential learning. Four overarching goals guide our activities:

1. promote international experiences, dialogue, interactions, and research for U.S. business faculty to support knowledge creation and practical development of the next generation of sustainable global businesses;
2. prepare students to succeed in a global marketplace by building international competence: the knowledge and skills to understand, adapt, interact, and negotiate with diverse countries and cultures;
3. provide hands-on learning opportunities to strengthen the core competencies and capabilities needed to compete internationally; and
4. develop sustainable, accessible tools and resources to increase hands-on knowledge, build networks, and strengthen the core competencies needed to compete internationally.

To achieve these goals, our activities fall under four thematic areas:

1. partnerships with minority-serving institutions (MSI) and community colleges (CC);
2. experiential learning initiatives;
3. language and culture instructional initiatives; and
4. broad dissemination of research and developmental activities.

Among the programs new to the 2022-2026 cycle are an International Trade Certificate with Kelley School of Business (KSB)-Indianapolis, an international consulting course training webinar, a Global Indiana Marketing Campaign, a KSB elective in business Spanish, a business language domain analysis and proficiency assessment in collaboration with other CIBERs, and a video series focusing on business-specific knowledge related to foreign languages. IU CIBER will support international business research projects on innovation strategies and national innovation ecosystems, Indiana exporting and manufacturing, and cybersecurity.

A significant portion of our activities directly address both Competitive Preference Priorities. For Priority 1, our statewide internship initiative links IU with a wide array of partner companies, as do our programs to support internships through the Kelley Institute for Social Impact and U.S. Department of Defense Flagship Language Programs. In addition, we will support small- and medium-sized businesses (SMEs) in their export development efforts as well as offer Global Business Seminars on international topics of current interest to the business community and a “Getting Started in Exporting” training series for SMEs. For Priority 2, we maintain relationships with several of our previous MSI and CC partners and add IU-

Northwest (recently designated as a Hispanic Serving Institution) as well as new institutions from Illinois, Kentucky, and Missouri. Project activities are designed to achieve high impact and wide reach in supporting the internationalization of curricula and campuses in these institutions, both regionally and nationally. These initiatives develop faculty competence in international business, foreign languages, and global affairs to enhance internationalization of business curricula both at KSB and other institutions of higher education.

Loyola Marymount University

Yongsun Paik, Professor, Management, 310-338-7402, Yongsun.Paik@lmu.edu

Brief Overview: LMU's CIBE project is designed to advance knowledge and develop competencies required of our students, faculty, and business community stakeholders to increase global competitiveness of U.S. companies through various programs and initiatives as described below.

Loyola Marymount University's College of Business Administration requests continued support of the Department of Education to the proposed programs and initiatives included in the LMU CIBE grants application. As one of the top private universities founded on Jesuit tradition, LMU has promoted global leadership and citizenship by strengthening and creating educational programs and experiences that develop global perspectives and cross-cultural competencies. The recent COVID-19 pandemic has greatly accelerated the use of digital technologies and substantially transformed how organizations and societies operate, as well as the roles that workers play in these environments. To help U.S. businesses effectively meet the challenges presented by the so-called Fourth Industrial Revolution, LMU CIBE will provide critical resources, instruction, research support, and community outreach to equip students, faculty and businesses with state-of-the-art knowledge and skills required to compete in this new era. Leveraging LMU's location advantage derived from Silicon Beach in Los Angeles and building upon its strong entrepreneurship and marketing programs (nationally ranked 13th and 17th, respectively), LMU CIBE aims to successfully implement the proposed programs and initiatives during the 2022-2026 CIBE grants cycle and contribute to enhancing global competitiveness of U.S. businesses. LMU CIBE focuses on the following five themes: 1) cybersecurity; 2) innovative global marketing; 3) global talent development and foreign business language education; 4) international entrepreneurship; and 5) global sustainability and business ethics.

