

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

Centers for International Business Education

CFDA # 84.220A

PR/Award # P220A180008

Grants.gov Tracking#: GRANT12649987

OMB No. , Expiration Date:

Closing Date: Jun 13, 2018

PR/Award # P220A180008

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Standard Budget Sheet (ED 524)	e6
3. Assurances Non-Construction Programs (SF 424B)	e8
4. Disclosure Of Lobbying Activities (SF-LLL)	e10
5. ED GEPA427 Form	e11
<i>Attachment - 1 (1236-Adherence_to_Section_427_OF_GEPA)</i>	e12
6. Grants.gov Lobbying Form	e13
7. Dept of Education Supplemental Information for SF-424	e14
8. ED Abstract Narrative Form	e15
<i>Attachment - 1 (1235-IU_CIBER_Project_Abstract)</i>	e16
9. Project Narrative Form	e17
<i>Attachment - 1 (1237-IU_CIBER_Project_Narrative)</i>	e18
10. Other Narrative Form	e73
<i>Attachment - 1 (1238-Appendix_1_Advisory_Council)</i>	e74
<i>Attachment - 2 (1239-App_2_CIBE_Assur_Form_and_Letters_of_Support)</i>	e75
<i>Attachment - 3 (1240-Appendix_3_Exhibits)</i>	e84
<i>Attachment - 4 (1241-Appendix_4_Critical_Project_Personnel)</i>	e118
<i>Attachment - 5 (1242-Appendix_5_Performance_Measures_Form)</i>	e138
11. Budget Narrative Form	e144
<i>Attachment - 1 (1234-KSB_CIBER_Budget_Narrative)</i>	e145

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="06/12/2018"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
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8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="TRUSTEES OF INDIANA UNIVERSITY"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="35-6001673"/>	* c. Organizational DUNS: <input type="text" value="0060467000000"/>

d. Address:

* Street1:	<input type="text" value="Office of Research Administration"/>
Street2:	<input type="text" value="509 E 3RD ST"/>
* City:	<input type="text" value="Bloomington"/>
County/Parish:	<input type="text" value="Monroe"/>
* State:	<input type="text" value="IN: Indiana"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="47401-3654"/>

e. Organizational Unit:

Department Name: <input type="text" value="Kelley School of Business"/>	Division Name: <input type="text" value="Inst. for Int'l. Business"/>
--	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text" value="Mr."/>	* First Name: <input type="text" value="Steven"/>
Middle Name: <input type="text" value="A"/>	
* Last Name: <input type="text" value="Martin"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Associate VP for Research Administration"/>
--

Organizational Affiliation: <input type="text" value="Indiana University"/>
--

* Telephone Number: <input type="text" value="812-855-0516"/>	Fax Number: <input type="text" value="812-855-9943"/>
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* Email: <input type="text" value="rugs@indiana.edu"/>
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Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.220

CFDA Title:

Centers for International Business Education

*** 12. Funding Opportunity Number:**

ED-GRANTS-051418-001

* Title:

Office of Postsecondary Education (OPE): Centers for International Business Education Program CFDA Number 84.220A

13. Competition Identification Number:

84-220A2018-1

Title:

Centers for International Business Education 84.220A

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Center for International Business Education and Research 2018-2022

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="1,459,556.00"/>
* b. Applicant	<input type="text" value="2,119,696.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="3,579,252.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

TRUSTEES OF INDIANA UNIVERSITY

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	82,266.00	83,630.00	85,023.00	86,446.00		337,365.00
2. Fringe Benefits	24,171.00	25,039.00	25,543.00	26,057.00		100,810.00
3. Travel	28,640.00	35,910.00	34,750.00	35,910.00		135,210.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	3,270.00	2,900.00	4,100.00	8,950.00		19,220.00
6. Contractual	0.00	0.00	0.00	0.00		0.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	199,546.00	190,390.00	188,510.00	180,390.00		758,836.00
9. Total Direct Costs (lines 1-8)	337,893.00	337,869.00	337,926.00	337,753.00		1,351,441.00
10. Indirect Costs*	27,031.00	27,030.00	27,034.00	27,020.00		108,115.00
11. Training Stipends	0.00	0.00	0.00	0.00		0.00
12. Total Costs (lines 9-11)	364,924.00	364,899.00	364,960.00	364,773.00		1,459,556.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2015 To: 06/30/2019 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): US Department of Health and Human Services

The Indirect Cost Rate is 32.00%.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?

Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00%.

PR/Award # P220A180008

Name of Institution/Organization TRUSTEES OF INDIANA UNIVERSITY	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	355,218.00	355,218.00	355,218.00	355,218.00		1,420,872.00
2. Fringe Benefits	135,452.00	135,452.00	135,452.00	135,452.00		541,808.00
3. Travel	0.00	0.00	0.00	0.00		0.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	0.00	0.00	0.00	0.00		0.00
6. Contractual	0.00	0.00	0.00	0.00		0.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	0.00	0.00	0.00	0.00		0.00
9. Total Direct Costs (lines 1-8)	490,670.00	490,670.00	490,670.00	490,670.00		1,962,680.00
10. Indirect Costs	39,254.00	39,254.00	39,254.00	39,254.00		157,016.00
11. Training Stipends	0.00	0.00	0.00	0.00		0.00
12. Total Costs (lines 9-11)	529,924.00	529,924.00	529,924.00	529,924.00		2,119,696.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Kayle Cadwell</p>	<p>TITLE</p> <p>Associate VP for Research Administration</p>
<p>APPLICANT ORGANIZATION</p> <p>TRUSTEES OF INDIANA UNIVERSITY</p>	<p>DATE SUBMITTED</p> <p>06/12/2018</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: Trustees of Indiana University

* Street 1: 509 E 3rd Street Street 2: _____

* City: Bloomington State: IN: Indiana Zip: 47401-3654

Congressional District, if known: IN-009

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: N/A	7. * Federal Program Name/Description: Centers for International Business Education CFDA Number, if applicable: 84.220
---	---

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
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10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name N/A Middle Name _____

* Last Name N/A Suffix _____

* Street 1 N/A Street 2 _____

* City N/A State _____ Zip _____

b. Individual Performing Services (including address if different from No. 10a)

Prefix _____ * First Name N/A Middle Name _____

* Last Name N/A Suffix _____

* Street 1 N/A Street 2 _____

* City N/A State _____ Zip _____

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: Kayle Cadwell

* Name: Prefix Mr. * First Name Steven Middle Name A.
* Last Name Martin Suffix _____

Title: Associate VP for Research Administration Telephone No.: 812-855-0516 Date: 06/12/2018

Federal Use Only: _____ **Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)**

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1236-Adherence_to_Section_427_OF_GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

**INDIANA UNIVERSITY
ADHERENCE TO SECTION 427 OF GEPA**

Indiana University recruits, hires, promotes, and provides services based upon qualifications and prohibits discrimination based upon age, color, disability, ethnicity, gender, marital status, national origin, race, religion, sexual orientation, or veteran status. The Affirmative Action Office monitors University policy and assists with questions or problems related to discrimination. The University has a number of other offices established to serve the needs minorities and disadvantaged groups. Indiana University takes affirmative action, positive and extraordinary, to overcome the discriminatory effects of traditional policies and procedures with regard to the disabled, minorities, women, and veterans.

In compliance with the Americans with Disabilities Act, Indiana University programs and facilities are accessible to the disabled, and the university provides alternative accommodations for students and other people who qualify. Primary recruitment and advertising mechanisms include recruitment fairs, regularly published university materials, and the website, all of which are programmed for accessibility.

The Kelley School of Business Institute for International Business at Indiana University takes active steps to ensure that in designing our projects, equity concerns are addressed in such a way that allows potential beneficiaries to participate fully in the project and to meet high standards.

Examples showing how the Kelley School of Business complies with section 427 include:

1. Developing and administering a pre-participation survey with event registration materials to identify special access needs – such as wheel chair access and need for interpreter.
2. Developing and implementing a strategy plan that will address the identified special access needs indicated by registrants prior to every workshop. All workshops will be held in ADA accessible facilities.
3. Coordinating and offering cultural sensitivity and ADA training for program staff.
4. Hiring, recruiting, and involving individuals from ethnic minority groups, bilingual individuals, and individuals with disabilities to participate in project activities. Many of the projects' activities are designed to include faculty and students from community colleges and minority serving institutions.
5. Developing or acquiring and disseminating culturally relevant and sensitive curriculum and information materials that can be understood and accessible to all potential participants, regardless of their unique challenges.
6. Offering transportation assistance when needed.
7. Arranging for assistive technology devices to translate materials for participants in need of such services.
8. Offering onsite childcare for individuals who must bring their children to program workshops (as needed).
9. Arranging for assistive technology devices to translate materials when needed.
10. Enabling assistive computer devices to interpret the materials for users by posting project materials (including videotaping workshops) to the internet.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION TRUSTEES OF INDIANA UNIVERSITY	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Mr.	* First Name: Steven
Middle Name: A.	
* Last Name: Martin	Suffix:
* Title: Associate VP for Research Administration	
* SIGNATURE: Kayle Cadwell	* DATE: 06/12/2018

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr.	P.	Roberto	Garcia	

Address:

Street1:	IU Institute for International Business
Street2:	316 N Jordan Ave
City:	Bloomington
County:	Monroe
State:	IN: Indiana
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Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
812-855-2744	812-855-9006

Email Address:

prgarcia@indiana.edu

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Project Abstract

Applicant:	Trustees of Indiana University
Title:	Indiana University Center for International Business Education and Research 2018-2022
PI	Dr. P. Roberto Garcia, Clinical Professor of International Business Kelley School of Business, Indiana University Hodge Hall 650B, 1309 E. 10 th St., Bloomington, IN, 47405-1701 Email: prgarcia@indiana.edu . Phone: 812-855-2744

Indiana University (IU) CIBER proposes a series of activities for 2018-2022 designed to move all constituencies from international awareness to engagement, and finally to 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 IU and US business faculty at other schools 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 experiential learning opportunities to increase hands-on knowledge and strengthen the core competencies needed to compete internationally; and (4) conceive 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. New to the 2018-2022 cycle are an online Career Video Series for high school students to highlight the importance of language and culture; the development of middle school and high school lesson plans to accompany videos in our CIBER Focus Interview Series; and international business research projects on cybersecurity, national innovation systems and economic competitiveness, and operations and decisions technologies.

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 new programs to support participants in the Export Indiana Fellowships and the Indiana Manufacturing Export Student Projects. We will also fund heads of small and medium size businesses to attend international trade missions and fairs, and we will offer Global Business Seminars on international topics of current interest to the business community. For Priority 2, we maintain relationships with all of our previous MSI and CC partners and add several new institutions from Kentucky, Tennessee, and North Dakota. 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. For example, our new Global Employability Initiative will develop a Global Workforce Skills Certificate at our partner institution, Ivy Tech Community College, and integrate global skills into the curriculum of Indiana's Career and Technical Education programs.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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Table of Contents

Section (a). Meeting the Purpose of the Authorizing Statute	1
Introduction	1
IU CIBER Goals	5
Strengths of Indiana University and Kelley School of Business (KSB)	6
IU CIBER Programs	8
(1) Development, Training, and Research in International Business	9
(1)1. Internships	10
(1)2. Minority-Serving Institutions and Community Colleges International Case Development ..	12
(1)3. Faculty/Staff Development in International Business	13
(1)4. Scholarships for Study Abroad Opportunities	13
(1)5. KSB Student International Consulting Programs.....	13
(1)6. Innovation in International Business Education Fund	14
(1)7. Global Living-Learning Community Professional Development	14
(1)8. Research	15
(2) Outreach	18
(2)1. MSI and Community College Collaboration	18
(2)2. HP Life	25
(2)3. CIBER Focus Interview Series and Lesson Plans	25
(2)4. National District Export Council.....	26
(2)5. Business Horizons	27
(2)6. Global Business Seminar Series	27
(2)7. North American Small Business International Trade Educators.....	27
(2)8. Small and Medium Enterprises International Experience	28
(3) Language and Area Studies Training and Learning	28
(3)1. Business is Global Summer High School Program	29
(3)2. Language and Culture Modules	29
(3)3. Business in Language Learning Plan Workshops and Scenarios	30
(3)4. CIBER Business Language Research and Teaching Grants	30
(3)5. International Symposium on Languages for Specific Purposes	30
(3)6. Business Language Case Competition	31
(3)7. MBA Language Tutoring	31
(3)8. National Council of Less Commonly Taught Languages	31
(3)9. Career Video Series.....	31
Section (b). Significance	32
(1) National Significance	32
(2) Importance of Outcomes	33
(3) Regional Significance	35
Section (c). Quality of Project Design	36
(1) Strategic Focus of IU CIBER Project	36
(2) Sustainability	37
(3) Focus on Outreach	38

Section (d). Quality of Management Plan	38
(1) Role of IU CIBER Administration in Project Implementation	38
(2) Project Activity Timeline and Project Management	40
Section (e). Quality of Project Personnel	41
(1) Equal Opportunities	41
(2) IU CIBER Principal Investigator.....	41
(3) IU CIBER Key Personnel.....	42
(4) Kelley School of Business Faculty and Staff	44
Section (f). Adequacy of Resources	44
(1) Reasonable Costs	44
(2) IU and KSB Support.....	46
Section (g). Quality of Project Evaluation	47
(1) Evaluation Methods: Thoroughness, Feasibility, and Appropriateness to Project Goals, Objectives, and Outcomes	48
(2) Evaluation Methods: Appropriateness to Project Context	48
(3) Timely Guidance for Quality Assurance	49
(4) Performance Feedback and Periodic Assessment	49
(5) CIBE Government Performance and Results Act (GPRA) Measures	50
Section (h): Competitive Preference Priority 1: Business Collaboration	51
Section (i): Competitive Preference Priority 2: MSI/CC Collaboration	51
References	52

Appendix 1: Advisory Council

Appendix 2: CIBE Assurance Form and Letters of Support

Appendix 3: Exhibits

Exhibit 1: MSI and Community College Partnerships

Exhibit 2: Languages Offered at IU by World Region

Exhibit 3: IU National Resource Centers

Exhibit 4: Internationalization Curve

Exhibit 5: CIBER Reach Chart

Exhibit 6: Program Development Sheet – Business is Global

Exhibit 7: CIBER Organizational Chart

Exhibit 8: Program Activities Detail Chart

Exhibit 9: Activity Timeline Chart

Exhibit 10: Program Planning Example – Business is Global

Exhibit 11: Kelley School of Business Programs Chart

Exhibit 12: Activities by Mandate Chart

Appendix 4: Critical Project Personnel

Appendix 5: Performance Measures Form

Section (a). Meeting the Purpose of the Authorizing Statute

Introduction

The Kelley School of Business (KSB) has a reputation for preparing students to succeed beyond the classroom, emphasizing real world engagement and experiential training with an appreciation for the heightened significance of an ever-changing global economy. KSB embraces a philosophy of education in which students move along a continuum that supplements classroom learning with practical applications and international experience in order to develop real competence and an international mindset. This core approach informs and guides all aspects of the proposed project and responds to evolving global economic transformations, where global flows of goods, services, and finance create a profoundly heightened connectedness among economies and pose significant challenges in acquiring localized knowledge (PwC, 2015).

Global relationships are defined by a constantly shifting set of opportunities and strategies. We see great improvement in the US economic situation: the World Economic Forum has moved the US from 5th to 2nd in its Global Competitiveness Report (Schwab and Sala-i-Martin, 2017), and the US labor market's unemployment rate is at its lowest (3.8%, as of May 2018) since 2000. But US competitiveness still faces significant challenges, including changing trade relationships, broad and significant regulatory reform, technical skill gaps, and the tightening of immigration.

Emerging markets and developing countries play an increasingly important role in the world economy. OECD projections suggest that China will begin to surpass the US in GDP after 2020 (OECD, 2018). The 10 fastest growing economies over the upcoming years will be in developing countries (PwC, 2015), creating a significant range of new competition for US businesses. The E7 economies (Brazil, China, India, Indonesia, Mexico, Russia and Turkey)

could expand their share of world GDP to nearly 50% by 2050 (PwC, 2017). Increasing global prosperity will create new hubs for consumer demand and production in hundreds of emerging market cities, generating nearly 40% of global growth over the next decade (Dewhurst, Harris, and Haywood, 2012). The resulting shift in the balance of power – “the rise of the rest” (Dadush and Shaw, 2011, p. 45) – will result in a more integrated and interdependent world economy.

Against this backdrop, the US retains great strengths, among them strong entrepreneurship, business sophistication, and market efficiency. It is clearly an innovation powerhouse, particularly at a time when innovation plays a central role in underpinning competitiveness (Schwab and Sala-i-Martin, 2017). Many of today’s innovations in goods and services require enhanced international coordination, enabled by advances in information and communications technology that provide US businesses with new opportunities to expand in

The “rise of the rest” will result in a more integrated and interdependent economy.

these fast-growing markets. Widely adopted products may be assembled from parts manufactured in hundreds of facilities worldwide, requiring a high degree of sophistication not only in technology, but in cross-cultural communication, management of international human capital, and global environmental sustainability. The increasingly complex global nature of business requires a “holistic view in the expansion and optimization of [...] global networks,” rather than a focus on individual network components (Koudal and Engel, 2007, pp. 37-38).

As multinational companies continue to expand and diversify their global footprints, and small and medium businesses seek to grow through international trade relationships, business leaders recognize the need for employees at all levels to obtain world-class education and training in global business. Surveys of US firms have shown that business leaders expect

continued internationalization of their operations that calls for personnel who possess relevant international training and experience, especially through university programs (Geringer and Pendergast, 2010). CEOs see international business skills and knowledge as important across both broader managerial and specific functional areas. “Soft” skills and competencies such as inter-cultural understanding, negotiation, and international strategy are viewed as particularly important for international business (Geringer and Pendergast, 2010). Additional international business education programs and more extensive foreign language training will therefore need to be implemented (Geringer and Pendergast, 2010; Daniel and Xie, 2014). It is clear that **business education throughout the US must continue to aggressively internationalize for an ever-changing playing field to prepare competent and effective managers with the level of understanding and skill associated with operating in the international arena.** Strong internationalization within business education ensures that adequately trained human capital is available to support business activity and develop innovative capacity and entrepreneurship. Investment in human capital is crucial (OECD, 2016).

To help US business more effectively compete in this context, Indiana University (IU) CIBER will focus its activities during the four-year grant cycle on long-term sustainable approaches to international business practice, development, and expansion. The approach is highly collaborative, seeking to incorporate not only students and faculty at IU but also those at a significant number of minority-serving institutions (MSI) and community colleges, as well as business professionals throughout the US. IU CIBER seeks to facilitate the internationalization of business by building among students, faculty, administrators, and professionals an international competence, or a mindset, that holds an appreciation for cross-cultural differences and nuances of location (Dunning, 2009). In a fast-changing world, **we need to move students,**

faculty, and business professionals along the internationalization continuum, beginning with global awareness, to stronger global understanding, and finally to global competence.

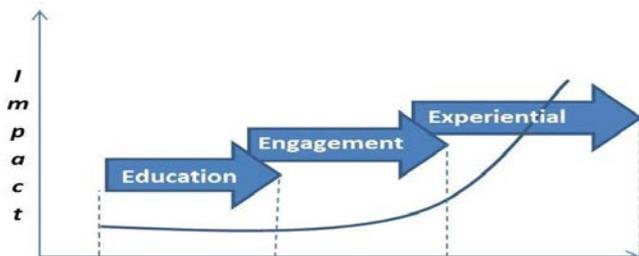


Figure 1

We seek to add international knowledge, expertise, and abilities to key constituencies—working in a collaborative manner utilizing **international education, engagement,**

and **experiential** learning (Figure 1).

IU CIBER’s initiatives recognize that (1) US business enterprises can productively draw upon the capacities of higher education institutions to understand and account for international diversity in order to more effectively access emerging markets and increase competitiveness, and (2) sustainability is increasingly critical for assuring effective global business practices, which can in turn mitigate social, political, and/or economic turmoil. IU CIBER’s vision of sustainability requires equipping our labor force with a global awareness that leads to new ways of doing business, ways that identify market needs in terms of environmentally sound, long-term prosperity and that create sustainable consumer audiences. We need international business professionals who can transform current business models and innovate to meet our current needs without compromising our future abilities.

By leveraging its resources and capacities, IU CIBER will develop and implement a range of activities to achieve broad reach and impact through value-added activities in teaching, research, faculty development, and outreach. **A central emphasis is the outreach and training focus on internationalizing curricula at MSIs and community colleges across the US to further develop global competence among underserved student and faculty populations**

(see these partnerships in App. 3, Exh. 1). Target constituencies include students, faculty, and professional staff at IU and other higher education institutions, as well as high school students and business professionals throughout the US. The provision of interdisciplinary work, whether training business students in language and area studies or incorporating business themes into language and area studies curricula, seeks not only to add to a knowledge base, but to more fully engage students with a global marketplace. Additionally, IU CIBER will connect its key constituencies to resources pivotal to honing a competitive advantage for US businesses by promoting web-based resources and collaborative opportunities for students and faculty at MSI and community college partners to add experiential and international components to their education.

IU CIBER Goals

IU CIBER will draw on the expertise of faculty and administrators at KSB and IU to build and share essential knowledge in these areas through research and education. To effectively support these activities, IU CIBER has four overarching goals that guide our development of activities, which extend across faculty development, research, teaching, and outreach.