Aligned with the purpose of the authorizing statute and priorities, LMU CIBE programs and activities provide experiential and transformative learning to students through new, as well as enhanced academic programs and international internship programs in collaboration with the business community. At the same time, supporting impactful faculty research on our five themes will keep an ongoing line of inquiry into the key issues associated with global market expansion of U.S. companies. Fulfilling Competitive Preference Priorities 1 and 2, LMU CIBE expands on its partnerships and strategic alliances with the business community and professional associations, both domestic and overseas, such as L.A. Area Chamber of Commerce, World Trade Center of Los Angeles, Global Los Angeles Venture Association, and the Port of Los Angeles to support the efforts of American firms, small and medium-sized enterprises (SMEs) in particular, to expand their businesses abroad. LMU CIBE also extends support to the Los Angeles Community College District (LACCD), the largest community college district in the U.S., which consists of nine community colleges as well as other minority serving institutions (MSIs) in the country to help them develop and improve their international business curricula through collaboration with other CIBERS.

Michigan State University

The Broad College of Business at Michigan State University is requesting funds to continue to operate a Center for International Business Education. International Business Center (IBC) at the Broad College has been serving the international business community for more than 30 years as a National Resource Center with the mission to make US businesses more competitive internationally. IBC is home to the Academy of International Business, the premier academic association in the international business community with more than 3,200 members from more than 90 countries. In the past few years, IBC has continued to successfully deliver its prolific, innovative and impactful CIBER work agenda despite a major pandemic and change in leadership. MSU-CIBER will implement an ambitious agenda for the 2022-2026 grant cycle with an experienced team led by Professor Ahmet H. Kirca Ph.D., an expert international business educator and scholar with strong ties to the academic community in international business.

MSU's CIBER grant proposal is guided by four strategic priorities of IBC listed in EXHIBIT 3 and the following mission statement for the 2022-2026 grant cycle:

MSU CIBER's mission is to leverage our leading-edge knowledge and skills to provide superior education, research, and assistance to businesses, multiplier groups, faculty, and students on issues of national significance for international competitiveness.

During the new grant cycle, MSU-CIBER proposes to accomplish 6 program goals with 34 projects and 98 activities in the six required CIBER mandatory activities and purposes. This portfolio of innovative and collaborative projects and activities produce broad, significant, and sustainable local, regional, and national impact by addressing significant national needs. As such, these projects jointly address both Competitive Preference Priority 1 (Professional Association or Business Collaboration), Competitive Preference Priority 2 (Collaboration with MSIs or Community Colleges), and Invitational Priority (Language Instruction).

MSU-CIBER's 2022-2026 grant proposal has three major themes that integrate various programmatic, outreach, and research activities, providing cohesiveness to MSU-CIBER's projects and activities:

- Global Mindset Development for International Competitiveness
 - Global Engagement and Partnerships for International Competitiveness
 - Discovery for International Competitiveness
- Collectively, these three key themes represent MSU-CIBER programming that is captured by the unifying title of MSU-CIBER's grant application "Global Mindset Development, Engagement and Discovery for International Competitiveness." IBC-CIBER has the necessary structure, processes, knowledge and skills to develop and implement the proposed projects within a cost-efficient budget and on time. Moreover, this proposal provides detailed information about the time commitments and critical milestones for MSU to achieve the program goals of the current grant cycle. With MSU's solid international infrastructure and the Broad College's strength, reputation and support, coupled with the

excellent, highly qualified, and experienced team of faculty and staff of the MSU-CIBER, we are well positioned to undertake the ambitious agenda proposed for the 2022-2026 grant cycle.

The Ohio State University

Project Director: Dr. Anil Makhija, makhija.1@osu.edu

The Ohio State University Fisher College of Business (OSU) is pleased to submit our 2022 – 2026 CIBE grant proposal. Our overarching theme: Building Capacity for Global Awareness and Competitiveness in a Rapidly Changing World, serves as our mission as we propose 45 new program initiatives across six authorized activities, and four themes to meet the purposes of the statute, the competitive preferences, and invitational priorities:

1. Expand Global Trade,
2. Highlight National Center for Middle Markets (NCMM),
3. Resolve Supply Chain/Logistics Challenges, and
4. Build Talent Pipelines.