1. Promote international experiences, dialogue, interactions, and research for IU and US business faculty at other schools 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 experiential learning opportunities to increase hands-on knowledge and strengthen the core competencies needed to compete internationally.

4. Conceive sustainable, accessible tools and resources to increase hands-on knowledge, build networks, and strengthen the core competencies needed to compete internationally.

IU and KSB possess significant strengths that will allow IU CIBER to fulfill these goals and represent the strategic areas of focus across proposed activities. In doing so, IU supports the development of a new generation of US business leaders able to compete effectively worldwide.

Strengths of Indiana University and Kelley School of Business (KSB)

IU's two fundamental missions—education and research—promote global literacy and collaborative inquiry, important for strengthening knowledge and understanding about the world. Today, IU is among the nation's leading institutions in the number of foreign languages offered (App. 3, Exh. 2) and the number of Title VI Area Studies Centers (four) on one campus. IU houses two National Language Resource Centers and three Language Flagship Programs (see App. 3, Exh. 3). IU's world-renowned faculty members teach, research, and collaborate with colleagues around the globe. More than 6,300 international students at IU Bloomington bring diverse perspectives to an already dynamic teaching, learning, and research environment and place IU Bloomington in the top 20 institutions hosting international students (IIE 2017).

The IU International Strategic Plan sets forth a university-wide vision for coordinated and strategic growth to maximize efforts in world languages and cultures, expand study abroad opportunities, and establish and strengthen productive international research and teaching partnerships. As an important part of these efforts, in 2013 IU formed a new School of Global and International Studies, with more than 100 faculty. IU has more than 140 agreements with universities worldwide and offers more than 250 study-abroad programs. In 2017, Open Doors ranked IU 7th among US institutions for the number of students going overseas (IIE 2017).

KSB adds substantially to IU's international strength, seeking to produce students who are citizens of the world making a positive impact on their organizations and their communities,

and research that advances both theory and practice. Its undergraduate program ranks #6, and its MBA program ranks #7 in the nation among public universities. With seven of its degree granting programs ranked in the Top 15, KSB offers an education rich in innovative curricula that include partnerships with corporations and universities around the globe. KSB was also the first Top 15 business school in the US to develop an online MBA program (ranked #2) that has delivered online education to corporate-sponsored employees and individuals for 19 years. A tailored approach and significant experience in delivering a top-tier program has made KSB a leader in online education, serving as a model for other business schools entering the online arena. (All rankings are from *US News and World Report* 2018 and 2019.)

KSB is an acknowledged leader in business education with an outstanding, award-winning faculty. Currently ranked #10 in the US by the *Princeton Review*, KSB faculty are groundbreaking researchers, corporate and NGO board members, advisors to governments and financial institutions around the world, and sought-after consultants. KSB undergraduates take the required Global Foundations Core curriculum, designed to help students develop active and hands-on global perspectives through required classes, interactions with international business professionals, and student-organized activities. The curriculum actively incorporates international travel experiences, with more than 60% of students participating in the 59 international study abroad options available. KSB continues to build upon extensive collaborations with international partner schools and global businesses throughout the world. Dual MBA/MA programs that develop business expertise alongside area expertise are available in conjunction with five area studies departments, programs, or centers, while a global certificate program is available to full-time MBA students. KSB delivers online international degrees and executive education programs in cooperation with a number of institutional and business partners

around the world. This depth and breadth of intellectual strength at both KSB and IU provides the foundation for IU CIBER to deliver leading-edge programming.

KSB's Institute for International Business (IIB) houses IU CIBER in its own dedicated building. The IIB leverages the institutional strengths of IU and KSB by offering programs for business professionals, faculty, and students to enhance their understanding of the global marketplace and strengthen their foreign language skills. IIB develops and supports the internationalization of KSB by fostering opportunities to connect our faculty and students, as well as Indiana's business and government leaders, with the global marketplace.

IU CIBER Programs

The Title VI legislation charges CIBERs with the responsibility of carrying out initiatives designed to strengthen and improve the competitiveness of US businesses. Below, the six CIBER mandates are grouped into three categories for clarity and a more thematic presentation of the activities as follows, according to the general purpose and special rule of Centers for International Business Education as set forth in 20 USC 1130-1:

(1) Development, Training, and Research in International Business

- Be national resources for the teaching of improved business techniques, strategies, and methodologies that emphasize the international context in which business is transacted
- Provide training to students enrolled in the institution, or combinations of institutions, in which a center is located
- Provide research and training in the international aspects of trade, commerce, and other fields of study

(2) Outreach

- Serve as regional resources to businesses proximately located by offering programs and providing research designed to meet the international training needs of these businesses
- Serve other faculty, students, and institutions of higher education located within their region

(3) Language and Area Studies Training and Learning

- Provide instruction in critical foreign languages and international fields needed to provide an understanding of the cultures and customs of US trading partners

Using the mandates as a framework, this section reviews proposed activities for the 2018-2022 funding cycle. All activities deliver on these mandates with key constituencies and build on strategic areas set forth previously. For the sake of brevity, the discussion that follows associates selected initiatives with a single mandate, but most of IU CIBER's initiatives are designed to deliver on multiple purposes to multiple constituencies, maximizing outreach potential (App. 3, Exh. 12). Program objectives are outlined at the beginning of each section below. Programs that address the Competitive Preference Priorities 1 or 2 (noted as CPP1 or CPP2) or the Invitational Priority are labeled.

(1) Development, Training, and Research in International Business

Sustainable practice relies on successful interaction between people from diverse cultural backgrounds. Three objectives have been defined to accomplish the project goals for international business training and learning at both KSB and our partner schools: (1) encourage students to graduate with cross-cultural competencies needed for international understanding and competitiveness; (2) increase faculty members' interest in and ability to implement courses that

incorporate an international context; and (3) provide support for research that leads to publication.

(1)1. Internships (CPP 1). Both employers and students recognize the value of internship experiences in producing effective, engaged, and successful employees (Gallup-Purdue 2014). Internships give students the opportunity to apply academic learning in real-world environments and are directly linked to post-graduate employment opportunities, turning into job offers at a strong rate of 67% (NACE 2018). Employers also benefit from the work and from the opportunity to assess potential future employees. Small businesses in particular can benefit from access to current research, best practices, and specialized areas of expertise through interns, but often struggle to afford hiring them.

(1)1.1. Internship Support Program: Leveraging Indiana INTERNnet, a free internship-matching program that links Indiana employers with students, high schools, colleges, and universities, IU CIBER will partner with the Indiana Commission for Higher Education and the Indiana Commercial Service of the Department of Commerce to support internships for students throughout the state with Indiana companies currently working internationally or looking to internationalize the scope of their operations. Qualified small and medium-sized enterprises (SMEs) may be reimbursed a maximum of 50% of an intern's wages up to \$3,000, and up to another 50% from the Employer Aid Readiness Network (EARN Indiana). EARN Indiana is an internship program administered by the Indiana Commission for Higher Education in partnership with Indiana INTERNnet. Internships will be open to all students in the state, including those from community colleges and majority-minority institutions.

(1)1.2. Export Indiana Fellowship Program. The Export Indiana Fellowship Program offers companies professional export guidance and training and includes an internship component in

which MBA students from Purdue University's Krannert School of Management are matched with companies to develop detailed export plans. A partnership between the Indiana Small Business Development Center (ISBDC), the Krannert School, and the International Center, the program provides small business and entrepreneurs in Indiana with guidance and resources that promote the growth and sustainability of small business in the region. To make the program more accessible to small businesses, IU CIBER will support participating companies by providing up to 50% of their fellowship intern's wages up to \$4,000.

(1)1.3. *KSB Institute for Social Impact Internship Support.* Partnering with the KSB Institute for Social Impact (KISI), IU CIBER will provide scholarship support for KSB students to participate in international internships that allow students to apply what they learn in the classroom to social impact and social entrepreneurship projects in the real world. These 8-10 week summer internships bring business topics together with social issues in developing countries. Topics include microfinance, accounting, supply-chain management, and strategic business consulting. Because these internships are unpaid, many students find the cost of participation to be prohibitive. KISI scholarships will grow and diversify participation by providing some students with financial assistance. The list of in-country partners includes Stellar Child Care Organization in Cambodia, Global Mamas in Ghana, Niños de Guatemala in Guatemala, and Emzingo in Peru and South Africa.

(1)1.4. *Flagship Internship Support.* IU hosts Department of Defense Flagship Language programs in Arabic, Chinese, and Turkish. KSB students can pursue double majors in business and one of the Flagship languages, but the structured curricula of the Flagship programs and the KSB undergraduate business program, along with an emphasis in business on internships leading to full-time employment, create a challenging environment for KSB student retention. To

encourage KSB student enrollment, IU CIBER will work with the KSB Undergraduate Program and IU Language Flagships to assist with the international internship placement required for KSB students enrolled in the flagship programs. KSB's many Distinguished Corporate partners and international alumni are poised to provide internships to KSB students involved in this distinguished program.

(1)1.5. *Indiana Manufacturing Export Student Projects.* The Indiana Manufacturing Export Student Projects initiative is a multi-university collaboration between IU CIBER, KSB's Center for Excellence in Manufacturing, and Purdue University's Manufacturing Extension Partnership (described below). The collaboration pairs small and medium-sized Indiana manufacturers with Kelley MBA and undergraduate business students to develop export plans. During a 3-month structured process, manufacturers create an executable, proactive export strategy for a product that they are interested in selling to a global market, a foreign region, or a foreign nation. The fellowship offers students a unique opportunity to work with an Indiana manufacturer and gain valuable firsthand experience related to international commerce and export strategies while earning course credit. IU CIBER will offset the \$3,500 fee that companies are responsible for with a 50% contribution of \$1,750 to improve affordability for small businesses.

(1)2. *Minority-Serving Institutions and Community Colleges International Case*

Development. (CPP 2). Targeting faculty at all MSIs and the more than 700 community colleges in the US, IU CIBER will host an international case development competition in years one and three. In each competition year, IU CIBER will select the top case submission based on the strength of its business and area studies concepts and the instructor's plans for creating business cases in an interactive, multimedia format, placing students in a heightened experiential learning environment that better represents the nuanced challenges and opportunities of the global

business environment. IU CIBER will provide support to the awarded proposals during the two-year case development process. Upon completion, the cases will be provided free of charge to MSIs and community colleges, along with instructors' notes and guidelines. They will also be submitted to the Case Centre for worldwide distribution.

(1)3. Faculty/Staff Development in International Business (FDIB) (CPP 2). CIBER FDIB opportunities focus on the practical aspects of developing and implementing international courses from both a faculty and administrative perspective. IU CIBER will provide travel support for up to 12 faculty and administrators from MSIs, community colleges, and KSB to participate in these activities. KSB faculty participation will be limited to one faculty attendee in years 2 and 4. To help prepare the participants for future international travel with students, IU CIBER also provides information on how to manage students in an international setting through the *Taking Students Abroad Best Practices Handbook*, which will be made available to all higher education partners on the CIBER website. The handbook was developed in collaboration with the KSB Undergraduate and MBA Program Offices to provide guidance on navigating this complex activity.

(1)4. Scholarships for Study Abroad Opportunities. IU CIBER will provide funding for under-represented and need-based IU students to participate in business-focused short-term and summer study abroad courses. IU CIBER will work closely with the KSB Undergraduate Study Abroad Office and IU's Office of the Vice President for Diversity, Equity, and Multicultural Affairs to ensure that targeted students are aware of this opportunity.

(1)5. KSB Student International Consulting Programs. KSB's Global Business and Social Enterprise (GLOBASE) and Accelerating Global Immersion Leadership Education (AGILE) programs provide full-time MBA and Kelley Direct Online MBA students with opportunities to

participate in immersive global consulting projects in developing countries across the globe. Undergraduates have the opportunity to take a course in the Global Foundations Core (described below) that ends with an overseas travel experience. IU CIBER will continue to support these student international business programs by matching faculty and students with local alumni and businesses and arranging language tutoring.

(1)6. Innovation in International Business Education Fund (CPP 2). International business education must be as flexible, adaptive, and dynamic as the international business environment. In order to encourage faculty and staff at KSB and our partner MSI and community college institutions to think creatively about international business education, IU CIBER will create an Innovation in International Business Education Fund to support the development of new educational opportunities. Funded activities could include, but are not limited to, international engagement opportunities for faculty and students, speakers, and workshops.

(1)7. Global Living-Learning Community Professional Development. The Global Living-Learning Community (Global LLC) connects a diverse range of students from the US and across the world who seek to expand their knowledge of world affairs, foreign languages, and cultures. The LLC model is designed to provide unique learning experiences that also foster community and aid student retention rates. Global LLC students take part in a variety of cultural events, including internationally themed meals, musical and theatrical performances, and workshops and symposia. IU CIBER's collaboration with the Global LLC aims to improve professional and career development programming for students living in the LLC. Activities will include hosting a speaker series in which working professionals will be brought to campus to interact with the students, and viewing events for IU CIBER's new career video series (discussed below).

(1)8. Research.

(1)8.1. MSI/CC Faculty and PhD Student Research Grants (CPP 2). IU CIBER's research initiative aims to stimulate community college and MSI faculty and PhD students to ask the next generation of questions about international business as they relate to their areas of specialization. As a national resource center, IU CIBER will support research by MSI and community college faculty, as well as PhD students from MSI or KSB programs in years one and two. Experienced KSB faculty members will constitute the selection committee, exposing KSB faculty to researchers at MSIs and community colleges and encouraging future collaboration. Funding will support research expenses such as travel to collect international data, hiring of graduate assistants, and access to international databases.

(1)8.2. Cybersecurity. IU's Ostrom Workshop Program on Governance of Internet and Cybersecurity, created in 2017, brings together scholars from across IU and beyond to build scholarly networks and seek out partnerships with managers and policymakers in the US and abroad in order to translate research findings into effective policy. IU CIBER will partner with the Ostrom Program on two important initiatives with international impact during this grant cycle: 1) *Colloquium on Cybersecurity and Human Rights*. This initiative will bring together leading business, peace, and cybersecurity scholars to chart out a course for unpacking the promise of cyber peace to help meet the myriad challenges of the digital age, from making democracy harder to hack to protecting consumer privacy in an era defined by Big Data and the burgeoning Internet of Everything. This would be the first ever gathering of cyber peace scholars and will help to launch the Cyber Peace Alliance that the Ostrom Program is building in partnership with the Cyber Peace and Cyber Futures Foundations. 2) *Understanding Diffusion and Clustering of Preferences in Cybersecurity Policy*. Both businesses and countries identify

and share cybersecurity best practices and policies. This project explores global cybersecurity norm diffusion and policy clustering in order to help bolster multi-stakeholder efforts to build consensus on shared concerns such as critical infrastructure protection and securing the burgeoning Internet of Everything. Employing a theoretically-informed but empirically-driven approach, this project will map out selected cybersecurity policies across 52 nations plus the EU, tracing ideas from their apparent origin through the time of codification by nations and international organizations. The multidisciplinary work from both Cybersecurity research programs will generate a series of policy-specific white papers and academic articles, along with a conference on Norm Diffusion in Cybersecurity Policy.

(1)8.3. *National Innovation Ecosystems and Economic Competitiveness.* As global economic competition becomes increasingly innovation-driven, policymakers in both government and business are actively searching for ways to increase innovation at all levels of society, including individuals, firms, industries, nations, and regions. IU CIBER will collaborate with the George Washington University and Georgia Tech CIBERs to support faculty research into ways to increase innovation. Faculty from the three institutions will develop and implement a programmatic, cross-national research agenda to investigate the roles that a nation's institutions, infrastructures, and organizations play in affecting innovative performance at multiple levels of analysis and examine policy implications for government, business, firm, and other stakeholder groups. KSB faculty member Stephanie Wang will serve as IU CIBER's research fellow. As part of this effort, the collaborating CIBERs will each host an annual one-day research workshop for participating faculty members to present preliminary findings for feedback and dissemination.

(1)8.4. *Operations and Decision Technologies (ODT) Research.* IU CIBER will partner with KSB Department of Operations and Decision Technologies faculty on a number of innovative

research activities that will contribute to research papers and classroom experiences for our students. 1) *Humanitarian and socially responsible operations* deal with disasters, focusing on coordinating supplies, information, and finances that are moved between donors, beneficiaries, suppliers, and humanitarian organizations to provide aid to beneficiaries. Humanitarian operations impact infrastructure, which in turn affects an organization's profitability and performance. Faculty will investigate the defining characteristics of humanitarian operations such as funding and donations, equity-efficiency tradeoffs, decentralized decision-making, and last mile distribution. 2) *IT implementation and adoption* focuses on research related to technology implementation in organizations with a particular focus on technology's adoption, use, and impact. A key question in information systems research is why individuals, teams, business units, and organizations adopt and use a new technology. This project seeks to find answers to this broad research question using a variety of theoretical lenses and methodological approaches. The successful implementation of information and communication technologies in fast-growing developing countries such as China and India is likely to hinge on a set of institutional factors that are shaped by the environmental tension between two competing forces, emergent catalysts such as new economic policies and reform programs, and traditional challenges such as infrastructure and traditional value systems. 3) *Information goods*—for example, software, e-books, and product reviews—refer to a type of commodity whose market value is derived from the information it contains. CIBER faculty fellows focus on the following research topics: (a) strategies for reducing the impact of fake news and deceptive product reviews, as well as curbing online piracy of digital goods; (b) methods to improve information security by implementing good security policies and increasing employee policy compliance; (c)

the impact of piracy on a manufacturer-retailer supply-chain to discover a possible positive aspect of piracy; and (d) supply-chain related issues in the context of e-books.

(2) Outreach

As a national resource center, the majority of IU CIBER's activities include components broadly targeted at regional universities (including those serving under-represented populations), MSIs, and community colleges, as well as business and government communities. The primary outreach objectives for the project are (1) increase the participation of regional universities, MSIs, and community colleges in international business opportunities; (2) increase the access to and use of resources related to international business at smaller universities, MSIs, and community colleges; and (3) increase international exposure and capacity in regional businesses.

(2)1. MSI and Community College Collaboration (CPP 2). IU CIBER will undertake several significant and sustainable programs with regional and national community colleges and MSIs (see App. 3, Exh. 4, Internationalization Curve, for the list):

(2)1.1. Globalizing Minority-Serving Institutions Program. Pedagogical tools, knowledge, and experiences in international business education may be difficult to obtain for faculty at MSIs and community colleges. In collaboration with the acclaimed Globalizing Minority-Serving Institutions Program led by Georgia State University CIBER, IU CIBER will provide one-on-one mentoring services to participating historically black colleges and universities (HBCUs). Mentees in the MSI program will receive training with faculty, international business curricula materials, and teaching methods to help their faculty incorporate international content into existing business courses and/or develop new courses. IU CIBER will also co-sponsor the Georgia State University CIBER's annual Globalizing Business Faculty Workshop by assisting with program instruction, costs, and supporting faculty attendance. This annual faculty

development program typically caters to 60-75 faculty from MSIs and is offered in major functional areas (Accounting, Finance, Marketing, Management, Supply Chain Management, and Introduction to International Business).

(2)1.2. *Governors State University Partnership.* Governors State University (GSU) is the only regional, public, comprehensive university in Chicago's south suburban area, serving approximately 5,200 students annually. As an MSI, GSU provides accessible, high-value undergraduate and graduate education to culturally and economically diverse students and is continuing to undergo major transition. Once a non-residential, "senior institution," accepting transfer and graduate students only, GSU began accepting incoming freshmen and graduated its first freshmen class in May 2018. IU CIBER has formed a deep relationship with GSU that has included support for faculty development, campus and curriculum internationalization, and study abroad. With support from IU CIBER, GSU has developed programs making GSU increasingly well equipped to take a regional leadership role in internationalizing Chicago-area community colleges in its network. With continued support from IU CIBER, GSU seeks to make their current internationalization efforts independently sustainable in the future and expand their leadership role in regional internationalization efforts for students, faculty, and the business community. GSU plans to make their short-term study abroad opportunities available to qualified students in their community college DDP (Dual Degree Program) partners, and offer scholarships to these students to encourage their participation. GSU also plans to offer classes leading to the Certified Global Business Professional certification for up to 40 business professionals in their region. Finally, GSU plans to organize an annual half-day roundtable focused on globalizing curriculums and institutions to build upon its successful Internationalizing Higher Education Symposium held in December 2017.

(2)1.3. Ivy Tech Community College Pedagogy Webinars. Ivy Tech Community College is Indiana's largest public postsecondary institution and the nation's largest singly-accredited statewide community college system, enrolling nearly 160,000 students annually on 45 campuses and site locations throughout Indiana. It serves as the state's engine of workforce development, offering affordable degree programs and training that are aligned with the needs of its communities, and many of its courses and programs are transferable. Ivy Tech recognizes the value of training faculty wishing to internationalize their course content or to develop new courses with a more global scope, but understands that attending face-to-face conferences and trainings may not be logistically or financially possible for adjunct faculty. We will bring together KSB faculty with expertise in pedagogy and Ivy Tech instructors who have successfully internationalized their course content to develop an online pedagogy series targeted to adjunct faculty. The series will provide training and resources on incorporating international content into courses in an asynchronous format that can be viewed by all Ivy Tech instructors statewide.

(2)1.4. Ivy Tech Community College Study Abroad Support. Ivy Tech recognizes the importance of study abroad and has developed a number of overseas study opportunities for its students. However, its underserved student population has difficulty managing the increased costs associated with participation. IU CIBER will provide funding support to help Ivy Tech make these opportunities more affordable for students.

(2)1.5. Global Employability Initiative. With IU's Center for the Study of Global Change, IU CIBER will partner with Ivy Tech on a Global Employability Initiative (GEI). This project aims at strengthening the Indiana and US workforce by integrating global skills and competencies across the technical education and career pipeline of Indiana. The core of GEI involves (1) developing a new Global Workforce Skills Certificate at Ivy Tech, and (2) integrating global

skills in the curriculum of Indiana’s Career and Technical Education (CTE) high school programs as well as providing professional development for CTE faculty. These two initiatives will be complemented by the career preparation of university students and outreach to K-12 schools on global career readiness.

Ivy Tech will seek approval from the Indiana Commission for Higher Education for the Global Workforce Skills Certificate as a stand-alone completion. This will require demonstrating that it meets specific workforce needs and can lead to employment. Ivy Tech envisions structuring the certificate so that it can be a “stepping stone” toward a technical certificate and/or an associate degree. For CTE high school programs, the GEI project partners will develop curricular resources and modules that utilize global content, supported by an online course in global workforce skills to be developed for Indiana educators.

(2)1.6. *Martin University Partnership.* Martin University is Indiana’s only Predominantly Black Institution of higher education, and it has a course of study leading to a BS in Business Administration or Accounting. IU CIBER began its relationship with Martin in 2014, supporting Martin faculty participation in the Institute for Curriculum and Campus Internationalization (ICCI) (discussed below), Globalizing Minority-Serving Institutions program (discussed above), and FDIB opportunities (discussed above). The partnership will continue to support Martin faculty participation in these opportunities during the current grant cycle.

(2)1.7. *Palo Alto Community College Partnership.* IU CIBER will continue its partnership with Palo Alto College (PAC), which is one of five individually-accredited institutions that comprise the Alamo Community College District in San Antonio, TX. PAC has an enrollment of nearly 9,600 students, of which approximately 500 are business majors (the second largest academic major on campus). IU CIBER will continue to work with PAC to foster the internationalization

of its business curriculum and subsequently that of the other four Alamo Colleges. Faculty and administrators will have the opportunity to participate in faculty development experiences such as ICCI, FDIB, and the annual conference of the National Association for Community College Entrepreneurship (NACCE) (discussed below). IU CIBER will also provide access to pedagogy resources and training to PAC faculty, who will then share this information throughout the larger Alamo Colleges system. They will be supported in organizing workshops that will promote the internationalization of curricula. PAC faculty who have already participated in CIBER-sponsored faculty development programs, as well as KSB faculty with expertise in pedagogy, will provide practical assistance in this effort. Finally, PAC will develop study abroad opportunities for students led by faculty who have participated in FDIB.

(2)1.8. *Kentucky State University Partnership.* Kentucky State University (KSU) is a public HBCU located in Frankfort, KY with a total enrollment of approximately 2,400 students. Its College of Business & Computer Science offers bachelor and master degrees in Business Administration, and business currently ranks in the top five most popular majors on campus for both undergraduates and graduates. Indiana is among the top four states outside of Kentucky that are represented by KSU students. IU CIBER will support KSU's School of Business in accomplishing two goals: (1) KSU will internationalize its business administration curriculum by infusing global perspectives into specialization areas in the undergraduate business administration program (e.g., global business issues, international business management, international corporate finance, etc.) and MBA Program (e.g. management information systems and marketing). (2) KSU will offer one to two training workshops per year for small farmers and executives of SMEs on developing and implementing international business strategies to compete effectively in the global market.

(2)1.9. *Northeast State Community College Partnership.* Northeast State Community College, a comprehensive, two-year community college located in Blountville, TN, has an enrollment of more than 8,500 students and offers technical education and college transfer programs. Its Business Technologies academic division offers Associate of Applied Science programs in Accounting, Management, and Small Business Management, a number of business-related technical certificates, and an Associate of Science degree in Business Administration designed to transfer toward a bachelor's degree. IU CIBER will provide support and resources to Northeast State as it internationalizes its business curricula by funding pedagogy and course development resources and faculty development opportunities such as participation in NACCE and a FDIB.

(2)1.10. *United Tribes Technical College Partnership.* United Tribes Technical College (UTTC) is located in Bismarck, ND and operated by five North Dakota native tribes. With total enrollment of 550 students, UTTC offers Associate of Applied Science and Associate of Science degrees in Business Management, as well as Associate and Bachelor of Science degrees in Business Administration. Approximately 25% of UTTC's students participate in these business programs. In its first collaboration with a tribal college, IU CIBER will support UTTC's efforts to internationalize its business curricula by providing funding to obtain instructional resources, such as international cases. The college has requested support to join the International Social Marketing Association, a non-profit organization that seeks to advance social marketing practice, research, and teaching. Benefits of membership include access to webinars, discussion forums, conferences, and professional journals. IU CIBER will also provide opportunities for faculty and administrators to participate in faculty development opportunities such as ICCI, the Georgia State University International Business Pedagogy Workshops, and NACCE, which provide

exposure to new internationalization concepts and methodologies that can be incorporated into existing curricula or used in new course development.

In addition, UTTC will investigate strategies to promote international tourism. IU CIBER will aid in this by providing funding for tourism industry experts from other tribal and indigenous communities to share their experiences and best practices with UTTC faculty. UTTC will also explore the cultural similarities that exist within the Lakota, Dakota, and Ojibway tribes and the “cooperative cultures” of Finland and Scandinavia, specifically how these Scandinavian cultures thrive in business while still maintaining cooperative culture. IU CIBER will draw on KSB’s relationships with Scandinavian partner business schools to connect UTTC with resources and contacts on this subject. Finally, UTTC is interested in more training on mediation from a global perspective. IU CIBER will recruit qualified KSB faculty to provide this training.

(2)1.11. *Institute for Curriculum and Campus Internationalization (ICCI)*. ICCI facilitates the internationalization of campuses, curricula, and/or courses to better prepare students to be effective scholars, practitioners, and citizens of the 21st century. To maximize learning across languages and cultures, ICCI is conducted jointly by IU CIBER, the IU Center for the Study of Global Change, IU African Studies Program, IU Center for Latin American and Caribbean Studies, IU East Asian Studies Center, IU Inner Asian and Uralic National Resource Center, and IU Russian and East European Institute. This four-day institute will focus on how to internationalize curriculum and campuses while providing specific tracks that emphasize particular areas of internationalization. Attendees will select from two tracks: (1) Course Focus, for participants interested in designing a new course or redesigning an existing course to attain an international scope, and (2) Campus Focus, for those interested in exploring how global learning both contributes to and is advanced by programs of internationalization at all levels

within a university. In addition to supporting speaker costs, IU CIBER will provide registration and travel support for up to three faculty from MSIs and/or community colleges each year.

(2)1.12. *National Association for Community College Entrepreneurship (NACCE)*

Collaboration. IU CIBER will partner with the NACCE to assist the members of the 300+ community college member network (across 45 states) with incorporating international components into their entrepreneurship programs. NACCE members have access to HP e-Learning Initiative for Entrepreneurs (HP Life, discussed below), a peer-reviewed, open educational resource that enables students, entrepreneurs, and small business owners around the world to gain business and IT skills to start or grow a business. Schools will also be provided access to the KSB video library of internationally-focused speeches, interviews, webinars, and other content. The library will be expanded throughout the grant period through both the CIBER Focus and Career Video Series (discussed below) and taping of other CIBER-hosted workshops. IU CIBER and NACCE will provide up to eight annual conference registrations for community college faculty members. Attendance at the conference will enable the faculty to learn more about the resources available through IU CIBER, the entire CIBER network, and HP Life.

(2)2. *HP Life (CPP I).* The partnership between HP LIFE and NACCE helps faculty at community colleges to improve entrepreneurial education for students of entrepreneurship who own, or aspire to own, a business and for students from disciplines outside of entrepreneurship who may become small business owners. HP and IU CIBER will continue collaborating to provide IU CIBER's extensive video library on the HP Life platform. In addition, HP and IU CIBER will collaborate to develop additional learning modules.

(2)3. *CIBER Focus Interview Series and Lesson Plans.* IU CIBER's interview series, CIBER Focus, will capitalize on existing IU resources to explore timely issues and topics in the

international business environment. The interviews will be conducted with faculty from IU and other institutions conducting research relevant to the international environment, as well as with visiting business professionals with international business experience. They will be included in the KSB video library of internationally-focused speeches, interviews, webinars, and other content, which will be available to NACCE, all IU CIBER partner schools, the Globalizing Minority-Serving Institution program schools, and our corporate collaborators. The videos will also become part of IU CIBER's YouTube channel as a public resource.

To make the videos more relevant for educators, IU CIBER will hire high school and middle school teachers to create content recommendations based on curricula standards and develop lesson plans using the existing videos over their summer breaks. These lesson plans will be packaged and made accessible to all teachers across the US and posted to the Indiana Department of Education's website. An advisory group will be created to guide the hired teachers toward specific standards and help identify the most relevant video content.

(2)4. National District Export Council (NDEC) (CPP 1). Each year, the CIBERs participate collectively in the Annual NDEC Leadership Conference held in Washington, DC. Led by San Diego State University, this program enables CIBERs to engage with more than 1,300 policy makers, business people, trade organizations, and educators from across the US. The CIBER partners' involvement mobilizes the entire NDEC organization (including 60 local chapters) and allows us to educate attendees and showcase the important role the CIBERs play in strengthening the US economy and competitiveness. This direct involvement (collective platform) will allow IU CIBER to work with NDEC member companies, both regionally and nationally, to offer our students opportunities such as internships, apprenticeships, and mentorships.

(2)5. Business Horizons. This bimonthly KSB journal, available in print and online, targets business academics and practitioners with an emphasis on identifying important business issues and recommending innovative solutions. Although grounded in rigorous scholarship, articles are readable and non-technical, making them more accessible to a broad business audience. Full-text downloads of articles online for 2017 were 1,051,959, averaging just under 88,000 per month. During years 2 and 4, IU CIBER will invite a leading international scholar to guest edit one issue of *Business Horizons* that addresses a key line of inquiry based on our strategic themes.

(2)6. Global Business Seminar Series (CPP I). In partnership with the US Department of Commerce, International Trade Administration, US Commercial Service, Indiana District Export Council, the Global Chamber of Indianapolis, and the Indianapolis Chamber of Commerce, IU CIBER will offer seminars focused on specific, practical, and up-to-the-minute international business topics of current interest and concern to the regional business community. All partners recognize the value of short, specific sessions that are as accessible as possible to small and medium size businesses. As such, these will be discussions or debates on current “hot topics” in business, or sessions designed to give practical guidance or information related to recent global policy or regulation changes and developments. Examples of potential topics include tariffs, CE marks, ITAR, Brexit, NAFTA, data privacy, ethics and law, cybersecurity, managing multi-cultural and multi-location teams, data analytics, and cross-cultural marketing. All seminar recordings or materials will be made available through an outreach resource portal accessible through the IU CIBER website.

(2)7. North American Small Business International Trade Educators (NASBITE) (CPP I). Established more than 30 years ago, NASBITE has become the leading US organization supporting training and education in the field of global business. Its mission is “to advance

global business practice, education and training.” IU CIBER will participate in this CIBER-wide collaboration with NASBITE to support the annual conference, the annual Small Business Exporters Summit, a student case competition, and the Certified Global Business Professional credential. CIBERs can also present webinars on international business and trade topics and a CIBER-centered session at NASBITE’s annual conference.

(2)8. Small and Medium Enterprises International Experience (CPP I). In collaboration with the Indiana District Export Council, Indiana Economic Development Corporation, Indiana Small Business Development Center’s Export Indiana Fellowship Program, and the Indy Chamber, IU CIBER will provide funding to help Indiana SMEs participate in international experiences such as international trade missions and fairs to expand into global markets.

According to Mark Cooper, Director of the US Department of Commerce-Indiana, small businesses can be reluctant to participate in these types of experiences because of funding constraints and discomfort in traveling abroad alone, but the experience is invaluable in helping them increase exports.

(3) Language and Area Studies Training and Learning

By speaking the language, business professionals gain a unique understanding of cultural and social nuances critical to their success in global markets. Proficient foreign language skills offer competitive advantages and enable better relationships with international clients and partners. Our initiatives seek to bring language and culture together to create hands-on, engaging learning experiences, like the KSB dual MBA/MA degree program combining business expertise with cultural perspectives. Three objectives have been identified to accomplish the project goals for language and area studies training and learning: (1) increase number of students with in-country experiences; (2) increase students’ interest, participation, and knowledge in critical foreign

languages and international fields; and (3) increase integration of business and language/culture content across disciplines. *All activities fulfill Invitational Priority 1.*

(3)1. Business is Global Summer High School Program.

This two-week summer program immerses rising high school sophomores, juniors, and seniors in a cultural and language experience designed to increase awareness of the links between culture and language and international business. In partnership with IU's various area studies centers and three language Flagship Centers (Arabic, Chinese, and Turkish), this program introduces students to three strategically and economically important less commonly taught languages (LCTLs), the cultures of the regions where they are spoken, and international business skills needed to work in these regions. The languages will vary from year to year. To broaden students' exposure, Business is Global will pull from the more than 68 languages taught at IU to introduce one additional LCTL during one day at the end of the program. In order to ensure participation by a widely diverse group of students, IU CIBER funds will cover some key program costs to allow Business is Global to provide discounted program admission to lower-income and underrepresented minority students. Partnering with the IU Flagship Centers and other area studies centers will allow for lower overall all program costs and will keep the program accessibly affordable for all participants.

(3)2. Language and Culture Modules. IU CIBER, in partnership with IU area studies centers, as well as the IU Center for Language Technology, will develop online, easily-accessible language and culture modules for LCTLs that will serve as a resource to faculty, students, and business travelers throughout the US. These modules will build on a successful model prototyped under the 2014-2018 grant cycle. IU CIBER will engage graduate students and faculty from IU's area studies departments in developing these modules to ensure that the final product will be

relevant to both higher education and K-12 environments and useful in both a classroom setting and for individual learners. The modules will also be made available to business professionals and the general public on IU CIBER's YouTube channel.

(3)3. Business in Language Learning Plan Workshops and Scenarios. IU CIBER will partner with the National African Language Resource Center, Center for the Study of Global Change, Center for the Study of the Middle East, and Institute for European Studies to host a yearly two-week training workshop for language instructors on how to use our *World Language Curriculum Framework that Incorporates Business*. These materials outline concrete practices for incorporating business content into all levels of language learning, regardless of the target language. The workshop will culminate with participants creating learning plans based on the framework that will be used in their classrooms and shared with their networks.

(3)4. CIBER Business Language Research and Teaching Grants (BLRT). IU CIBER will manage this CIBER-wide grant competition with the goal of encouraging foreign language teaching professionals to add business-language dimensions into their teaching and research. Publicized nationally and open to faculty at any accredited institution, the competition focuses on applications and technologies for teaching business language and LCTLs that strengthen and improve language instruction. BLRT recipients will also share their work at the biennial International Symposium on Languages for Specific Purposes (see below). To enable recipients to present their research at the conference, the competition will be held during years 1 and 3.

(3)5. International Symposium on Languages for Specific Purposes. The biennial symposium brings together educators, scholars, publishers, language policy makers, and leaders worldwide for individual papers, panels, roundtable discussions, interactive workshops, posters, and technological tools showcases pertaining to Languages for Specific Purposes. Participation

in the symposium gives both novice and experienced language instructors the opportunity to continue to advance business language courses in K-20 curricula. IU CIBER will provide financial and programming support in addition to covering up to \$1,200 in travel costs for faculty attendees from MSI and community college partners.

(3)6. Business Language Case Competition. IU CIBER will co-sponsor the Brigham Young University Business Language Case Competition by providing travel grants for participating teams. IU CIBER will continue to sponsor Arabic, Chinese, and Spanish teams from IU and is open to supporting teams from MSI partner schools.

(3)7. MBA Language Tutoring. IU CIBER provides a customized approach to assist business graduate students in acquiring essential language skills and the knowledge necessary to study, intern, or work in a global environment. Tailored to each student's goals, the program features IU foreign language instructors working one-on-one or in small groups with students. Tutoring will be offered in Arabic, Chinese, French, German, Japanese, Portuguese, Spanish, and other languages upon request.

(3)8. National Council of Less Commonly Taught Languages (NCOLCTL). NCOLCTL constitutes a national mechanism devoted to strengthening the LCTL professions. It directs its efforts toward building a national architecture for the LCTL field and making its resources easily accessible to language programs and language learners around the US. IU CIBER will host a table at NCOLCTL's annual conference, which brings together professionals from academia, government, the private sector, and students in the field of LCTL to share available resources.

(3)9. Career Video Series. IU CIBER will create an online video series aimed at high school students to highlight the importance of language and culture across the spectrum of careers, including those traditionally associated with language fluency (e.g., interpreter or foreign service

officer) to business, hospitality, and tradecraft. IU CIBER will partner with all IU area studies centers to recruit alumni to participate in these videos. Videos will also be shared with IU Bloomington's Global LLC residential community and made available to the public through the IU CIBER YouTube channel.

Section (b). Significance

IU CIBER's activities are designed to create, support, and disseminate educational and research opportunities and resources that are critical to enhancing the long-term international competitiveness of the US. In addition, many of our activities are collaborative and interdisciplinary to achieve the broadest possible impact on teaching, research, and outreach audiences, and our efforts often serve multiple audiences across our campus, regionally, nationally, and across the globe (see App. 3, Exh. 5). Many of the initiatives will leverage IU's nationally acclaimed capabilities in information technology to extend the reach and impact of proposed initiatives to audiences separated from Indiana by time and geographic location.

(1) National Significance

The project achieves broad reach and impact through value-added activities in teaching, research, faculty development, and outreach. The central emphasis on developing innovative and replicable models for internationalizing business education at partner MSIs and community colleges across the US provides global viewpoints for underserved student populations throughout the country. IU CIBER furnishes funding for collaborative opportunities for students, faculty, and administrators at all of its MSI and community college partners, as well as members of the NACCE. In addition to supporting course development and innovation, it also contributes support for research and travel abroad, attendance at professional conferences, and access to the CIBER Focus Video Series. Professional development programs, workshops, and competitions,

like MSI/CC International Case Development, MSI/CC Faculty and PhD Student Research Grants, and the Business Language Case Competition, serve to influence promising scholars all over the US to internationalize their perspectives and research in business. IU CIBER's new collaborations with IU's Cybersecurity Program, KSB's Department of Operations and Decision Technologies, and George Washington University's National Innovation Ecosystems and Economic Competitiveness project will support important research into pressing issues that impact businesses nationally and globally. The Globalizing MSIs Program provides faculty at MSIs throughout the country with the mentorship, pedagogical tools, knowledge, and experiences to effectively incorporate international business materials. IU is mobilizing its leadership in language and area training to create language and cultural learning modules for business classes, with special attention to LCTLs, made available online to K-12, higher education, and business professionals. In tandem with language faculty, IU CIBER is developing curricula for integrating business content into all levels of language learning at universities, community colleges, and secondary schools. The Business is Global program brings international business awareness to high school students, linking the resources of IU's three Language Flagship programs with those of KSB.

(2) Importance of Outcomes

IU CIBER embraces its role as a national resource center, ensuring that all resources and opportunities are made available to the widest audience possible when addressing the significant gaps in international business education. Core areas of impact can be summarized as encompassing the following four thematic areas: 1) Partnerships with MSIs and community colleges; 2) Experiential learning initiatives; 3) Language and culture instructional initiatives; 4) Broad dissemination of research and developmental activities.

In 2014, more than 40% of undergraduate students (and 25% of full-time undergraduates) in the US were enrolled at a community college (Ma and Baum, 2016). Given this high participation rate, these populations must have access to current best practices in international education to make graduates competitive in today's global labor pool. Research has suggested that lack of institutional support for faculty, staff, and students is a major barrier to internationalization (Watson, 2014), so project activities are designed to achieve high impact and wide reach, both regionally and nationally.

The partner MSI and community college institutions range from high-enrollment institutions with high national profiles that serve significant minority populations to smaller, regionally-focused colleges that play important roles in advancing economically disadvantaged or otherwise underserved students and community members. The Ivy Tech system is the largest singly accredited community college system in the US, and it is currently the top choice of Indiana public high school graduates for college. Martin University plays a unique role in Indianapolis, serving low income, minority, and adult learners. It currently enrolls approximately 350 students, the majority of whom are African American, female and over the age of 25. The Alamo Colleges constitute the second-largest institution of higher education in Texas. Of the Alamo Colleges' nearly 60,000 students, almost 9,600 attend Palo Alto College, which is 78% Hispanic. Governors State University serves a culturally and economically diverse Chicago-area population; more than 50% of the school's students are from underrepresented minority groups. With IU CIBER support, GSU is beginning to take a leadership role in partnering with more than 20 of Chicago's community colleges and satellites. Kentucky State University is a historically-black land-grant university in which approximately a third of the students identify as black (non-Hispanic). Northeast State Community College offers a variety of degree, continuing education,

and community service programs to the residents of five counties in northeastern Tennessee. United Tribes Technical College serves not only the five North Dakota tribes, but more than 75 federally recognized Indian Tribes across the US and students from other backgrounds.