OSU is guided by our vision to be a national center building on our local and regional competencies, one focused on quality programming across disciplines, with a culture that is collaborative, inclusive, accountable and innovative.

Our initiatives will leverage the OSU ecosystem (set of collaborations and resources within Fisher, across OSU, across the city and state, as well as regional and national trade organizations) to deliver on our mission. Our past experience suggests taking a collaborative approach provides economies of scale and scope, and enhances the quality and outcome of our programs. This will support and sustain our efforts to grow global skills relevant for U.S. companies during periods of rapid change, develop global trade capabilities to enhance U.S. exports, strengthen research, teaching, and training associated with managing resilient global supply chains, evolve global training programs aligned with U.S. demographic and cultural diversity, and build programs that are customized to fit important learning needs.

OSU has national access to middle market firms to deliver programs customized to their specific needs. Fisher is home to the NCMM, recognized as a leading source of knowledge, leadership, and innovative research for firms to accelerate growth, increase competitiveness, and create jobs. Another example involves expanding minority recruiting efforts for the nationally recognized Ohio Export Internship Program (OEIP), which matches students from universities across Ohio to intern with small to medium-sized enterprises (SMEs), and collaborate with NASBITE to share best practices to create a skilled workforce through experiential opportunities.

OSU will meet the criteria for Competitive Priority 1 by proposing 16 collaborative activities with professional associations and businesses designed to expand employment opportunities for students and upskill the workforce. In order to meet Competitive Priority 2, 18 collaborative activities are proposed with Minority Serving Institutions (MSIs) and Community Colleges (CCs). To meet the Invitational Priority, we have developed 4 initiatives focused on language instruction and developing assessment tools to measure global business competency.

Over the course of the grant cycle, OSU has an organizational design that aligns with our strategy to deliver our programs on time and within budget. We propose effective evaluation and management plans to achieve our goals. Our Advisory Council, comprised of thought leaders in their areas of expertise, will provide guidance to ensure we make an impact locally, regionally, and nationally.

San Diego State University

*Project Director: Dr. Martina Musteen, Department of Management, Fowler College of Business
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Embracing its role as a National Resource Center, San Diego State University Center for International Business Education and Research (SDSU CIBER) seeks grant funding to develop and implement innovative programs that meet the objectives of the Federal Statute and Program Priorities as specified in the Sections 611 (b) and 612 (a, c) of Title VI of the Higher Education Act. SDSU CIBER programs are guided by a rigorous analysis of regional and national needs and a strategic framework that takes into account SDSU's unique institutional strengths and the highly uncertain, changing global business landscape. The programs are carefully designed to deliver significant value regionally as well as nationally by delivering 50 initiatives in four Program Elements: (A) Curriculum Development and Integration, (B) High Impact Interdisciplinary Research, (C) Foreign Language Assessment and Education, and (D) Academic and Business Community Outreach.

Program Element A expands and enriches curriculum across disciplines to enhance access to quality international business education and experiences for a highly-diverse student body and create a workforce with valuable skills necessary to compete effectively in the post-COVID era. Initiatives in Program Element B will stimulate, support and disseminate high-impact IB research that is interdisciplinary and relevant to both educators and practitioners as the U.S. re-engages as a global thought leader. Drawing on SDSU expertise in foreign language education and assessment, the initiatives in Program Element C will significantly enhance the skill sets of the U.S. workforce and therefore contribute to greater competitiveness of U.S. businesses. Finally, by implementing initiatives in Program Element D, SDSU CIBER will engage and assist academic and business stakeholders (regionally as well as nationally) to enhance pedagogy, scholarship and practice of international business.

The SDSU CIBER program meets Competitive Priority 1 by proposing seven collaborative activities with professional associations and businesses designed to expand employment opportunities for IB students. To meet Competitive Priority 2 we propose five collaborative activities with Minority Serving Institutions (MSIs) and Community Colleges (CCs) and, with SDSU designated as a Hispanic Serving Institution (HSI) and AANAPISI, we also propose four intra-campus collaborative activities. To meet the Invitational Priority, SDSU CIBER proposes three initiatives focused on language instruction, performance testing and assessment that strengthen the preparation of IB professionals.