A significant number of project activities provide key constituencies with experiential opportunities for training in international business. Research strongly suggests that such international experiences are transformative, with significant long-lasting career impact and professional applicability due to intercultural competence and personal growth (Graham and Crawford, 2012; Franklin, 2010). Within the IU CIBER and KSB context, experiential learning is critical to helping students develop personal attributes that support the development of a global mindset. The language and cultural instructional activities enhance the global competency of both undergraduate and graduate students, encourage students to pursue the study of LCTLs, and motivate them to participate in other international study opportunities. Enhancing these international opportunities can also introduce international business experiences to historically underserved student populations (Slotkin, Durie, and Eisenberg, 2012). IU CIBER's research programs promote interdisciplinary approaches for a more holistic examination of issues and focus on collaboration and active sharing to serve as an information bridge to the business community and other audiences to drive further knowledge creation and policy development.

(3) Regional Significance

A number of significant regional activities provide a route for underserved populations to experience ways in which international business can contribute to an individual's intellectual formation. IU's partnership with Indiana INTERNnet pairs financially disadvantaged business students with Indiana businesses looking to enhance their international impact. Collaboration with the ISBDC on the Export Indiana Fellowship Program, and with Purdue University on the Indiana Manufacturing Export Student Projects, will enable Indiana SMEs to capitalize on the

expertise of the program and MBA student interns. IU CIBER's collaboration with Ivy Tech to internationalize curricula and campuses, including the development of a Global Workforce Skills Certificate as part of the Global Employability Initiative, will have extensive reach throughout the state, impacting large numbers of faculty and students. IU CIBER's close partnership with GSU will strengthen the internationalization network among the community colleges in the Chicago area. IU CIBER is also working directly with its greater Midwest regional partners Kentucky State University and Northeast State Community College to have immediate and sustainable impact, developing internationalized business curricula and an awareness of local networks and resources.

Section (c). Quality of Project Design

(1) Strategic Focus of IU CIBER Project

The project's quality is best measured by how thoroughly its programs and activities deliver on congressional mandates and move the discourse of international business competitiveness forward. When developing its programs, IU CIBER first turned to the CIBE mandates and competitive and invitational priorities to inform our overall project goals (see Section (a), IU CIBER Goals, above; App. 3, Exh. 8; and App. 5).

With these goals as guides, IU CIBER undertook a comprehensive survey of relevant stakeholders to assess the needs of the business community and higher education. These surveys were completed in the form of both structured and free-form meetings that allowed stakeholders to explore their current environments and envision ideal scenarios for international business competitiveness development. Stakeholders involved included departments and offices within KSB, IU as a whole, and our partner community colleges and MSIs; representatives of the local and regional business community through chambers of commerce, business associations, and

internationalization support service providers; and relevant government offices when appropriate, such as the Indiana Export Assistance Center in the Department of Commerce Commercial Service. Through these meetings, a number of gaps and areas for support were identified. IU CIBER identified those areas with the greatest need and potential for impact and determined how IU CIBER, KSB, and IU strengths and resources could best address these needs.

The programs for 2018-2022 are directly aligned with Department of Education mandates and priorities, address identified needs within the business and higher education community, and have greater impact and return on investment by leveraging existing strengths and partnerships.

(2) Sustainability

Throughout, IU CIBER adheres to sustainable business practices, developing the capacities of its partners to carry on initiatives beyond the CIBER grant period and repurposing and re-tasking materials to achieve maximum return on investment. IU CIBER's program development sheets (App. 3, Exh. 6), used for all IU CIBER and IIB programs (and activities) during the development phase, incorporate sustainability plans from the beginning. A key element of IU CIBER's program design is to build on success and ensure sustainability, like IU CIBER's ongoing relationship with Governors State University. Over the course of eight years, IU CIBER has worked with GSU to internationalize its courses, develop the international capacity of its faculty, and expand the scope of its research. Using the lessons learned to continue internationalizing its own curriculum and campus, GSU turned its efforts outward and itself became a regional resource for international business development. IU CIBER worked with GSU to develop and implement a series of "Doing Business in/with..." workshops for the local business community. In addition, IU CIBER took the lessons learned from the Internationalizing the Curriculum Across Bloomington initiative, which supported curriculum internationalization

at both IU and Ivy Tech, to support GSU's development of its own internationalization program within its regional community college network.

IU CIBER also has the unique advantage of building on the success of a variety of global, high-impact programs also housed within the IIB. IIB program managers seek to link its partner MSIs and community colleges with these outside opportunities as well. For example, an Ivy Tech faculty member with interest in sub-Saharan Africa was recommended to participate in a US State Department program.

(3) Focus on Outreach

Each program developed and implemented by IU CIBER will deliver learning and insight to multiple audiences. Whether it is video streaming a research conference to interested partners around the world, repurposing an interview with an international CEO for use in a high school economics class, or creating source material for broad use in understanding global diversity, IU CIBER is committed to building resources that are sustainable and reusable in content and usage. For example, IU CIBER's YouTube channel provides high-quality, easily accessible videos on international business topics to users throughout the US and the world on a long-term basis.

Section (d). Quality of Management Plan

KSB and IIB provide IU CIBER with both staff and infrastructure support. IU CIBER draws upon four resource pools in executing the activities and programs: CIBER staff and resources, internal resources within IIB, resources within KSB, and support from IU. Appendix 3, Exhibit 7 contains the IU CIBER organizational chart, which illustrates the relationship between the various entities involved in and responsible for the center's success.

(1) Role of IU CIBER Administration in Project Implementation

Grant and school resources work together to accomplish the priorities of IU CIBER, with the center's administration and staff serving as the primary resources for planning and

implementation. KSB Dean Idalene Kesner, along with Laureen Maines, executive associate dean of faculty and research, and Ash Soni, executive associate dean of academic programs, provide institutional support and visibility for IU CIBER's activities. **CIBER Principal Investigator P. Roberto Garcia** and CIBER staff members work with a team of faculty members that compose the CIBER Faculty Fellows, who will bring their academic expertise, energy, and creativity together with the explicit goal of continuing to increase and enhance the international experiential learning opportunities for students at KSB and other institutions. Finally, the CIBER PI and executive director of CIBER regularly report to KSB deans and are responsible for working with the CIBER Advisory Council (App. 1) throughout the year (App. 4 contains the Advisory Council resumes). (KSB and IU CIBER administration are illustrated in the IU CIBER organization chart in App. 3, Exh. 7.)

Working with the faculty leadership team, **CIBER Executive Director LaVonn Schlegel** is responsible for the overall management of IU CIBER, including strategic planning, program development, financial management, evaluation, and relationship development at KSB, IU, and beyond. Reporting to Ms. Schlegel are key professional staff with specific responsibilities including:

Director of Programs Christine Everett – overall implementation planning and daily management, including program development, financial management and evaluation; coordination and execution of selected programming with a focus on outreach to the business community and internship development.

Program Manager Emily Bagienski – coordination of Business Is Global summer program and selected programming with a focus on internal IU collaboration.

Program Manager Amanda Wood – coordination of selected programming with a focus on MSI- and community college-related activities.

In addition, general administrative support will be provided by **T. Jeffrey Pohlen**, director of technology and operations (budget management and reporting) and **Trina Chandler** (event coordination assistance and travel support).

Appendix 3, Exhibit 8 contains a detailed breakdown of proposed initiatives and associated staff responsibilities. It also indicates initiatives that will be jointly executed by IU CIBER and a Title VI center partner, an IU partner, or other CIBER partner(s), leveraging the Title VI funds.

(2) Project Activity Timeline and Project Management

Appendix 3, Exhibit 9 contains a timeline of IU CIBER planned initiatives for the 2018-2022 funding cycle broken down by month. Using Basecamp, detailed program and activity work plans are developed and broken down by tasks. These plans show the necessary timing for each task along with assigned resources and estimated budget for each. This detailed planning ensures that all initiatives are completed as planned, on time, and within budget. An example of the detailed plan for the Business Is Global summer program is contained in App. 3, Exh. 10. In addition, the program manager for every initiative (indicated as “primary responsibility” in App. 3, Exh. 8) uses a planning packet that contains the following forms to establish the detailed program work plan: intended outcomes, performance measures, budget, and reflection narrative. This information, along with weekly status reports and monthly update meetings, make up the process controls for overall program management. Upon program completion, contributing partners debrief to review processes, timelines, and budgets, as well as discuss intended versus actual outcomes and make recommendations for improvement of future related programs.

Section (e). Quality of Project Personnel

IU CIBER depends on its professional and administrative staff and student assistants to develop and offer our portfolio of initiatives. The collaboration and support of the CIBER Advisory Board, KSB and IU faculty, and our external partners also play instrumental roles.

(1) Equal Opportunities

IU CIBER recruits, hires, promotes, educates, and provides services to persons based upon their individual qualifications. We prohibit discrimination based on arbitrary considerations of such characteristics as age, color, disability, ethnicity, gender, marital status, national origin, race, religion, sexual orientation, or veteran status. In our recruitment process, we actively encourage members of traditionally underrepresented groups, as well as earmark student scholarship and fellowship funds for students from underrepresented populations.

(2) IU CIBER Principal Investigator

Principal Investigator P. Roberto Garcia (PhD, The University of Michigan, 1996) is Young-Jin Kim Distinguished Clinical Professor of International Business at KSB. Dr. Garcia brings extensive administrative experience to IU CIBER, having served as its co-director from 2014 to the present and in 2002-2003. He was also co-director of the Kelley MBA Supply Chain and Global Management Academy and director of Kelley's MBA Global Experience Academy. Dr. Garcia is instrumental in the ongoing development of internationally focused experiential learning opportunities for the Kelley full-time MBA, Kelley Direct Online MBA, and Kelley Undergraduate Programs. He headed the KSB faculty team in the total redesign of the undergraduate international business curriculum, leading to the implementation of the Global Foundations Core. He teaches the Global Business Environments course required for all KSB sophomores and is currently responsible for all of KSB's undergraduate international business curricula. Dr. Garcia is highly active in the overall CIBER network, conducting international

teaching and pedagogy workshops throughout the country and internationally. He presents frequently at the AIB annual conferences as well as other national and international meetings.

Dr. Garcia has received many teaching and service awards at KSB.

(3) IU CIBER Key Personnel

Executive Director L. LaVonn Schlegel, (MBA, Indiana University, 1985) joined KSB in 2007.

Under her leadership, the KSB Institute for International Business (where IU CIBER is housed) has developed an extensive and collaborative partnership network with US and international governmental agencies, NGOs, professional associations, foundations, and companies. Her organizational leadership experience ranges from entrepreneurial start-ups to multinational corporate environments, and she possesses a significant set of organizational, management, business partnership, personnel development, research evaluation, and program innovation skills. Before working at IU, she served as president/CEO of an independent strategic management and marketing consulting group with a focus on new business and new product development for international and national clients in the utility, entertainment, high tech, services, import/export, hardware, and healthcare industries. Ms. Schlegel also worked for Hallmark Cards, Sprint, and AT&T (Ameritech).

Director of Programs Christine Everett (MS, Indiana University, 2001) has been with KSB since 1991 and in her current position as director of programs for IIB and CIBER since 2010. In her time with the IIB, Christine has used her deep background in program development and management to develop and manage a number of new innovative and collaborative programs, including IU CIBER's summer Business Is Global program and the Global Business Institute, a four-week intensive and immersive entrepreneurship preparatory program for 100 Middle East and North African college students in partnership with the Coca-Cola Export Corporation of Dubai and the US Department of State. Before joining the IIB, Christine held a number of roles

in the Kelley MBA Program with primary responsibility of overseeing the student services functions of the MBA Program Office.

Program Manager Emily Bagienski (BA, William & Mary, 2006) joined the IIB in 2013 and serves as the program manager for the Business is Global summer program. Emily brings extensive program management and international experience to the CIBER team. Before joining IIB, Emily lived in Japan for two years, teaching English as a Foreign Language to elementary and junior high school students in an area greatly affected by the 2011 Great East Japan Earthquake and Tsunami. This was her second experience in Japan, having spent 2006-2007 in rural Iwate teaching high school students. For the three years in between, Emily served as Assistant to the Director at the National Institute of American History and Democracy in Williamsburg, Virginia. In this role, Emily served as logistics coordinator, applications manager, museum and historic site coordinator, parental liaison, and manager of day-to-day institutional operations.

Program Manager Amanda Wood (BS, Indiana University, 2004) joined the IIB team in 2017. Amanda primarily manages the IU CIBER external outreach programs, including MSI and community college partnerships and outreach to the regional business community. With more than eight years of experience working in higher education, she has served in administrative, academic advising, and program management roles at the undergraduate and graduate levels at both IU and Ivy Tech. In particular, she has experience in international education, having managed international exchange and short-term study abroad business programs as assistant director of graduate student services at the KSB MBA program. Amanda also has significant personal international experience, having studied, worked, and lived in New Zealand, Ireland, and the United Kingdom for more than seven years.

(4) Kelley School of Business Faculty and Staff

The IU CIBER team is fortunate to be able to draw upon the talents and expertise of KSB faculty and staff in order to execute many of the CIBER initiatives. CIBER Faculty Fellows provide support in three key areas: (1) *Experiential and Innovative International Learning*: Kyle Cattani, Patrick Hopkins, Josh Perry, Ramesh Venkataraman, Alex Barsi Lopes, Juan Blu, Terry Campbell, Chris Cook, Keith Dayton, Joe Fisher, Joe Fitter, Josh Gildea, Nandini Gupta, Gerry Hays, Jeanette Heidewald, Tatiana Kolovou, Dan Li, Brian Miller, Angela Perry, Robert Ridlon, Fred Schlegel, and Richard Shockley ; (2) *International Research*: Vijay Khatri, Scott Shackelford, and Stephanie Wang; and (3) *Case Competition*: Joel Rubin. Tim Baldwin and other CIBER Faculty Fellows serve as instructors for Business Is Global. (App. 4 contains resumes for many of the IU CIBER Faculty Fellows.) KSB staff in the Undergraduate, Full-Time, Graduate Accounting, and Online MBA Program Office (Tia Trueblood, Rachel Fleishman, Gretchen Handlos, Christy Deykes, and Terrill Cosgray) are instrumental in the execution and logistics of all international experiential learning opportunities. KSB Learning Media (Garrett Poortinga) provides support for all web and video needs.

Section (f). Adequacy of Resources

(1) Reasonable Costs

In developing the programs outlined in this proposal, every effort was made to maximize program output and outcomes with respect to funding inputs. In particular, IU CIBER employed two key strategies to ensure high return on investment – collaboration and outreach.

When existing funds are available, IU CIBER leverages these to support international business education through collaborations both within and external to IU. Within the university, IU CIBER develops and implements many initiatives in cooperation with faculty from across the

campus, as demonstrated by collaborations with IU's area studies centers, LRCs, and NRCs (listed in App. 3, Exh. 3). The importance and extent of the contributions that these units make to IU CIBER's success and effectiveness are illustrated in the Activity/Program Detail Sheet in App. 3, Exh. 8.

IU CIBER plans to leverage its resources externally by working jointly with other CIBERs to serve as a national resource center. Long-standing CIBER sponsored activities that include the Business Language Research and Teaching Grants, International Symposium on Languages for Specific Purposes, CIBERweb, and the National District Export Council demonstrate the positive impacts that can be achieved by pooling resources. In 2018-2022, IU CIBER will work with the George Washington University CIBER to conduct research on national innovation ecosystems and competitiveness, and will continue its collaboration with Georgia State University CIBER on the Globalizing MSIs Program. Finally, IU CIBER will contribute content to CIBER-wide initiatives to promote programming and resources available from the entire network.

IU CIBER will also collaborate with a wide range of institutions of higher education, businesses and business associations, and government agencies to implement programs under the 2018-2022 grant. These entities bring valuable expertise, experience, and resources to the programs. For example, IU CIBER's collaboration with INTERNnet will increase the use of the EARN Indiana matching funds for internships for international business students. For 2018-2022, the Export Indiana Fellowship Program and Indiana Manufacturing Export Student Projects will provide similar assistance to Indiana businesses hiring international business interns. Agencies within Indiana such as the Indianapolis Chamber's Global Indy Division share

goals with IU CIBER, and IU CIBER will work with these agencies in order to expand the reach of services offered. (App. 3, Exh. 8 includes all external partners.)

IU CIBER worked strategically to include an outreach component in a majority of the programs (38 of 43) proposed here. Any materials developed are targeted at multiple audiences and made publicly available, any resources shared in-person will be recorded for further distribution, and any expertise gained by KSB faculty and staff will be shared with partner institutions when appropriate. Broad distribution of these materials and expertise increases the impact of IU CIBER programs.

(2) IU and KSB Support

IU has a long, acclaimed history of engagement in global affairs and international business, uniquely positioning IU CIBER to address these challenges over the four-year grant cycle. The implementation of IU's International Strategic Plan has resulted in significant increases in study abroad program participation and the provision of new resources devoted to enhancing global competence among IU faculty. The School of Global and International Studies, formed as part of the plan, illustrates IU's firm commitment to international study. The 160,000-square-foot building, inaugurated in 2015 by the US Secretary of State, houses many of IU's Title VI and international centers, institutes, and culture and language programs, providing an opportunity for synergies and collaborations between IU's international players.

KSB adds substantially to IU's international strength. The school's first major effort in the international arena was the 1955 launch of the European Productivity Agency Program. In the following 63 years, KSB has continued to expand and deepen its commitment to international business education and research. In 2014, the KSB undergraduate program launched the Global Foundations Core (described above) for the sophomore year incorporating international business education into degree completion requirements for all KSB undergraduates. In addition, the KSB

MBA, Kelley Direct, and doctoral programs all continue to incorporate international opportunities as key components of student achievement (App. 3, Exh. 11). KSB provides significant matching funding for personnel and other budget requirements as well as operating expenses, equipment, and supplies for use by CIBER.

Our current and proposed global programs and initiatives are made possible in large part by our faculty, who have a long-standing commitment to excellence in teaching and research. This depth and breadth of intellectual strength at both KSB and IU provides the foundation for IU CIBER to deliver leading-edge programming. KSB faculty are international thought leaders and knowledge creators who value curiosity, innovation, and originality, and conduct groundbreaking research that is published in leading journals. The Social Science Research Network ranks KSB faculty members among the top in the nation for having the most frequently downloaded research publications (SSRN, 2018).

KSB's strong commitment to international business education and research is also reflected in the IU CIBER facility located adjacent to IU's School for Global and International Studies building. In addition to housing CIBER's administrative staff, its offices provide meeting space, workstations for visiting scholars, and a library of publications relating to international business, entrepreneurship, and economics. Most importantly, its convenient location to both KSB and the Global Studies building serves to build stronger ties and relationships between KSB, other IU Title VI Centers, and foreign language and area studies programs.

Section (g). Quality of Project Evaluation

IU CIBER's plan for program evaluation has been honed over many years to be efficient and effective in both formative and summative evaluations to understand not only whether a program works, but also how well, for whom, and in what contexts the program does or does not work.

The approach centers on understanding the interrelationship among four program elements: the guiding philosophy and goals of the project; the setting, staff, and participants of the program; program implementation; and the program outcomes. The IU CIBER program director and managers gather information on each of the four program elements simultaneously; identify patterns or relationships among them; and use this information to help faculty and staff revise or adapt programs. In this way, the approach is iterative and provides ongoing opportunities for program revision or improvement, and continuing evaluation, as well as summative data related to program impact.

(1) Evaluation Methods: Thoroughness, Feasibility, and Appropriateness to Project Goals, Objectives, and Outcomes

Using the Performance Management Form (PMF) framework, IU CIBER measures its overall program goals through both output and outcome measures of individual programs and activities. As can be seen in the PMF (App. 5), IU CIBER's four overarching goals generate the project's activities. All activities include both formative and summative measures that allow IU CIBER staff to monitor project implementation for necessary mid-course corrections that will result in the achievement of targeted results. IU CIBER's program development sheets (App. 3, Exh. 6), used for all IU CIBER and IIB programs during the development phase, incorporate evaluation methods from the beginning. Targets will be based on ambitious, yet achievable goals determined from accurate baseline measurements, as shown in the PMF. Data collection through records and participant surveys have been built into the individual program and activity plans, and assessment of this data is built into program manager position expectations.

(2) Evaluation Methods: Appropriateness to Project Context

Selected project objectives and performance measures are designed to assess the institutional context within which our programs are offered. The mixed methods approach incorporating

participant surveys and records provides a comprehensive view of the international research and teaching environment at KSB and IU CIBER's partner institutions. For summative evaluation, longitudinal analysis of this data and comparative analysis with formative data will highlight correlations between the progress of institutional internationalization and impact of the IU CIBER project. In addition, this data will identify opportunities to enhance the global competency of faculty and internationalize core course content through IU CIBER programs.

(3) Timely Guidance for Quality Assurance

Ongoing review of project processes and participant feedback is pivotal to continuous project improvement. To support formative project evaluation, nearly all data are collected and analyzed annually, using a mixed methods approach to allow for a comprehensive view of the relationship between project design and delivery. (The PMF in App. 5 shows the frequency with which data will be gathered.) For each major program or activity, IU CIBER staff will use a detailed program management system that includes intended activity outcomes, performance measures, tasks, timelines, milestones, budget, and actual outcomes as reflected in the Program Development Sheet sample in App. 3, Exh. 6. At the conclusion of each activity session, quantitative and qualitative feedback will be gathered from participants using surveys. Additional feedback will be gathered through post-project activity debrief meetings led by the program managers.

(4) Performance Feedback and Periodic Assessment

Yearly data collection and analysis permit regular project and activity assessment. At the end of each CIBER program year, IU CIBER staff will use the results of data analysis to determine whether any activities need to be revised to improve desired project outcomes. Early adjustments to projects and activities within each program year will ensure smooth and continuous project improvement to the benefit of all participants and institutions involved in IU CIBER's activities.

Timely data gathering will also enable IU CIBER to report program data required by the US Department of Education through the International Resource Information System (IRIS). In addition to reporting through IRIS, IU CIBER's annual reports will contain narrative discussions of data gathered through surveys, including qualitative data.

(5) CIBE Government Performance and Results Act (GPRA) Measures

The IU CIBER program's activities are designed to address all four of the GPRA measures as set forth by the US Department of Education. In addition to gathering, analyzing, and reporting data relating to its four program goals, IU CIBER will gather and report CIBE GPRA data through IRIS. To collect the required information for **Measure 1** – percentage of total CIBE program participants who advance in their professional field two years after participation in CIBER programs – IU CIBER will administer the surveys supplied by the US Department of Education to all IU CIBER student participants at the appropriate intervals. Data to determine the percentage of total CIBE projects that establish or internationalize a concentration, degree, or professional program with a focus on or connection to international business over the course of the grant period (**Measure 2**) will be gathered through a questionnaire completed semi-annually by program chairs and department heads. To help determine the percentage of CIBE projects whose business industry participants increased their export business activities (**Measure 3**), IU CIBER will administer electronic pre-program and follow-on surveys with all CIBER program participants that will allow for a measure of changes in export activities. To meet the requirements of the **Efficiency Measure** – the cost per CIBE doctoral or Master's graduate employed in international business-related fields within eight years of graduation – IU CIBER will provide annual reports on the numbers of KSB graduates and their post-graduation employment, and will work with its partner institutions to implement similar data collection processes in order to gather their data as well.

Section (h): Competitive Preference Priority 1: Business Collaboration

IU CIBER will partner with the Indiana INTERNnet, the Indiana Commission for Higher Education, and the Indiana Commercial Service of the Department of Commerce to support internships for international business students throughout the state with Indiana companies currently working internationally or looking to internationalize. Internships will be open to **all students** in the state of Indiana.

In addition, we will partner with the Indiana Economic Development Association's ISBDC, the Krannert School, and The International Center on the Export Indiana Fellowship Program. Supplementing these activities, IU CIBER will work with KSB Institute for Social Impact and IU Language Flagship Programs to support internationally-focused summer internships. IU CIBER will also continue to support KSB student consulting programs—undergraduate and graduate programs that pair student teams with local and international businesses to provide course-supported consulting. Our new online Career Video Series for high school students will include interviews with members of the local and regional business community.

The Global Business Seminar Series and SME International Experiences come from our partnerships with the Indiana Commercial Service, Indiana District Export Council, Global Chamber of Indianapolis, and the Indianapolis Chamber of Commerce. Outside of Indiana, IU CIBER is supporting GSU and Kentucky State on business outreach programming in their regions as well as partnering on National District Export Council and NASBITE initiatives.

Section (i): Competitive Preference Priority 2: MSI/CC Collaboration

In order to address the Department of Education's interest in encouraging sustained and significant collaborations with MSIs and community colleges, IU CIBER will deepen its on-

going relationships with Governors State University, Martin University, Ivy Tech, and Palo Alto College/Alamo Colleges. In 2018-2022, we will expand our regional and national reach through additional partnerships with Kentucky State University, Northeast State Community College, and United Tribes Technical College. Our activities will include faculty development, curricula and campus internationalization, speakers, workshops, study abroad, and career fairs. In addition, IU CIBER in collaboration with Georgia State University's Globalizing MSIs Program will provide one-on-one mentoring services to participating MSI schools.

We will also convene a four-day institute (ICCI) that examines concrete ways to internationalize campuses, curricula, and courses. In addition, IU CIBER will work with NACCE members to internationalize entrepreneurial programs through the HP Life e-Learning tool and by providing access to additional CIBER resources. Our international case competitions and development in international business activities each provide opportunities for MSI and community college staff to gain valuable international experience in curricular development and by international travel.

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Appendix 1: Indiana University CIBER Advisory Council

IU CIBER will operate under the support and guidance of its Advisory Council. The council was established in 1990 and brings together IU faculty, business executives and government representatives with extensive international business and language experience. Council members are committed to working with IU CIBER to help us meet the proposed objectives and goals. The Council, which has been actively engaged with IU CIBER over the past project year, will meet formally once per year as a group, but individual members are on-campus multiple times each year.

2018 – 2022 IU CIBER Advisory Council

Kelley School of Business

Dr. P. Roberto Garcia, IU CIBER Primary Investigator, *Ex Officio*

Ms. LaVonn Schlegel, Executive Director, Institute for International Business, *Ex Officio*

Ms. Christine Everett, Director of Programs, Institute for International Business, *Ex Officio*

Dr. Bruce Jaffee, Professor of Business Economics and Public Policy, Emeritus, Kelley School of Business

Prof. Arthur A. Lopez, Clinical Professor of Business Law, Kelley School of Business

Indiana University

Prof. Hannah Buxbaum, John E. Schiller Chair in Legal Ethics, Maurer School of Law

Prof. Beth Cate, Associate Professor, School of Public and Environmental Affairs

Dr. Hilary E. Kahn, Assistant Dean for International Education and Global Initiatives and Director, Center for the Study of Global Change, School of Global and International Studies

Higher Education

Dr. Russell D. Baker, Vice President of Academic Affairs and University Transfer Division, Ivy Tech Community College of Indiana

Business Representatives

Mr. Thaddeus B. Ewald, Vice President, Corporate Strategy and Business Development, Cummins, Inc.

Mr. Toby Malichi, Founder, Global Chief Executive and Ambassador of Trade, Malichi Group Worldwide

Mr. Bob Mason, Vice President and International Sales Manager, The Ford Meter Box Company, Inc.

Christiane Palpant, Senior Vice President, Client Services Director, FIS

Ms. Caroline Rosewell, Senior Director, Global Patient Safety, Eli Lilly and Company

Ms. Laura M. Spingola, Founder and President, Trade Resources Ltd.

Ms. Kelly J. Watkins, President, Expressive Concepts

Mr. M. Osman Yousuf, President/CEO, The SYF Group

Government

Mr. Rollie Helmling Senior Vice President, Global Industry and Trade Development, Indiana Economic Development Corporation

Appendix 2: Letters of Support

- Indiana University
- Indiana Economic Development Corporation / Indiana Small Business Development Center
- National Association for Community College Entrepreneurship
- Ivy Tech Community College
- Indy Chamber / US Department of Commerce Indianapolis / Indiana District Export Council



THE PRESIDENT

June 12, 2018

Dr. Timothy Duvall
International Foreign Language Education
U.S. Department of Education
1990 K Street, N.W.
Washington, DC 20006-8521

Dear Dr. Duvall:

We are writing to strongly endorse the application from the Indiana University Kelley School of Business for Title VI funding for its Center for International Business Education and Research (CIBER).

The Kelley School of Business was one of the first schools in the nation to establish an international business department. For more than six decades, the Kelley School faculty has led in developing the literature, curricula, and fundamental research directions in the field of international business. It has also played a central role in educating generations of international business scholars. IU CIBER has leveraged this experience and expertise to develop a highly collaborative proposal with initiatives focused on long-term sustainable approaches to international business practice, development, and expansion. In particular, you will find initiatives that:

- Provide numerous opportunities for sustainable and impactful collaboration with MSIs and community colleges throughout the country.
- Increase internship and experiential learning opportunities for international business students enrolled throughout the state of Indiana.
- Increase the accessibility to and use of the vast language education resources at Indiana University.
- Involve a high degree of collaboration with the other Title VI Centers at Indiana University.

Our CIBER team has worked hard to develop an integrated set of initiatives that will provide maximum impact for the DOE's investment. The ideas outlined in the proposal clearly focus on key issues that affect long-term U.S. global competitiveness. Students, faculty, administrators, business leaders, and policymakers will benefit greatly.

Indiana University is dedicated to working with our Center for International Business Education and Research and to fostering its goals. It is with great pleasure that we endorse this proposal and we urge you to give it your most serious consideration.

Yours sincerely,

Michael A. McRobbie
President, IU

Lauren K. Robel
Provost and Executive Vice President, IUB

David Zaret
Vice President for International Relations, IU

Idalene "Idie" Kesner
Dean, IU Kelley School of Business

Bryan Hall 200
107 S. Indiana Avenue
Bloomington, Indiana
47405-7000
812-855-4613
Fax: 812-855-9586

University Hall
301 University Blvd.,
Suite 5035
Indianapolis, Indiana
46202-5146
317-274-3571
Fax: 317-274-5098

iupres@iu.edu
www.iu.edu/~pres



May 25, 2018

LaVonn Schlegel
Executive Director
Kelly School of Business Institute for International Business
324 N. Jordan Ave.
Bloomington, IN. 47404

RE: Indiana SBDC Letter of Support for IU CIBER DoEd Grant Opportunity (ED-GRANTS-051418-001)

Dear Ms. Schlegel,

The Indiana Small Business Development Center (Indiana SBDC) is pleased to submit this letter of collaboration and support, confirming our interest in partnering with the Kelley School of Business Institute for International Business at Indiana University should they be awarded Title VI funding by the U.S. Department of Education (U.S. DoEd) for a Center for International Business Education and Research (CIBER). The Indiana SBDC offers critical expertise and networks to contribute to the successful implementation of this project.

Housed under the Indiana Economic Development Corporation, the Indiana SBDC offers individualized business advising and education services to small businesses and entrepreneurs in Indiana. It aims to have a positive and measurable impact on the formation, growth, and sustainability of small business, and its services include assistance with strategic planning, market research, business planning, valuation, and also export planning through the Export Indiana Fellowship program. In addition, this fellowship offers companies professional export guidance, leading research resources, and the latest in business management training to help businesses create executable, proactive export strategies. This three-month, structured program matches these small businesses with MBA students from Purdue University's Krannert School of Management who work together to develop a specific export plan with the guidance of experienced export professionals.



The Indiana SBDC looks forward to the opportunity for further collaboration with Indiana University's CIBER team and programming initiatives.

Sincerely,

A handwritten signature in blue ink, appearing to read "Aaron J. Vigil-Martinez", written over a horizontal line.

Aaron J. Vigil-Martinez
Director, Small Business & Entrepreneurship
Indiana Economic Development Corporation

A handwritten signature in blue ink, appearing to read "Troy Phelps", written over a horizontal line.

Troy Phelps
State Director
Indiana Small Business Development Center



NATIONAL ASSOCIATION FOR
COMMUNITY COLLEGE

ENTREPRENEURSHIP

May 18, 2018

LaVonn Schlegel
Executive Director
Institute for International Business
Indiana University
316 N. Jordan Ave.
Bloomington, IN 47405

Dear Ms. Schlegel:

On behalf of the National Association for Community College Entrepreneurship (NACCE), I am writing to express my strong support for Indiana University's grant request to operate a Center for International Business Education and research for the 2018 – 2020 grant cycle. The National Association for Community College Entrepreneurship (NACCE) has collaborated effectively with IU CIBER for several years.

NACCE is a network of 300 community colleges, with 2,000 engaged professionals, serving 3 million students in the United States. Over its fifteen year history, NACCE has dedicated its efforts to providing resources for leadership and faculty to advance entrepreneurship on campus, in the classroom, and in communities. A key part of our work is to provide resources to colleges to assist with internationalizing their curriculum and access to global opportunities through relationship building, education, and development.

IU CIBER has been an excellent partner for NACCE and we look forward to working with them as a resource and thought leader in international and global business education and research.

Sincerely,

A handwritten signature in black ink, appearing to read "Rebecca Corbin".

Rebecca A. Corbin, Ed.D.
President & CEO, NACCE

June 7, 2018

Dr. LaVonn Schlegel, Executive Director
Kelley School of Business Institute for International Business
Indiana University
316 N. Joran Avenue
Bloomington, IN 47405

Dear Dr. Schlegel:

After reviewing the proposal from the Kelley School of Business for a new four-year grant, I enthusiastically endorse the plan to focus the proposed activities on long-term sustainable approaches to international business practice, development, and expansion. In view of the growing need to prepare students of all backgrounds and income levels for global engagement, including the knowledge and skills required by the modern workforce to communicate in multiple cultural contexts, I am writing in support of the proposal, which makes a concerted effort to include minority-serving institutions and community colleges in the planned activities.

With 45 campuses and site locations across the state and serving nearly 160,000 students a year, Ivy Tech is the largest singly-accredited statewide community college system in the entire country. Ivy Tech's mission is to prepare Indiana residents to learn, live, and work in a diverse and globally competitive environment. The proposed project directly aligns with the college's mission and strategy, particularly on our expanded strategic plan launched this past January, "*Our Communities, Your College: Pathways for Student Success and a Stronger Indiana.*" Within this plan, Ivy Tech's goal is to assist Indiana to meet the goal of equipping 60% of the workforce with a high-value, post-secondary degree or credential by 2025.

As the Vice President for Academic Affairs at Ivy Tech Community College, we fit the criteria of being both a community college as well as a minority-serving institution. While we are not officially recognized as a historically black college or predominately minority serving institution, Ivy Tech serves more than half of the African-American students within Indiana who are currently enrolled in higher education. Our largest campus in Indianapolis is proud that more than 40% of the total student population is from an underrepresented group. We particularly appreciate the effort that will be made under this grant proposal to develop global competence among underserved student and faculty populations.

50 WEST FALL CREEK PARKWAY NORTH DRIVE
INDIANAPOLIS, INDIANA 46208-5752
1-888-IVY-LINE

(888-489-5463)
PR/Award # P220A180008

I am particularly supportive of the opportunity this grant will provide to Ivy Tech to identify faculty and administrators who can participate in developing and implementing international courses. These are opportunities that will be of tremendous benefit to our faculty and staff, but will also ultimately result in enhanced educational opportunities for our students. Furthermore, because significantly more than half of our class sections are taught by adjunct faculty, the focus on developing an online pedagogy series targeted to adjunct faculty provides an avenue to greatly expand previous efforts to incorporate international content into our coursework.

I am so grateful that this partnership builds upon a recent history of strong collaboration between Ivy Tech Community College and Indiana University. The IUB Global and Area Studies Centers and the IU Center for International Business Education and Research have been a strong partner of Ivy Tech. Previously we have partnered to expand the college's inventory of global language learning by developing coursework in Arabic, adding global content to nearly three dozen courses, and developing a general global studies certificate that is completed as a complement to existing degree programs. Our collaboration with the centers has been invaluable in many ways and I sincerely look forward to building on this partnership to build a more globally competent workforce across the entire state of Indiana. I therefore fully endorse their proposed projects in their Department of Education Title VI National Resource Center proposals.

Respectfully,



Dr. Russell D. Baker
Vice President for Academic Affairs
Ivy Tech Community College
North Meridian Center
50 W. Fall Creek Parkway Dr. N.
Indianapolis, IN 46208



LaVonn Schlegel
 316 N. Jordan Ave.
 Bloomington, IN 47405

June 7, 2018

Dear Ms. Schlegel,

The U.S. Commercial Service- Indianapolis, the Indiana District Export Council (IDEC), and The Indianapolis Chamber of Commerce (The Indy Chamber) would like to confirm their support and interest in collaborating with the Indiana University Kelley School of Business Institute for International Business. As leaders in the business ecosystem of the Indianapolis region and the state of Indiana as a whole, The U.S. Commercial Service- Indianapolis, IDEC, and Indy Chamber are uniquely positioned to provide expertise and access to the Indiana business community and other industry groups throughout the state, which support the execution and success of the proposed Center for International Business Education and Research (CIBER) activities.

The U.S. Commercial Service- Indianapolis is the trade promotion arm of the U.S. Department of Commerce's International Trade Administration. Among its services to Indiana companies and entrepreneurs are export sales and market counseling, market research, financial assistance, and help identifying international partners. It also hosts local trade events throughout the year. The IDEC is a private, nonprofit corporation comprised of experienced international business executives. They too work to promote and strengthen Indiana exports through activities such as consulting, awareness programming, and the promotion of international education. The Indy Chamber promotes and drives global trade in the greater Indianapolis region. It is very active in providing networking events, economic development initiatives, and advocacy efforts for businesses in this important region of the state.

If IU's proposal is awarded Title VI funding by the U.S. Department of Education, The U.S. Commercial Service- Indianapolis, The Indiana District Export Council, and The Indy Chamber look forward to continuing our collaboration with IU CIBER.

Sincerely,

Maureen Donohue Krauss
 Chief Economic Development Officer
 Indy Chamber
 Mark Cooper

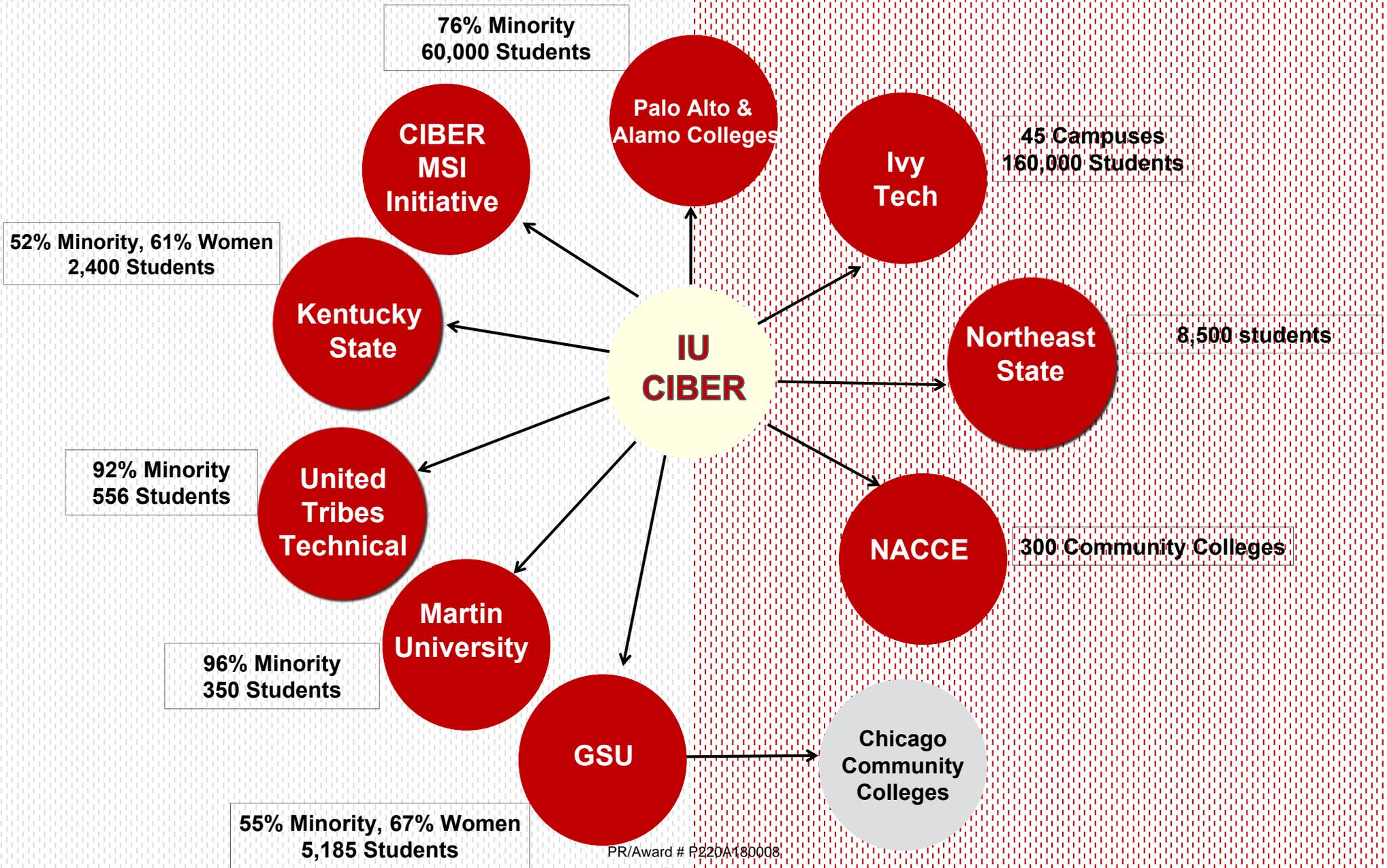
MARK COOPER
 Digitally signed by MARK COOPER
 Date: 2018.06.07 14:29:36 -04'00'

Director, U.S. Commercial Service, Indianapolis,
 Indiana. U.S. Department of Commerce |
 International Trade Administration