Drawing on significant existing resources, the proposed program is coherent, sustainable and supports an ongoing line of research inquiry and development. Needs-based, synergistic program design with clear objectives, specific milestones, measurable outcomes, thorough evaluation plan and experienced management teams ensures the objectives of the program are achieved on time and within budget.

Temple University

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The global pandemic has ushered a new era for globalization and accelerated the digitalization of business and education. It has also disrupted supply chains, labor markets, and all industry sectors, including education. In that context, many challenges and opportunities surfaced. Competition intensified. Diversity, Equity, and Inclusion changed from being buzzwords to top priorities for US companies that wanted to remain competitive by attracting, training, and retaining the best talent. With greater and faster digitalization, access to information, goods, and services, anyone with a laptop can compete in the global marketplace. To keep American businesses competitive, our policy makers need access to the latest practical research on innovation and technology; our industry leaders need effective and relevant training in emerging risks and internationalization strategies; and our future workforce—university and community college students—need a global toolkit that enables them to immediately engage in the new global economy.

Recognizing this need, Temple CIBE proposes 53 research, training, and educational activities designed to:

1. inject international components into new and existing curricula;
2. expand access to language and cross-cultural competencies through virtual and global immersive experiences;
3. develop a practical body of research that addresses cutting-edge issues in international business;
4. foster skill development for Temple and community college students and faculty in key global business concepts;
5. deliver the relevant trainings necessary to give the business community a competitive edge on global markets; and
6. collaborate with students and faculty at area community colleges and minority-serving institutions to share valuable international business insights.

Temple CIBE will build on its 20 successful years as a designated CIBE institution to remain a leader in international business education with this proposal that compliments the four pillars of the strategic plan at the Fox School of Business: Educational Innovation, Research Leadership, Inclusive Culture, and Community Engagement. With the strategic plan, our team carefully monitors progress and adapts to the changing needs of our students and the business community. The Greater Philadelphia region is the 7th largest Metropolitan Statistical Area (MSA) out of 384, as defined by the US Census Bureau, and home to 3 major shipping ports, 2 class 1 freight railways, and 5 international airports within a 90-minutes' drive. As the largest business school and largest university in the region, our proposed CIBE grant, to be hosted at Temple University, is poised to make significant regional and national impact

though our unwavering commitment to deliver measurable results and adjust the project, when needed, in response to the volatility of the global economy.

Texas A&M University

Project Director: Katy Lane (klane@tamu.edu)

The Texas A&M University (TAMU) CIBE program will contribute to increasing U.S. global competitiveness by training American business and non-business students, faculty, and executives, especially of minority groups, to understand foreign cultures and business practices and to overcome language barriers, as well as to expand business career opportunities of students through study and internships abroad. TAMU's Center for International Business Studies (CIBS) seeks ED funding for 34 innovative educational, research, and outreach Activities through the FY 2022 Centers for International Business Education (CIBE) grant program to advance its role as a state, regional, and national resource for U.S. global competitiveness.

The strength of CIBS stems from its integration into the structure of one of the nation's largest and best business schools (Mays Business School) and the programmatic and financial synergies gained from effective partnerships with the Bush School of Government and Public Service, the Colleges of Agriculture and Life Sciences, Education and Human Development, Engineering, and Liberal Arts. CIBS has also built active collaborations and strategic alliances with TAMU System schools, the Southern Association of Colleges and Schools in 11 southern states, other U.S. universities, foreign business schools, professional associations, MNEs, and federal and international agencies to expand global opportunities for students. All these resources will be utilized in CIBS's efforts in 2022-2026 to accomplish the goals of HEA-Title VIB federal legislation authorizing CIBEs, the two competitive preference priorities (collaboration with professional associations to expand employment opportunities for international business (IB) students; and significant and sustained activities to incorporate global dimensions into the business curriculum at Minority-Serving Institutions and community colleges), and one invitational priority (language instruction for IB professionals), as well as meet the IB education and job needs of the state, region, and nation.

CIBS has designed innovative projects to accomplish the education, research, and outreach objectives by implementing 34 strategic Activities to achieve the following significant outcomes: • Interdisciplinary certificate programs devoted to IB studies across graduate and undergraduate curricula that combine language, cultural, and economic aspects of IB with international work and study;

- Language studies and immersion in less commonly taught and traditional languages that equip students and the business community to overcome cultural barriers and contribute to U.S. global competitiveness.
- Study abroad, exchange, and internship/work-study programs with 52 partner business schools worldwide to expand TAMU student employment opportunities in international business. • IB research conducted by accomplished scholars and doctoral students concerning significant issues about U.S. business competitiveness, the global impact of new technologies, sustainable

innovation, and the growth of nations and MNEs, and pedagogical studies that will advance the nation's IB education.

- Outreach activities that respond to the globalization needs of business professionals, teachers in public schools, and professors at community colleges and other universities in Texas, SACS, and nationally.
- International education, research, and outreach training to advance globalization efforts of Historically Black Colleges and Universities (HBCU), Hispanic Serving Institutions (HSI), and community colleges.

The 2022-2026 TAMU CIBE program will have a significant impact on students, faculty, and executives in Texas, the Southern U.S., and the nation, and will serve as a model for international business collaboration, education, and training of HBCU, HSI, and community colleges.

University of Colorado Denver

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The University of Colorado Denver (CU CIBER) is applying for a renewal grant to continue serving as a Center for International Business Education and Research. CU CIBER's proposed 50 activities meet the Purpose and Objectives of Sections 611(b) and 612 (a,c) of Title VI and the US Department of Education's Competitive Priorities and Invitational Priority.

CU CIBER has built a record of impactful accomplishments as a CIBER. It is strategically located in Denver, Colorado, a dynamic digital and global business hub in the US and Rocky Mountain region. CU CIBER will commit \$1.5M+ as matching funds, including monies from CU Denver's Office of the Provost and academic and business partners, to supplement the CIBER grant and amplify the benefits of its proposed 50 activities.

CU CIBER's proposal aims to empower US students, IB educators, and business practitioners to address today's global business challenges while preparing them to seize promising opportunities in the post-COVID economy. We will focus on the following opportunities:

1. We will educate business practitioners and students in the high-demand employment areas of global e-commerce and supply chain management and enhance their competencies to lead enterprises engaged in cross-border e-commerce exports. We will develop a Go Digital, Grow Global certificate program for US small- and medium-sized enterprises and exporters, expand CU Denver's IB specialization in global e-commerce, and implement a global leadership program in commodities trade and supply networks.
2. We will increase the number of veterans and military students (VMS) pursuing careers in IB and related fields. We will expand our CIBERVets and VMS Global Leaders programs to leading VMS-serving universities and community colleges in the US and engage US companies to provide hundreds of IB jobs and internship opportunities for VMS.
3. We will broaden and deepen the US academic and business communities' understanding of changing geopolitics and its impact on US competitiveness. Several of CU CIBER's proposed programs will focus on China's key geopolitical goals and actions in the Belt and Road Initiative, Guangzhou-Hong Kong-Macau Greater Bay Area, and Regional Comprehensive Economic Partnership—and their potential impact on US competitiveness from trade, innovation, and technology perspectives.
4. We will leverage CU CIBER's distinctive strengths in international entrepreneurship (IE) and expand its teaching, research, and practice. CU CIBER's IE faculty development program, research, and business outreach initiatives will capitalize on globalization, entrepreneurship, and technology to promote people's greater well-being and achieve sustainable US global competitiveness.