David Williams Russell
 Chair, Indiana District Export Council

MSI

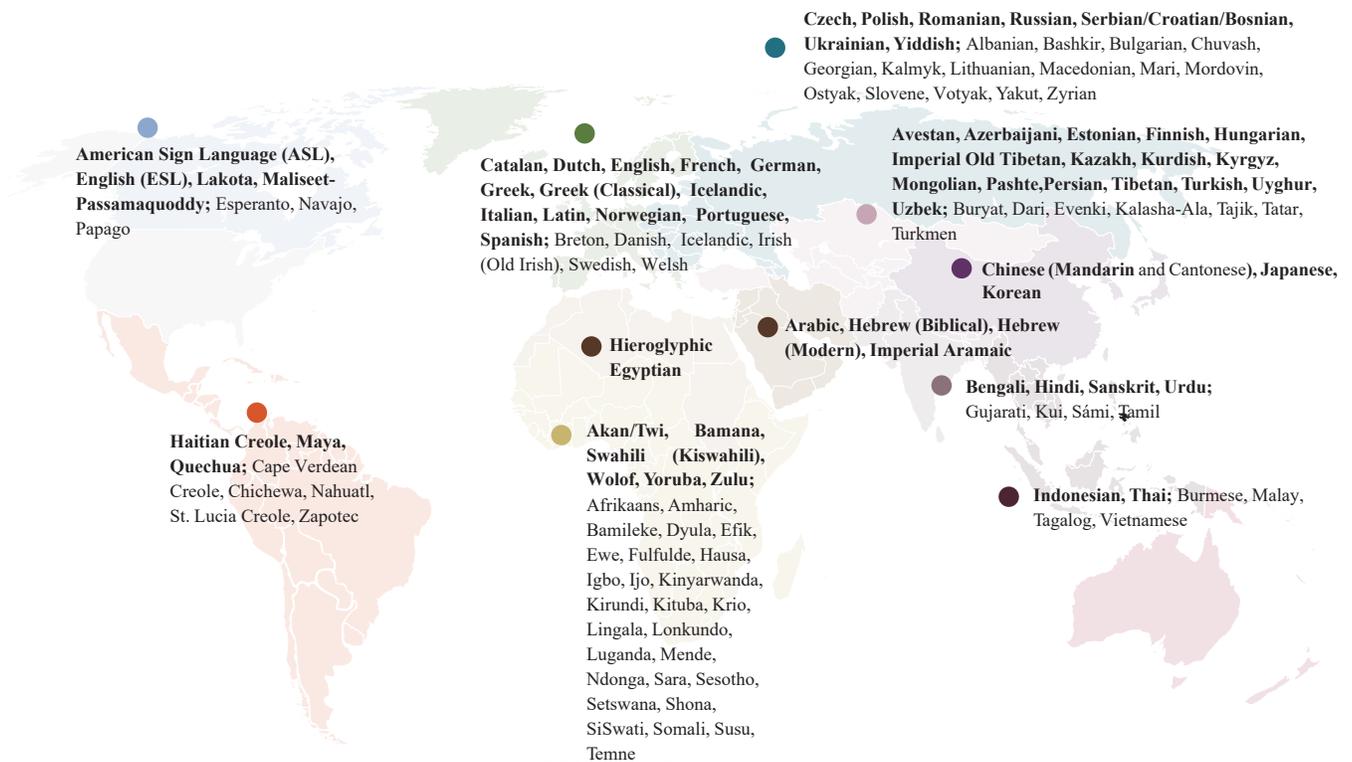
Community Colleges



Appendix 3, Exhibit 2: Languages Offered at Indiana University Bloomington

IU Bloomington has offered language instruction in 134 languages. In the academic year 2016–17, students had access to instruction in at least 63 languages. Data here is primarily based on information compiled by the IU Center for Language Technology.

Languages in bold were taught in 2016–17.



**Appendix 3, Exhibit 3:
Indiana University Area Studies, Language Resource, and National Resource Centers**

African Studies Program

Arabic Flagship Program

Center for Languages of the Central Asian Region (Title VI LRC)

Center for Latin American and Caribbean Studies

Center for the Study of Global Change

Center for the Study of the Middle East (Title VI NRC)

Chinese Flagship Program

Creole Institute

Dhar India Studies Program

East Asian Studies Center (Title VI NRC)

Inner Asian and Uralic National Resource Center (Title VI NRC)

Institute for European Studies

Institute for Korean Studies

Institute of German Studies

Islamic Studies Program

National African Language Resource Center (Title VI LRC)

Pan Asia Institute (with The Australian National University)

Polish Studies Center

Russian & East European Institute (Title VI NRC)

Southeast Asian and ASEAN Studies Program

Turkish Flagship Program

Appendix 3, Exhibit 4: Internationalization Curve

	Program/Activity	Education	Engagement	Experiential
Business Community	CIBER Focus	X	X	
	Global Business Seminar Series	X	X	
	Export Indiana Fellowship		X	X
	National District Export Council		X	X
	North American Small Business International Trade Educators (NASBITE)	X	X	
	SME International Experience			X
Community College	CIBER Focus	X	X	
	Faculty/Staff Development in International Business			X
	Global Employability Initiative	X	X	
	Governors State University Outreach	X	X	X
	Institute for Curriculum and Campus Internationalization	X	X	
	Ivy Tech CC Pedagogy Webinars	X	X	
	Ivy Tech CC Study Abroad Support			X
	National Association of Community College Entrepreneurs (NACCE)	X	X	
	Northeast State Community College Partnership	X	X	X
	Palo Alto Community College/Alamo Colleges	X	X	X
MSI	CIBER Focus	X	X	
	Faculty/Staff Development in International Business			X
	Globalizing Minority-Serving Institution Program	X	X	
	Governors State University Study Abroad			X
	Institute for Curriculum and Campus Internationalization	X	X	
	Martin University Partnership	X	X	X
	United Tribes Technical College Partnership	X	X	X

Appendix 3, Exhibit 5: Local, Regional, and National Reach of IU CIBER

Local

- Business Language Case Competition
- Flagship Internship Support & KSB Student International Consulting Programs
- Global Living-Learning Community Professional Development
- MBA Language Tutoring
- Scholarships for Study Abroad Opportunities & International Internships

Regional

- Export IN Fellowship, Internship Support Program & IN Manufacturing Export Student Projects
- Global Business Seminar Series
- Governors State University Partnership
- Ivy Tech Community College Partnership & Global Employability Initiative
- Kentucky State University & Northeastern State Community College Partnerships
- SME International Experience

National

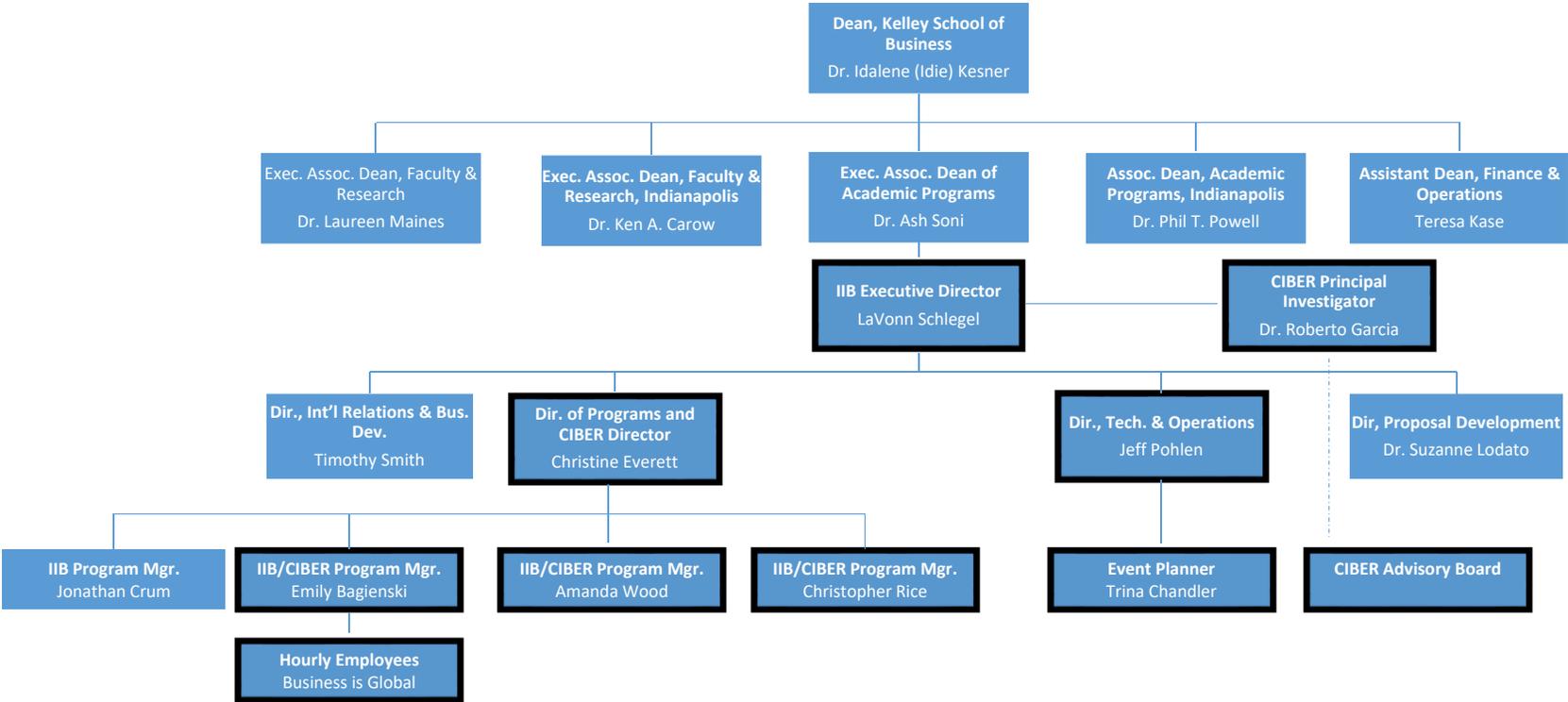
- Business Horizons
- Business in Language Learning Plan Workshops and Scenarios
- Business is Global Summer High School Program
- Business Language Research and Teaching Grants & International Symposium on Languages for Specific Purposes
- Career Video Series
- CIBER Focus Interview Series and Lesson Plans
- Cybersecurity, National Innovation Ecosystems and Economic Competitiveness & ODT Research
- Globalizing Minority-Serving Institutions Program
- HP Life
- Institute for Curriculum and Campus Internationalization
- Language and Culture Modules
- MSI/CC International Case Development
- MSI Faculty and PhD Student Research Grants
- NACCE Partnership
- NASBITE
- National District Export Council
- Palo Alto Community College & United Tribes Technical College Partnerships

Appendix 3, Exhibit 6: CIBER Program Development Sheet

Project Title		Internships			
Description					
<p>Internship Support Program: Leveraging Indiana INTERNnet, a free internship-matching program that links Indiana employers with students, high schools, colleges, and universities, IU CIBER will partner with the Indiana Commission for Higher Education and the Indiana Commercial Service of the Department of Commerce to support internships for students throughout the state with Indiana companies currently working internationally or looking to internationalize the scope of their operations. Qualified small and medium-sized enterprises (SMEs) may be reimbursed a maximum of 50% of an intern’s wages up to \$3,000, and up to another 50% from the Employer Aid Readiness Network (EARN Indiana). EARN Indiana is an internship program administered by the Indiana Commission for Higher Education in partnership with Indiana INTERNnet. Internships will be open to all students in the state, including those from community colleges and majority-minority institutions.</p> <p>Export Indiana Fellowship Program. The Export Indiana Fellowship Program offers companies professional export guidance and training and includes an internship component in which MBA students from Purdue University’s Krannert School of Management are matched with companies to develop detailed export plans. Partnered with the Indiana Small Business Development Center (ISBDC), the Krannert School, and the International Center to support this program, the program provides small business and entrepreneurs in Indiana with guidance and resources that promote the growth and sustainability of small business in the region. To make the program more accessible to small businesses, IU CIBER will support participating companies by providing up to 50% of their fellowship intern’s wages up to \$4,000.</p> <p>Overarching Goal: <i>Increase international exposure and capacity in regional businesses</i></p>					
Goal 1		<i>Baseline</i>			
<i>Increase number of partner companies with either first-time exports or increased export revenue.</i>		7			
		Y1	Y2	Y3	Y4
		10	10	10	10
Goal 2		<i>Baseline</i>			
<i>% increase in exports by participating SMEs.</i>		0			
		Y1	Y2	Y3	Y4
		5%	10%	10%	10%
Goal 3		<i>Baseline</i>			
<i>Increase number of Indiana international business students with internationally relevant internships.</i>		7			
		Y1	Y2	Y3	Y4
		10	10	10	10
CIBER Funds (Attach budget with breakdown by object code)					166,870
<i>Salaries</i>		<i>Travel (6000)</i>	1800	<i>Subcontracts</i>	
<i>Benefits</i>		<i>Supplies (4166)</i>	1070	<i>Equipment</i>	
<i>Fees (4013)</i>	28,000	<i>Fellowship</i>		<i>Other (4520)</i>	136,000
<i>Brief narrative</i>	Domestic travel 5 trips/yr @ 90 = 450/yr; Flyer printing @ 320 & 250/yr; Matching intern salaries (3k per intern for 6 interns [1/2 of \$15/hr, 40 hr/wk, 10wks) & (4000 per intern for 4 MBA interns); Fees: 1750 per company, 4 companies				
Cost Share (Attach budget with breakdown)					0

<i>Brief narrative</i>	Christine			
Staffing				2
<i>Professional</i>	1	<i>Administrative</i>	1	<i>Other</i>
<i>Brief narrative</i>	1 CIBER program manager (manage program, recruit companies) = Amanda 1 financial processor = TechOps			
Materials/Resources				
INTERNnet system EARN Indiana matching funds Advertising materials (to recruit companies)				
Partner Contributions (including KSB department support [e.g. KSB Media])				
INTERNnet to contribute system Commission for Higher Education to contribute EARN Indiana matching funds Partner companies to provide internships Indiana Small Business Development Center's Export Indiana Fellowship Program to provide link to partner companies and MBA interns				
Sustainability				
Partner companies internalize internship programs (self-fund intern compensation)				
Mandates and Priorities				
1,3,4,5,6				

**Appendix 3, Exhibit 7: IU CIBER Organization Chart
(outlined boxes indicate CIBER faculty/staff)**



Appendix 3, Exhibit 8: Activity/Program Detail Sheet by Goals, Mandates, and Priorities

Goals, Mandates, and Priorities Key

IU CIBER Goals
1. Promote international experiences, dialogue, interactions, and research for IU and US business faculty at other schools 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 experiential learning opportunities to increase hands-on knowledge and strengthen the core competencies needed to compete internationally.
4. Conceive sustainable, accessible tools and resources to increase hands-on knowledge, build networks, and strengthen the core competencies needed to compete internationally.
TITLE VI Mandates
1. Be national resources for teaching of improved business techniques, strategies, and methodologies that emphasize the international context in which business is transacted.
2. Provide instruction in critical foreign languages and international fields needed to provide an understanding of the cultures and customs of United States trading partners.
3. Provide research and training in the international aspects of trade, commerce, and other fields of study.
4. Provide training to students enrolled in the institution, or combination of institutions in which a center is located.
5. Serve as regional resources to businesses proximately located by offering programs and providing research designed to meet the international training needs of these businesses.
6. Serve other faculty, students and institutions of higher education located within their region.
Mandatory Activities
1. Interdisciplinary programs which incorporate foreign language and international studies training into business, finance, management, communications systems, and other professional curricula.
2. Interdisciplinary programs which provide business, finance, management, communications systems, and other professional training for foreign language and international studies faculty and degree candidates.
3. Programs, such as intensive language programs, available to members of the business community and other professionals, which are designed to develop or enhance their international skills, awareness, and expertise.
4. Collaborative programs, activities, or research involving other institutions of higher education, local educational agencies, professional associations, businesses, firms or combinations thereof, to promote the development of international skills, awareness, and expertise among current and prospective members of the business community and other professionals.

5. Research designed to strengthen and improve the international aspects of business and professional education and to promote integrated curricula;
6. Research designed to promote the international competitiveness of American businesses and firms, including those not currently active in international trade.
Program Priorities
Competitive Preference Priority 1 (C1): Applications that propose to collaborate with one or more professional associations and/or businesses on activities designed to expand employment opportunities for international business students, such as internships and work-study opportunities.
Competitive Preference Priority 2 (C2): Applications that propose significant and sustained collaborative activities with one or more Minority Serving institutions and/or with one or more community colleges. These activities must be designed to incorporate international, intercultural, or global dimensions into the business curriculum of the MSI(s) and/or community college(s).
Invitational Preference Priority 1 (I1): Applications that propose programs or activities focused on language instruction and/or performance testing and assessment to strengthen the preparation of international business professionals.

Activity/Program Detail Sheet by Goals, Mandates, and Priorities

Program/Activity	IU CIBER Goals				Mandates						Mandatory Activities						Priorities		
	1	2	3	4	1	2	3	4	5	6	1	2	3	4	5	6	C1	C2	I1
DEVELOPMENT, TRAINING AND RESEARCH IN INTERNATIONAL BUSINESS																			
Cybersecurity Research	X						X							X		X			
Export Indiana Fellowship Program		X	X		X		X	X	X	X				X			X		
Faculty/Staff Development in International Business	X		X		X					X	X			X	X			X	
Flagship Internship Support		X	X			X		X			X	X					X		
Global LLC Professional Development		X	X				X					X							
Indiana Manufacturing Export Partnership Student Projects	X	X	X		X		X	X	X		X			X			X		
Innovation in International Business Education Fund	X	X	X	X	X	X	X	X	X	X				X				X	
Internship Support Program		X	X				X	X	X	X				X			X		
KSB Institute for Social Impact Internship Support		X	X			X	X	X					X	X			X		

Program/Activity	IU CIBER Goals				Mandates						Mandatory Activities						Priorities		
	1	2	3	4	1	2	3	4	5	6	1	2	3	4	5	6	C1	C2	I1
KSB Student International Consulting Program	X	X	X		X	X	X	X	X		X			X			X		
MSI/CC International Case Development	X	X	X	X	X		X			X	X			X	X			X	
MSI/CC Faculty and PhD Student Research Grants	X		X		X		X		X	X				X	X	X		X	
National Innovation Ecosystem and Economic Competitiveness	X						X		X					X		X			
ODT Research	X	X			X		X								X	X			
Scholarships for Study Abroad Opportunities		X	X			X		X			X								
OUTREACH																			
Business Horizons	X			X			X		X	X				X	X	X			
CIBER Focus Interview Series and Lesson Plans	X	X		X	X		X	X	X	X			X	X					
Global Business Seminar Series			X			X	X		X				X				X		
Global Employability Initiative	X	X	X	X	X	X		X	X	X	X			X				X	
Globalizing Minority-Serving Institutions Program	X	X	X	X	X		X			X	X			X				X	
Governors State University Partnership	X	X	X		X	X	X	X	X	X	X			X				X	
HP Life				X	X		X			X				X			X		
Institute for Campus and Curriculum Internationalization (ICCI)	X	X	X		X	X	X			X	X			X	X			X	
Ivy Tech CC Pedagogy Webinars	X	X		X	X	X	X			X	X				X			X	
Ivy Tech CC Study Abroad Support	X	X	X	X	X	X	X	X		X	X			X				X	
Kentucky State University Partnership	X		X		X	X	X		X	X				X			X	X	
Martin University Partnership	X		X		X	X	X			X				X				X	
National Association of Community College Entrepreneurs (NACCE) Collaboration	X		X		X	X	X			X				X			X	X	
National District Export Council (NDEC)			X						X					X			X		
North American Small Business International Trade Educators (NASBITE)			X				X		X					X			X		
Northeast State CC Partnership	X	X	X		X	X	X			X	X			X				X	

Program/Activity	IU CIBER Goals				Mandates						Mandatory Activities						Priorities		
	1	2	3	4	1	2	3	4	5	6	1	2	3	4	5	6	C1	C2	I1
Palo Alto Community College Partnership	X	X	X		X	X	X			X	X		X	X				X	
SME International Experience			X						X				X	X			X		
United Tribes Technical College Partnership	X	X	X		X	X	X			X	X			X				X	
LANGUAGE AND AREA STUDIES TRAINING AND LEARNING																			
Business in Language Learning Plan Workshops and Scenarios		X	X	X	X	X	X	X		X		X							X
Business is Global Summer High School Program		X	X		X	X	X	X			X	X							X
Business Language Case Competition		X	X			X		X		X	X	X							X
Career Video Series				X			X	X		X				X			X		
CIBER Business Language Research and Teaching Grants	X			X	X	X	X			X		X			X				X
International Symposium on Languages for Specific Purposes	X		X		X	X	X			X		X							X
Language and Culture Modules		X		X	X	X	X	X	X	X	X		X						X
MBA Language Tutoring		X				X		X			X	X							X
National Council of Less Commonly Taught Languages (NCOLCTL)				X		X						X							X

Activity/Program Detail Sheet with Program Responsibility and Partners

Program/Activity	Grant Years				Program Responsibility	Partners
	1	2	3	4		
Development, Training, and Research in International Business						
Cybersecurity Research		X	X	X	X	Shackelford Everett Wood Ostrom Workshop
Export Indiana Fellowship		X	X	X	X	Wood Indiana Economic Development Corporation, Indiana Small Business Development Center, International Center, Krannert School

Program/Activity	Grant Years				Program Responsibility	Partners
	1	2	3	4		
Faculty/Staff Development in International Business	X	X	X	X	Wood	MSI/CC Network, CIBER Network
Flagship Internship Support	X	X	X	X	Schlegel Everett	IU Arabic, Chinese, and Turkish Flagships, Undergraduate Program Office
Global LLC Professional Development	X	X	X	X	Bagiensi	IU Global Living Learning Center
Indiana Manufacturing Export Student Projects	X	X	X	X	Wood Everett	Purdue Manufacturing Extension Partnership, Kelley School of Business Center for Excellence in Manufacturing
Innovation in International Business Education Fund		X	X	X	Schlegel Everett	
Internship Support Program	X	X	X	X	Wood Everett	INTERN.net, Indiana Chamber, Indy Chamber, Indiana District Export Council, Indiana Economic Development Corporation, Indiana Small Business Development Center
KSB Institute for Social Impact Internship Support	X	X	X	X	Wood	KSB Institute for Social Impact
KSB Student International Consulting Program	X	X	X	X	Schlegel	KSB undergraduate and graduate programs
MSI/CC International Case Development	X		X		Garcia Everett Wood	MSI and CC network
MSI/CC Faculty and PhD Student Research Grants	X	X			Garcia Everett Wood	MSI/CC Network
National Innovation Ecosystem and Economic Competitiveness	X	X	X	X	Wood Wang	George Washington and Georgia Tech CIBERs
ODT Research	X	X	X	X	Khatri Everett	
Scholarships for Study Abroad Opportunities	X	X	X	X	Bagiensi	IU Office of Vice President for Diversity Equipment, and Multicultural Affairs; KSB Undergraduate Study Abroad Office
Outreach						
Business Horizons		X		X	Garcia Schlegel	Australian National University, Business Horizons
CIBER Focus Interview Series and Lesson Plans	X	X	X	X	Rice Smith	IU Area Studies

Program/Activity	Grant Years				Program Responsibility	Partners
	1	2	3	4		
					Wood	
Global Business Seminar Series	X	X	X	X	Wood	Indiana professional, business & government organizations, Indy Chamber, Indiana District Export Council, Department of Commerce – International Trade Administration, Indianapolis
Global Employability Initiative	X	X	X	X	Wood Everett	IU Area Studies, Ivy Tech Community College, Hoosier Hills Career Center
Globalizing Minority-Serving Institutions Program	X	X	X	X	Wood Everett	CIBER Network
Governors State University Partnership	X	X	X	X	Wood Everett	Governors State University
HP Life	X	X	X	X	Everett	HP
Institute for Campus and Curriculum Internationalization (ICCI)	X	X	X	X	Bagiensi Wood	IU Area Studies, IU Center for Innovative Teaching and Learning, IU Office of Vice President for International Affairs, MSI/CC Partners
Ivy Tech CC Pedagogy Webinars	X	X	X	X	Wood	Ivy Tech Community College
Ivy Tech CC Study Abroad Support	X	X	X	X	Wood	Ivy Tech Community College
Kentucky State University Partnership	X	X	X	X	Wood	Kentucky State University
Martin University Partnership	X	X	X	X	Wood	Martin University
National Association of Community College Entrepreneurs (NACCE) Collaboration		X	X	X	Everett	NACCE
National District Export Council (NDEC)	X	X	X	X	Everett	CIBER Network, NDEC
North American Small Business International Trade Educators (NASBITE)	X	X	X	X	Everett	CIBER Network, NASBITE
Northeast State CC Partnership	X	X	X	X	Wood	Northeast State Community College
Palo Alto Community College Partnership	X	X	X	X	Wood	Palo Alto Community College
SME International Experience	X	X	X	X	Wood Everett	Indiana District Export Council, Indy Chamber
United Tribes Technical College Partnership	X	X	X	X	Wood	United Tribes Technical College

Program/Activity	Grant Years				Program Responsibility	Partners
	1	2	3	4		
Language and Area Studies Training and Learning						
Business in Language Learning Plan Workshops and Scenarios	X	X	X	X	Bagiensi	IU National African Language National Resource Center, African Studies Program, Center for the Study of the Middle East, Inner Asian & Uralic National Resource Center, Institute for European Studies
Business is Global Summer High School Program	X	X	X	X	Bagiensi	IU Arabic, Chinese and Turkish Flagships, African Studies Program, Center for Latin and Caribbean Studies, Center for the Study of the Middle East, East Asian Studies Center, Inner Asian and Uralic National Resource Center, Institute for European Studies, Russian and East European Institute
Business Language Case Competition	X	X	X	X	Bagiensi	IU Chinese and Arabic Flagships, BYU CIBER, KSB Consulting Workshop
Career Video Series	X	X	X	X	Bagiensi	IU Area Studies Centers, IU Global Living Learning Center
CIBER Business Language Research and Teaching Grants	X		X		Everett	CIBER Network, IU Area Studies Centers and Networks
International Symposium on Languages for Specific Purposes		X		X	Bagiensi	CIBER Network, IU Area Studies Centers and Language Programs, MSI network
Language and Culture Modules	X	X	X	X	Bagiensi	IU African Studies Program, Center for Latin and Caribbean Studies, Center for Language Technology, Center for the Study of the Middle East, Institute for European Studies, Russian and East European Institute
MBA Language Tutoring	X	X	X	X	Bagiensi	IU Area Studies Centers and Language Programs, IU MBA Program
National Council of Less Commonly Taught Languages (NCOLCTL)	X	X	X	X	Wood	NCOLCTL

Appendix 3, Exhibit 9: IU CIBER Activity/Program Timeline

		Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	
DEVELOPMENT, TRAINING & RESERCH IN INTERNATIONAL BUSINESS														
<i>Cybersecurity Research</i>	Yrs 1-4	Research & writing occur, publication submission as completed												
			Spring workshop planning, invitations, finalize details					Workshop	Evaluate Debrief					
<i>Export Indiana Fellowship Program</i>	Yrs 1-4	Partner meetings & planning			SME outreach, program advertising, application & selection; MBA application & selection				Internships occur				Evaluate Debrief Plan Yr2	
<i>Faculty/Staff Development in International Business</i>	Yrs 1-4	Partner outreach & faculty selection	Determine appropriate travel opportunity, confirm arrangements, process necessary approvals & paperwork, program conducted, evaluation, debrief& deliverable provided											
<i>Flagship Internship Support</i>	Yrs 1-4	Flagship meeting & planning	KSB alumni partner discussions on internship needs & collaboration			Finalize details	Student interviews for internships							Interns begin
<i>Global LLC Professional Development</i>	Yrs 1-4	Project planning for year	Ongoing discussions, speaker scheduling & feedback					Debrief & planning for year 2						Begin YR2 activity
<i>Indiana Manufacturing Export Student Projects</i>	Yrs 1-4	Project planning, partner meetings, SME outreach & recruitment, student recruitment			Class & projects occur, ongoing evaluation & adjustments, student recruitment for fall term				Evaluation & debrief				Class & projects begin	
<i>Innovation in International Business Education Fund</i>	Yrs 2-4	Ongoing communication with KSB Program Chairs & partner network												
<i>Internship Support Program</i>	Yrs 1-4	Project planning, partner meetings, SME outreach			Intern interviewing & selection, paperwork processing				Internships take place				Evaluate Debrief, Plan Yr2	
<i>KSB Institute for Social Impact Internship Support</i>	Yrs 1-4	Partner meeting, student outreach			Coordination with KISI, application & awarding		Manage awarding process		Internships take place				Evaluate Debrief Plan Yr2	

		Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
<i>KSB Student International Consulting Program</i>	Yrs 1-4	Ongoing discussions & collaborations with partners; Evaluation & debrief at end of each project											
<i>MSI/CC International Case Development</i>	Yrs 1,3	Develop & publish call for proposals			Proposal review	Planning, research & case writing, awardee follow-up & support							
<i>MSI Faculty & PhD Student Research Grants</i>	Yrs 1,2	Develop & publish call for proposals			Proposal review	Planning, research & writing							
<i>National Innovation Ecosystem & Economic Competitiveness</i>	Yrs 1-4	Faculty research discussions & research ongoing; Workshop planning											Research workshop
<i>ODT Research</i>	Yrs 1-4	Finalize research project years	Research & writing occur, quarterly follow up, debrief & reporting										
<i>Scholarships for Study Abroad Opportunities</i>	Yrs 1-4	Coordination with KSB Undergrad & OVPDEMA, application, awarding				Study abroad occurs at various times, debrief & reporting; Ongoing discussions with KSB Undergrad & OVPDEMA on application & awarding of remaining funds							
OUTREACH													
<i>Business Horizons</i>	Yrs 2, 4	Planning meeting to confirm Yr2 publication month & timeline development		Finalize issue topic & co-editors			Publish call for papers			Articles for issue selected, authors notified of final due date 6 months in advance of issue			
<i>CIBER Focus Interview Series & Lesson Plans</i>	Yrs 1-4	Focus group with local teachers on lesson plans		Finalize summer hiring process with IUHR		Interview & select teachers to develop proposals				Lesson plans developed		Lesson plans posted on-line & mailing sent	

		Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
		Interviews scheduled, scripts developed, interviews conducted, edited& posted on YouTube channel; Flyer developed for outreach events; Social media marketing											
<i>Global Business Seminar Series</i>	Yrs 1-4	Partner meeting, planning develop timeline	Ongoing partner communication, event planning/support/hosting/attendance, evaluation							Review evaluations, partner debrief, Yr2 planning			
<i>Global Employability Initiative</i>	Yrs 1-4	Initial planning & strategy meetings with partners	Coordinator hired, ongoing meeting, planning, execution, evaluation										
<i>Globalizing Minority-Serving Institutions Program</i>	Yrs 1-4	Initial planning & strategy meetings with partners	Ongoing program planning support, participant identification, program execution							Evaluation & debrief			
<i>Governors State University Partnership</i>	Yrs 1-4	Meeting & finalize project timeline	Ongoing planning & execution, quarterly follow-up; event evaluation & reporting										
<i>HP Life</i>	Yrs 1-4	Project planning & faculty needs identified		Faculty outreach & connection with HP, material development & launch							Evaluate Debrief		
<i>Institute for Campus & Curriculum Internationalization (ICCI)</i>	Yrs 1-4	Partner meetings & initial planning, responsibility delegation		Ongoing planning, website & registration launch, MSI/CC partner outreach to determine participants, participant registration & travel arrangements occur				ICCI occurs	Participant evaluation	Compile evals	Review eval & debrief		
<i>Ivy Tech CC Pedagogy Webinars</i>	Yrs 1-4	Strategy meeting & finalize project timeline	Identify Ivy Tech faculty member	Webinar development & taping				Webinar editing		Videos available to Ivy Tech faculty for viewing			

		Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
<i>Ivy Tech CC Study Abroad Support</i>	Yrs 1-4	Meeting, timeline determined, paperwork finalized		Opportunities advertised, student selection, payment processing, classes occur (if applicable)				Trips occur		Debrief, evaluate			
<i>Kentucky State University Partnership</i>	Yrs 1-4	Initial planning & strategy meeting with KSU		Activity planning, execution, ongoing partner discussions & evaluation						Debrief, evaluation, Yr2 collaboration adjustments discussed			
<i>Martin University Partnership</i>	Yrs 1-4	Initial planning & strategy meeting	Activity planning, execution, ongoing partner discussions & evaluation								Debrief, evaluation, Yr2 collaboration adjustments		
<i>National Association of Community College Entrepreneurs (NACCE) Collaboration</i>	Yrs 2-4			Yr2 partnership discussion & timeline developed									
<i>National District Export Council (NDEC)</i>	Yrs 1-4	Ongoing discussions, collaboration & planning											NDEC Forum & Int'l trade event
<i>North American Small Business International Trade Educators (NASBITE)</i>	Yrs 1-4	Ongoing collaboration & program development						NASBITE	Evaluation & debrief				
<i>Northeast State CC Partnership</i>	Yrs 1-4	Initial planning & strategy meeting		Activity planning, execution, ongoing partner discussions & evaluation						Debrief, evaluation, Yr2 collaboration adjustments			

		Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
<i>Palo Alto Community College Partnership</i>	Yrs 1-4	Planning & strategy meeting with PAC		Faculty selection for programs		Registration, paperwork processing & program participation				Program participation deliverable, debrief, evaluation			
<i>United Tribes Technical College Partnership</i>	Yrs 1-4	Initial planning & strategy meeting with UTTC		Activity planning, execution, ongoing partner discussions & evaluation					Debrief, evaluation, Yr2 collaboration adjustments discussed				
<i>SME International Experience</i>	Yrs 1-4	Ongoing partner meetings & communication, application development, application launch & selection, participation, participant deliverable & follow-up, debrief, evaluation											
LANGUAGE & AREA STUDIES TRAINING & LEARNING													
<i>Business in Language Learning Plan Workshops & Scenarios</i>	Yrs 1-4	Partner workshop planning, advertising, registration, logistics finalization						Workshop	Participants work independently on scenarios, share with networks			Evaluate debrief	
<i>Business is Global Summer High School Program</i>	Yrs 1-4	Partner coordination, advertising materials finalized & launched		Advertising, high school outreach, continued planning & partner coordination. Application deadline, selection & admission				Pre-arrival communication, planning		Program	Evaluate & debrief		
<i>Business Language Case Competition</i>	Yrs 1-4	Team selection & prep	Arrange travel; Comp occurs	Team debriefs & reporting									
<i>Career Video Series</i>	Yrs 1-4	Key questions & template developed, beta interview filmed & edited			Evaluate beta interview, make necessary adjustments, additional interviews scheduled, conducted, edited & posted on YouTube channel; Social media marketing; Outreach flyer developed								
<i>CIBER Business Language Research</i>	Yrs 1,3	Development of call for proposals with CIBER network; Collect CIBER funds;		Distribute call for proposals with all networks		Proposals reviewed, applicants notified, awardees notified		Research & writing occur; Publishing submission (if appropriate)					

		Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
<i>& Teaching Grants (BLRT)</i>		Form evaluation committee				of spending procedures							
<i>International Symposium on Languages for Specific Purposes</i>	Yrs 2, 4							Confirm yr 2 timeline with LSP	Share timelines & processes with BLRT recipients, area studies network& MSI/CC partners				
<i>Language & Culture Modules</i>	Yrs 1-4	Meet with instructors, finalize targets & framework			First draft of scripts due	Test video recorded	Videos recorded	Video editing, review, reshoots (if needed)			Videos done & posted to Youtube Advertise	Evaluate	Yr 2 planning
<i>MBA Language Tutoring</i>	Yrs 1-4	Advertise program, hire & match tutors, tutoring occurs, evaluation			Advertise program, hire & match tutors, tutoring occurs, evaluation							Advertise program, hire & match tutors, tutoring begins	
<i>National Council of Less Commonly Taught Languages (NCOLCTL)</i>	Yrs 1-4		Register		Confirm travel	Produce/assemble table materials		NCOLCTL occurs	Debrief & evaluate				

Appendix 3, Exhibit 10: Program Planning Example

Business is Global 2018

Two-week high school program introducing students to international business, three less commonly taught languages, and culture.

169 Discussions 171 To-dos 4 Files 1 Text document Events

Latest project updates

- 2:28pm** Emily B. deleted a document: 2013 Presenter Details
- 2:22pm** Emily B. created an event for Jul 14: Closing Ceremony
- 2:22pm** Emily B. created an event for Jul 1: Check-in

See all updates

Upcoming Events

- July 1**
 - Check-in
 - July 14**
 - Closing Ceremony
- All upcoming events...

Discussions

Watch a quick video about Discussions

- | | | | |
|---|--|---------|---|
|  | Emily B. Follow up with Arabic Flagship - Mr. Issam Albairat will run the language sessions. Mr. Mohammed Al-Ameri (malameri@iu.edu) will do a session on the MENA Political Climate to replace Adeli's | 10:48am | ③ |
|  | Emily B. Determine textbook and business case needs - Business Model Generation & Kristen's Cookie Company are both needed for this year. Kyle will NOT be using the Benihana case this year. We do | May 17 | ② |
|  | Emily B. Decide classroom materials, textbooks, etc. needed - Same textbook (Business Model Generation) and business case (Kristen's Cookie Company) as last year. We do NOT need to order the Benihana | May 17 | ② |
|  | Emily B. Find judges - Kenndra Thompson (kennthom@indiana.edu) has agreed to be a judge. | May 17 | ④ |
|  | Emily B. Schedule meeting with Business session faculty - Wed, May 16 @ 9 am | May 10 | ① |

164 more discussions

To-do lists

Watch a quick video about To-Do Lists

July 4th (if applicable)

- Determine Leadership & Team Building sessions for July 4 [Emily Bagienski · Tue, Jun 5](#)
- Plan holiday celebration events/schedule [1 comment](#) [Emily Bagienski · Thu, May 31](#)
- Process POs for July 4 Dinner [Jeff Pohlen · Wed, Apr 25](#)
- Inform caterers of any allergies/dietary restrictions [Emily Bagienski · Thu, May 31](#)
- Final head count to caterer [Emily Bagienski · Tue, Jun 5](#)
- Determine day-of schedule [Emily Bagienski · Thu, May 31](#)
- Pick up key for venue [1 comment](#) [Emily Bagienski · Thu, Jun 28](#)
- Determine needed materials/supplies [Emily Bagienski · Thu, May 31](#)
- Select menu [Trina Chandler · Fri, Apr 20](#)
- Give KRC allergies/dietary restrictions [Trina Chandler · Fri, Jun 8](#)
- Give final head count to KRC [Trina Chandler · Fri, Jun 22](#)
- Contact KRC any last minute changes/reminders follow-up confirm 7/4 event [Trina Chandler · Mon, Jul 2](#)

PIC Requirements

- Make a copy of all Medical Release forms for Head PA. [1 comment](#) [Emily Bagienski · Mon, Jun 25](#)
- Get names and copy of photo ID from all adults not background checked [1 comment](#) [Emily Bagienski · Wed, Jun 6](#)
- Request background checks [2 comments](#) [Emily Bagienski · Wed, May 23](#)
- Make sure all instructors, staff & volunteers have received PIC guidelines [Emily Bagienski · Wed, May 23](#)

Pre-Arrival

- Create pre-program Prezi for students [2 comments](#) [Emily Bagienski · Wed, May 23](#)
- Set up Box folders [1 comment](#) [Emily Bagienski · Wed, May 23](#)

- Create Pre-Arrival Survey ([1 comment](#)) ([Emily Bagienski · Wed, May 23](#))
- Request Affiliate Accounts ([1 comment](#)) ([Emily Bagienski · Wed, May 30](#))
- Email pre-program Prezi to students ([1 comment](#)) ([Emily Bagienski · Fri, Jun 1](#))
- Add t-shirt size to forms sent to registration website ([1 comment](#)) ([Jeff Pohlen · Wed, Feb 21](#))
- Send out Pre-Arrival Survey (and follow-up) ([Emily Bagienski · Tue, May 29](#))
- Give Lead PA key to the IIB ([1 comment](#)) ([Jeff Pohlen · Mon, Jun 18](#))
- Create Student Folders & Welcome Bags ([Emily Bagienski · Fri, Jun 1](#))

Advertising and Application Process

- Update BIG web site (end of program) ([1 comment](#)) ([Emily Bagienski · Mon, Jul 9](#))
- Arrange for photography and video with KSB Marketing ([1 comment](#)) ([Emily Bagienski · Tue, May 22](#))
- Send updated schedule to KSB Marketing. Make sure they understand what we're requesting. ([1 comment](#)) ([Emily Bagienski · Wed, May 30](#))
- Advertise at the Daniel Murphy Summer Opportunities Fair ([2 comments](#)) ([Timothy Smith · Wed, Nov 29, 2017](#))

RPS

- Schedule dorm walk through ([1 comment](#)) ([Emily Bagienski · Wed, May 30](#))
- Dorm hand-off meeting ([1 comment](#)) ([Emily Bagienski · Tue, May 29](#))
- Assign roommates ([1 comment](#)) ([Emily Bagienski · Mon, Jun 4](#))
- Complete RPS check-out roster ([1 comment](#)) ([Emily Bagienski · Mon, Jul 9](#))
- Roster to RPS ([1 comment](#)) ([Emily Bagienski · Tue, May 29](#))

Supplies & Materials

- Decide classroom materials, textbooks, etc. needed ([2 comments](#)) ([Emily Bagienski · Thu, May 24](#))
- Order textbooks & business case(s) ([2 comments](#)) ([Jeff Pohlen · Thu, Apr 19](#))
- Create Nametags and Tent tags for all program students ([1 comment](#)) ([Emily Bagienski · Mon, Jun 4](#))
- Create Nametags for all program staff, instructors, etc. ([1 comment](#)) ([Emily Bagienski · Mon, Jun 4](#))
- Procure lanyards for student and staff nametags ([Jeff Pohlen · Thu, May 10](#))
- Create Tent cards for judges and panelists ([1 comment](#)) ([Emily Bagienski · Mon, Jun 4](#))
- Order t-shirts ([Jeff Pohlen · Wed, May 23](#))
- Clean and fill water cooler for check-in ([1 comment](#)) ([Emily Bagienski · Wed, Jun 20](#))
- Decorate dorm ([1 comment](#)) ([Emily Bagienski · Wed, May 23](#))
- Reimburse for cooking demonstration ingredients ([Jeff Pohlen · Fri, Jul 13](#))
- Collect kitchen supplies for cooking demonstrations (frying pans, spoons, etc.) ([Emily Bagienski · Thu, May 31](#))