5. We will expand IB educational opportunities for underserved constituents. We will champion global education in the Rocky Mountain CIBER Network, a consortium of 80+ schools, community colleges, and minority-serving institutions in 10 regional states. CU CIBER's Diverse Doctoral Program in Business will offer a novel pathway for firstgeneration and diverse students to pursue academic careers in business and IB. CU CIBER's collaborative program with the American Indian Higher Education Center and its 37 Tribal Colleges and University members will foster their participation in IB.

We are excited to implement our proposed activities and have a significant, wide-ranging, and sustainable impact on IB education, foreign language education, and US global competitiveness.

University of Maryland

Building Resilience to Global Shocks and Enabling Competitiveness in the Post-Pandemic World, Project

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We seek funding to support our goal of creating new knowledge, instructional materials, and suitable expertise and skills among students and business professionals to ensure the continued global competitiveness of the United States in the post-pandemic world. Global interconnectedness turned out to be a source of fragility during the pandemic as the virus spread rapidly to every part of the world. It was also a source of strength, as giant container ships continued to sail the oceans. Businesses underwent severe disruptions to their supply chains and work processes but found innovative solutions and showed remarkable resilience. In a globalized world, global shocks are inevitable. Of particular concern are future pandemics, climate change, global financial crises, and cyberattacks. It would be prudent to be better prepared for the next shock. The pandemic also accelerated trends such as the digital transformation of industries and has irreversibly transformed the global business landscape. U.S. companies need to be competitive in this new landscape. The UMD CIBE has therefore chosen to focus itself on the task of collecting, documenting, refining, and disseminating the lessons of the pandemic to ensure U.S. competitiveness going into the future.

The lessons of the pandemic, and the focus on (1) resilience, and (2) competitiveness for the post Covid environment, inform the design of our project. Our research activities will contribute to a better understanding of strategies to make a business, institution, or system more resilient, and on lasting changes to the business environment brought about by the pandemic. We plan to educate business leaders on strategies to build resilience, and to disseminate best practices among the pandemic-induced transformations. The disruption to international travel during the pandemic upended international education, but the global adoption of tools like Zoom created new possibilities for expanding the classroom and engaging previously neglected students. We build upon the many innovations we introduced during the pandemic. Our center already has a strong portfolio of export promotion programs for executives. We propose new training programs here with an added focus on building greater resilience to shocks.

Our proposal consists of an ambitious portfolio of activities: new research, important thought leadership activities, innovative student programming, faculty development programs, capacity building for business, and capacity building for minority serving institutions (MSIs) and community colleges (CCs). Inclusiveness will continue to be an important goal of our center.

The Center has high quality personnel with a proven track record of accomplishments. It is efficiently managed with an evaluation plan that ensures resources are being effectively deployed. Collectively, the activities proposed meet all the mandates of the authorizing legislation and yield concrete outcomes of significant magnitude.

Both Competitive Preference Priorities and the Invitational Preference Priority are addressed.

University of South Carolina

The Darla Moore School of Business (DMSB) at the University of South Carolina (UofSC), a long-time leader in international business (IB) education, is requesting funding for its Center for International Business Education and Research (CIBER) for the grant period October 1, 2022 to September 30, 2026. This funding, matched by UofSC, will be used to accomplish 73 major activities comprised of 88 distinct projects and programsthatsuccessfully address the application’s two Competitive Preference Priorities and one Invitational Priority; meet and exceed the mandated requirements for CIBER institutions; and address the other articulated permissible activities of the legislation. The activities are grouped in five basic categories:

1. development of academic programmatic activities;
2. outreach to businesses, NGO and government entities;
3. outreach to academic institutions;
4. research in international business and
5. project evaluation.

There are also four major areas of emphasis, designed to provide a national resource for stakeholders of CIBER programming, that particularly distinguish the UofSC CIBER proposal:

1. Partner-Based Pedagogical Model for IB Education;
2. Coherent and Sustained Program of IB Research and Development;
3. PhD Consortium, Field Research and Emerging Markets; and
4. Diversity, Equity and Inclusion (DEI) and Minority Serving Institutions and Community Colleges (MSI/CC) Internationalization.

The Partner-Based Pedagogical Model for IB Education significantly enhancesthe quality of the IB education for students, equipping them with a deepened understanding of international business practices as well as personal cognitive, affective and adaptive skill development. The Program of IB Research and Development is centered on three comprehensive research themes critical for pushing the frontier of IB knowledge and practice:

1. corporate governance and global value creation in multinational corporations,
2. innovation and entrepreneurship in the digital age and in a multipolar world and
3. business and society and the role of multinational corporations.

The PhD Consortium, Field Research and Emerging Markets initiative incorporates a combination of programmatic and research activities to enhance the access and preparation of US scholars in conducting international field research. This effort will include the creation of research incubators with our global partner schools, particularly in emerging markets. The DEI and MSI/CC Internationalization program features six consortia led or cosponsored by the UofSC CIBE, which together will impact thousands of MSI/CC faculty and students, while ensuring the equitable inclusion of previously-underrepresented faculty and students in the internationalization process.

In addition to these initiatives, the UofSC CIBER will continue to provide numerous outreach activities, among them a new national digital IB curriculum platform, a new collaboration with the International Trade Center to examine the design of institutional ecosystems in developing countries so as that enhance the competitiveness for firms entering these markets, the ExportMarket Entry Studies initiative (Competitive Preference Priority 1) and extensive MSI/CC outreach activities beyond those noted initiatives (Competitive Preference Priority 2). CIBER will also manage multiple activities involving business language instruction and language performance testing (Invitational Priority). Because of the developed expertise and existing program base of the Moore School, over 75% of the resources requested will be spent directly on outreach and research activities each year. All activities will be evaluated externally and internally over the course of the grant period to measure their impact and outcomes.

University of Washington

Project Director/Principal Investigator: Dr. Debra Glassman, dg2854@uw.edu, 206-543-8738

The University of Washington CIBER at the Michael G. Foster School of Business proposes 32 new programs for 2022-2026. The proposed programs meet the purposes of the authorizing statute by helping current and future business leaders expand their understanding of key global issues and their capacity to deal with those issues. They address the Competitive Preference Priorities by promoting employment for students of international business and by partnering with community colleges and minority-serving institutions.

Our proposed programs are responsive to future national and regional business needs while building on the foundation of existing programs and partnerships. They incorporate lessons learned in previous grant cycles and, especially, lessons learned from delivering virtual programs during the pandemic.

The proposed programs fall into three theme areas:

1. Rethinking Global Business Resilience,
2. Rethinking Training for Export Competitiveness, and
3. Rethinking Cross-Cultural Competence through a DEI Lens.

These themes have national significance and also align with the needs of business communities across the Pacific Northwest.

The first theme focuses on supply chain and climate resilience. The coronavirus pandemic catalyzed a worldwide supply chain crisis. The experience of a once-in-a-century pandemic also raised awareness of how unprepared countries are for the market-disrupting effects of climate change. Building on the strengths of the university and of our region's businesses, we propose programming that includes a speaker series on building supply chain resilience, a conference on climate risks and investment, and talks on challenges faced by maritime industries.

The export training theme applies what we learned through pivots to virtual programs. We have extensive experience in delivering experiential learning opportunities, such as short- and long-term study abroad, case competitions, internships, and student consulting projects. We have been able to expand the geographic reach and accessibility of these experiences using remote learning tools and will continue to apply best practices in hybrid delivery of experiential learning.

The commitment of the UW and the Foster School to Diversity, Equity and Inclusion underpins the third theme. We will support research on the intersection of cross-cultural training and DEI and use it to inform new study abroad programming. We will put an emphasis on increasing study abroad participation by students from traditionally under-represented groups.

We are enthusiastic about the innovative programs that we are proposing. We are also motivated by the expanded impact we can have through partnering with community colleges and minority-serving institutions; regional higher education institutions; businesses and business organizations; governments; and UW departments and colleges. We are committed to delivering outstanding global business programming, and we will measure the outcomes with an evaluation plan that quantifies impacts in the areas of research, curriculum development, skills acquisition, global mindset, and placement of graduates.