Team Mentors

- Give Thank You notes to all Mentors ([Emily Bagienski · Mon, Jul 2](#))

Program Assistants

- Parking passes for PAs ([1 comment](#)) ([Emily Bagienski · Thu, May 31](#))
- Give Thank You notes to all PAs ([Emily Bagienski · Mon, Jul 2](#))
- Conduct debrief activity with PAs post-program ([Emily Bagienski · Mon, Jul 9](#))
- Create PA folders for Saturday PA meeting ([1 comment](#)) ([Emily Bagienski · Tue, Jun 5](#))

Opening/Orientation

- Create Orientation presentation ([Emily Bagienski · Wed, Jun 6](#))
- Invite instructors and Flagship reps to attend ([Emily Bagienski · Wed, May 30](#))
- Determine day-of schedule ([Emily Bagienski · Wed, May 30](#))
- Go over itinerary with PAs (and any other staff/guests who attend) ([Emily Bagienski · Wed, Jun 27](#))
- Have PAs do a Campus Tour ([Emily Bagienski · Fri, Jun 29](#))
- Libraries Introduction ([3 comments](#)) ([Emily Bagienski · Thu, May 24](#))
- Schedule loaner laptop delivery with KSBIT ([1 comment](#)) ([Jeff Pohlen · Wed, Mar 14](#))
- Pick up key for computer lab(s) ([1 comment](#)) ([Emily Bagienski · Mon, Jun 4](#))
- Request UITS representative to attend Tech Orientation ([1 comment](#)) ([Jeff Pohlen · Tue, Apr 3](#))

Language Sessions

- Flagship Presentation [1 comment](#) [Emily Bagienski · Wed, May 30](#)
- Make sure all language instructors have been background checked [Emily Bagienski · Tue, May 22](#)
- Send final copies of PIC Policy and Code of Conduct to all Instructors and Presenters [Emily Bagienski · Tue, May 22](#)
- Share student names, hometowns, & team assignments w/ all language instructors [Emily Bagienski · Thu, May 24](#)
- Schedule meeting with language instructors [5 comments](#) [Emily Bagienski · Tue, May 22](#)

Extracurricular

- Determine/plan weekend/extracurricular activities [1 comment](#) [Emily Bagienski · Wed, May 23](#)
- Research and Reserve IMU Bowling Alley [1 comment](#) [Trina Chandler · Wed, May 16](#)
- Create Campus Scavenger hunt clues, procedures, and scoring [Emily Bagienski · Thu, May 31](#)
- Arrange for chaperones for scavenger hunt [Emily Bagienski · Wed, Jun 6](#)
- Reserve venue for Movie Night [1 comment](#) [Emily Bagienski · Wed, May 30](#)
- Order pizza for movie night [1 comment](#) [Emily Bagienski · Wed, May 23](#)
- Get movie for Movie Night [1 comment](#) [Emily Bagienski · Mon, Jun 4](#)
- Collect painting supplies [1 comment](#) [Emily Bagienski · Wed, May 23](#)
- Paint one of the bridges on Jordan Avenue [1 comment](#) [Emily Bagienski · Tue, Jun 5](#)
- Invite BIG Mentors to attend weekend activities (especially Scavenger Hunt) [Emily Bagienski · Wed, May 23](#)

Culture Sessions

- Follow up with Chinese Flagship [1 comment](#) [Emily Bagienski · Wed, May 23](#)
- Follow up with Turkish Flagship [2 comments](#) [Emily Bagienski · Wed, May 23](#)
- Follow up with Arabic Flagship [3 comments](#) [Emily Bagienski · Wed, May 23](#)
- Reserve space for art sessions [3 comments](#) [Emily Bagienski · Wed, Jun 6](#)
- Submit FOS/KSBIT requests for special room set-ups & technology [1 comment](#) [Emily Bagienski · Mon, Jun 4](#)
- Process payments for language & culture instructors (if needed) [1 comment](#) [Emily Bagienski · Mon, Jun 4](#)

Business Sessions

- Determine textbook and business case needs [2 comments](#) [Emily Bagienski · Tue, May 22](#)
- Determine use (if any) of online, collaborative canvas creation resource [1 comment](#) [Emily Bagienski · Wed, May 23](#)
- Reach out to department heads regarding BIG instructors [2 comments](#) [Emily Bagienski · Wed, May 23](#)
- Assign teams [Emily Bagienski · Wed, May 30](#)
- Reach out to Kelley Career Services [1 comment](#) [Emily Bagienski · Tue, May 22](#)
- Reach out to IU Admission [2 comments](#) [Emily Bagienski · Tue, May 22](#)
- Set up students in GlobeSmart [1 comment](#) [Emily Bagienski · Wed, May 23](#)
- Organize IU Opportunities Panel [5 comments](#) [Emily Bagienski · Tue, May 22](#)
- Print instructor handouts, if needed [1 comment](#) [Emily Bagienski · Mon, Jun 11](#)
- Coordinate with GBI & IIB Ops on Networking Lunch [2 comments](#) [Emily Bagienski · Wed, May 23](#)
- Send IU Admissions Roster info to speaker at least 2 weeks before program [1 comment](#) [Emily Bagienski · Mon, Jun 11](#)

Culture Night

- Request a Hospitality Code/Approval for BIG [1 comment](#) [Jeff Pohlen · Mon, Jan 22](#)
- Plan Culture Night [1 comment](#) [Emily Bagienski · Wed, May 23](#)
- Process POs for Culture Night [Jeff Pohlen · Tue, Apr 17](#)
- Photo booth for Culture Night [1 comment](#) [Emily Bagienski · Wed, May 23](#)
- Arrange Turkish cultural demonstration [1 comment](#) [Emily Bagienski · Wed, May 23](#)
- Arrange Chinese cultural demonstration [2 comments](#) [Emily Bagienski · Wed, May 23](#)
- Arrange Arabic cultural demonstration [2 comments](#) [Emily Bagienski · Wed, May 23](#)
- Research and select caterers [1 comment](#) [Trina Chandler · Fri, Apr 13](#)
- Research and select menu [Trina Chandler · Fri, May 18](#)
- Notify caterers of any allergies/dietary restrictions [Trina Chandler · Mon, Jun 4](#)
- Final headcount to caterer [Trina Chandler · Fri, Jun 29](#)
- Arrange props for photo booth [1 comment](#) [Emily Bagienski · Wed, May 30](#)

- Determine venue procedures/information [Emily Bagienski · Wed, Jun 6](#)
- Determine day-of schedule [Emily Bagienski · Wed, Jun 6](#)
- Determine materials/supplies [Emily Bagienski · Wed, May 23](#)
- Create an Agenda & List of Attendees for IIB Ops [1 comment](#) [Emily Bagienski · Thu, May 24](#)
- Room set-up request to FOS [1 comment](#) [Jeff Pohlen · Mon, Jun 4](#)
- Send technology request to tsreserv [1 comment](#) [Jeff Pohlen · Mon, Jun 4](#)
- Contact all caterers for final details/instructions [Trina Chandler · Thu, Jul 5](#)

Final Presentations

- Reserve camera and tripod for final presentations [1 comment](#) [Emily Bagienski · Wed, May 23](#)
- Send BIG project assignment and judging criteria to judges [Emily Bagienski · Thu, May 24](#)
- Plan lunch for judges (final presentations) [1 comment](#) [Emily Bagienski · Thu, May 24](#)
- Process PO for lunch for judges [Jeff Pohlen · Tue, Apr 24](#)
- Send parking passes & directions for non-IU judges [Emily Bagienski · Fri, Jun 8](#)
- Find judges [4 comments](#) [Emily Bagienski · Wed, May 23](#)
- Pick up cameras & tripods from HH1100 [Emily Bagienski · Thu, Jul 12](#)
- Collect lunch order from judges [1 comment](#) [Emily Bagienski · Thu, May 24](#)
- Order lunch for judges [1 comment](#) [Trina Chandler · Tue, Apr 24](#)
- Order breakfast for students, staff and judges [1 comment](#) [Trina Chandler · Mon, Apr 30](#)
- Confirm lunch order with Terry's for judges [Trina Chandler · Thu, Jul 12](#)
- Confirm breakfast order with Terry's [Trina Chandler · Thu, Jul 12](#)

Closing/Awards Reception

- Determine parking information/cost and send to guardians [1 comment](#) [Emily Bagienski · Tue, Jun 5](#)
- Send directions to parking and venue to guardians & guests [Emily Bagienski · Wed, Jun 6](#)
- Invite program instructors and judges to event [Emily Bagienski · Wed, May 23](#)
- Closing slideshow [1 comment](#) [Emily Bagienski · Fri, Jun 8](#)
- Closing ceremony PowerPoint [Emily Bagienski · Fri, Jun 8](#)
- Print team project awards [Emily Bagienski · Fri, Jun 8](#)
- Plan Closing/Awards reception [1 comment](#) [Emily Bagienski · Tue, May 22](#)
- Process PO for Closing/Awards reception [Jeff Pohlen · Tue, Jun 12](#)
- Finalize menu [1 comment](#) [Trina Chandler · Thu, May 31](#)
- Check allergies/dietary restrictions [1 comment](#) [Emily Bagienski · Fri, Jun 1](#)
- Submit final headcount to caterer (one week prior) [Trina Chandler · Tue, Jul 3](#)
- Determine needed materials/supplies [Emily Bagienski · Wed, May 30](#)
- Determine day-of logistics [Emily Bagienski · Wed, May 23](#)
- Determine check-in/check-out procedures with venue [Emily Bagienski · Wed, May 30](#)
- Determine and reserve AV/technology needs [1 comment](#) [Emily Bagienski · Mon, Jun 4](#)
- Make sure all prizes, certificates, etc. are accounted for [Emily Bagienski · Thu, Jul 5](#)
- Pick up key for venue [1 comment](#) [Emily Bagienski · Thu, Jun 28](#)
- Create an Agenda that includes a list of Attendees, share with IIB Ops [1 comment](#) [Emily Bagienski · Fri, Jun 1](#)
- Send technology request to tsreserv [1 comment](#) [Jeff Pohlen · Mon, Jun 11](#)
- Confirm closing menu with Terry's [Trina Chandler · Thu, Jul 12](#)

Administrative

- Pick up key for program classroom [Emily Bagienski · Mon, Jun 18](#)
- Keep track of budget as spending progresses [Emily Bagienski · Tue, May 29](#)
- Print participation awards [1 comment](#) [Emily Bagienski · Wed, Jun 13](#)
- Visit IU packet for parents [1 comment](#) [Emily Bagienski · Mon, Jun 11](#)
- Create a file to track actual spending & what's encumbered [Jeff Pohlen · Wed, Feb 14](#)
- Create Exit Survey [1 comment](#) [Emily Bagienski · Thu, Jun 7](#)
- Create Daily Evaluations [1 comment](#) [Emily Bagienski · Wed, May 23](#)
- ID Students for on-camera interviews [1 comment](#) [Emily Bagienski · Mon, Jul 2](#)

Follow On

- Update BIG web site (info for next year) 1 comment Emily Bagienski · Mon, Oct 1
- Thank you emails to nominating instructors 1 comment Emily Bagienski · Mon, Jul 16
- Thank You Notes 1 comment Emily Bagienski · Mon, Jul 2
- Create Follow-on Survey to go out to all alumni Emily Bagienski · Thu, Dec 20
- Create Follow-on Report Emily Bagienski · Thu, Jan 31, 2019
- Final Report 1 comment Emily Bagienski · Thu, Aug 16
- Share student contacts Emily Bagienski · Thu, Aug 2
- Share evaluation results and photos with presenters Emily Bagienski · Fri, Sep 14
- Update promotional materials Emily Bagienski · Tue, Sep 25
- Request room rates for next year Emily Bagienski · Wed, Sep 26
- Create Photobook Emily Bagienski · Wed, Aug 15
- Share Photobook with students, instructors, PAs, judges, etc. Emily Bagienski · Wed, Sep 19
- Create a write-up/internal report 1 comment Emily Bagienski · Wed, Aug 22
- Video 1 comment Emily Bagienski · Tue, Aug 21
- Share video 1 comment Emily Bagienski · Wed, Sep 12
- Look up program alumni to see if at IU/what studying 1 comment Emily Bagienski · Wed, Sep 5
- Touch base with partners for next summer Emily Bagienski · Tue, Sep 4
- Send Update flyers to Heather Wesner (Kelley admissions) Emily Bagienski · Mon, Aug 6
- Share feedback/report with all program instructors Emily Bagienski · Mon, Jul 23
- Post-Program Inventory 1 comment Emily Bagienski · Mon, Jul 16
- Remind special scholarship recipients to send Thank You Letters & provide names & contact info Emily Bagienski · Mon, Jul 9

103 completed to-dos across 16 to-do lists

Completed lists: Application Process

Files

Watch a quick video about Files

 <p>RE Question about RPAQ process.msg <small>Added by Emily B. on Jan 3 · 92 KB</small> 3 comments</p>	 <p>Business is Global Daily Evaluation 2016.docx <small>Added by Emily B. on Nov 2, 2017 · 25 KB</small> 1 comment</p>
 <p>Updated Position Advertising List Updated.docx <small>Added by Emily B. on Nov 2, 2017 · 18 KB</small> 2 comments</p>	

GLOBESMART®

Getting Started: Accessing the Indiana U

Recently the Kelley School of Business arranged a university-wide **GlobeSmart**. **GlobeSmart** is a powerful online resource now av students and faculty to help us access a number of cultural rese **GlobeSmart** addresses the greatest cause of difficulties in glob of "cultural awareness skills" for relating successfully with count

GlobeSmart provides information on how to work with counterp answering questions such as:

- What are China's **core values** and implications for busin
- What is the most **effective leadership style** in India?
- How should I tailor my **presentation** for a Japanese auc
- How can we effectively **manage change** across our ope
- How can we **motivate innovation** in Germany?
- What are pitfalls to **transferring knowledge** in Brazil?
- How do Mexicans generally **perceive hierarchy** in busin
- How should I **prepare for travel** to China?
- How important are **status** and **group orientation** in S. I
- What "**small talk**" **topics** should I use and/or avoid in T

To use **GlobeSmart** you must use your "@Indiana.edu" accou country demo site which will expire in 3 weeks.

STEP ONE: Register

- Go to <http://www.aperianglobal.com/portal/>
- Register using your @Indiana.edu email only.
- You will then receive an activation email from webtools@iu.edu
- If you do not receive this e-mail, be sure to check your sp
- Click the **GlobeSmart Quick Launch** to access **GlobeS**
- For problems or technical support email webtools@aperianglobal.com

STEP TWO: Establish Your Personal "GAP" Profile & C

1. **Take the GlobeSmart Assessment Profile (GAP)** to lei work style along five dimensions of culture:



Text Documents

FAQ

FAQ

Institute for International Business & Use of Basecamp Project Management software

1. Why does IIB choose to use Basecamp for their collaboration efforts on a project?

· Basecamp allows the ability to manage projects with both internal (IU and IIB Partners) referred to as a "Team Member" as well as partners whom are external to our institution, referred to as the "Client". With Basecamp, IIB is able to keep all our projects together in one safe place online. Basecamp is our central

Saved by Emily B. on Nov 2, 2017

Appendix 3, Exhibit 11: Kelley School of Business Degree Programs and International Study Opportunities

Degree Program	Undergraduate	Full-Time MBA	Specialized Masters	Online Degree Programs	Executive Degree	Doctoral
Degree Type(s)	<ul style="list-style-type: none"> BS in Business 	<ul style="list-style-type: none"> MBA MBA/JD MBA/MA Central Eurasian Studies MBA/MA East Asian Languages & Cultures MBA/MA Latin American & Caribbean Studies MBA/MA Russian & East European Languages and Cultures MBA/MA West European Studies MBA/MA in Telecommunications 	<ul style="list-style-type: none"> MBA Accounting MS Accounting MS Finance MS Information Systems 	<ul style="list-style-type: none"> MBA MBA/MS Business Analytics MBA/MS Entrepreneurship & Innovation MBA/MS Finance MBA/MS Global Supply Chain Management MBA/MS IT Management MBA/MS Marketing MBA/MS Strategic Management 	<ul style="list-style-type: none"> Indian Institute of Management in Lucknow Kelley-Manchester Global MBA Sungkyunkwan EMBA Tsinghua University in Finance 	<ul style="list-style-type: none"> PhD
International Minors & Certificate Options	Minors available in any language or area studies field offered at IU	Certificate options: <ul style="list-style-type: none"> Global Business Achievement Social Entrepreneurship 	Option to take MBA elective courses in international business			Minors available in any language or area studies field offered at IU
Study Abroad Options	<ul style="list-style-type: none"> Any of IU's 380 study abroad programs in 9 languages in over 50 countries Any of KSB's 59 study abroad programs 15 short-term global business immersion options Institute for Social Impact Summer International Internships Business in a "Flat" World The Business, Political, and Cultural Environment in Europe Sales for Social Impact: Belize 	<ul style="list-style-type: none"> Global Business and Social Enterprise short-term projects in China, Ghana, Guatemala, India, Vietnam 21 partner schools for semester study abroad 	<ul style="list-style-type: none"> International opportunities as part of field consulting 	<ul style="list-style-type: none"> Accelerating Global Immersion Leadership Education (AGILE) in Greece, South Africa, India, Cuba, and China 		<ul style="list-style-type: none"> Research Travel

Appendix 3, Exhibit 12: IU CIBER Activities by Mandate and Invitational Priority

MANDATES I – III		
(I) Be national resources for teaching of improved business techniques, strategies, and methodologies that emphasize the international context in which business is transacted	(II) Provide instruction in critical foreign languages and international fields needed to provide an understanding of the cultures and customs of United States trading partners	(III) Provide research and training in the international aspects of trade, commerce, and other fields of study
Business in Language Learning Plan Workshops and Scenarios Business is Global Summer High School Program CIBER Business Language Research and Teaching Grants CIBER Focus Interview Series and Lesson Plans Export Indiana Fellowship Program Faculty/Staff Development in International Business Global Employability Initiative Globalizing Minority-Serving Institutions Program Governors State University Partnership HP Life Indiana Manufacturing Export Student Projects Innovation in International Business Education Fund Institute for Campus and Curriculum Internationalization (ICCI) International Symposium on Languages for Specific Purposes Ivy Tech CC Pedagogy Webinars	Business in Language Learning Plan Workshops and Scenarios Business is Global Summer High School Program Business Language Case Competition CIBER Business Language Research and Teaching Grants Flagship Internship Support Global Business Seminar Series Global Employability Initiative Governors State University Partnership Indiana Manufacturing Export Student Projects Institute for Campus and Curriculum Internationalization Innovation in International Business Education Fund International Symposium on Languages for Specific Purposes Ivy Tech CC Pedagogy Webinars Ivy Tech CC Study Abroad Support Language and Culture Modules Kentucky State University Partnership	Business Horizons Business is Global Summer High School Program Business in Language Learning Plan Workshops and Scenarios Career Video Series CIBER Business Language Research and Teaching Grants CIBER Focus Interview Series and Lesson Plans Cybersecurity Research Global Business Seminar Series Export Indiana Fellowship Program Globalizing Minority-Serving Institutions Program Governors State University Partnership HP Life Indiana Manufacturing Export Student Projects Innovation in International Business Education Fund Institute for Campus and Curriculum Internationalization International Symposium on Languages for Specific Purposes

MANDATES I – III		
(I) Be national resources for teaching of improved business techniques, strategies, and methodologies that emphasize the international context in which business is transacted	(II) Provide instruction in critical foreign languages and international fields needed to provide an understanding of the cultures and customs of United States trading partners	(III) Provide research and training in the international aspects of trade, commerce, and other fields of study
Ivy Tech CC Study Abroad Support KSB International Consulting Programs Language and Culture Modules Kentucky State University Partnership Martin University Partnership MSI/CC International Case Development MSI/CC Faculty and PhD Student Research Grants National Association of Community College Entrepreneurs (NACCE) Northeast State CC Partnership ODT Research Palo Alto Community College Partnership United Tribes Technical College Partnership	KSB Institute for Social Impact Internship Support KSB Student International Consulting Programs Martin University Partnership MBA Language Tutoring National Association of Community College Entrepreneurs (NACCE) National Council of Less Commonly Taught Languages (NCOLCTL) Northeast State CC Partnership Palo Alto Community College Partnership Scholarships for Study Abroad Opportunities United Tribes Technical College Partnership	Internship Support Program Ivy Tech CC Pedagogy Webinars Ivy Tech CC Study Abroad Support Kentucky State University Partnership KSB Institute for Social Impact Internship Support KSB International Consulting Programs Language and Culture Modules Martin University Partnership MSI/CC International Case Development MSI/CC Faculty and PhD Student Research Grants National Association of Community College Entrepreneurs (NACCE) National Innovation Ecosystem and Economic Competitiveness North American Small Business International Trade Educators (NASBITE) Northeast State CC Partnership ODT Research Palo Alto Community College Partnership United Tribes Technical College Partnership

MANDATES IV – VI		
(IV) Provide training to students enrolled in the institution, or combination of institutions in which a center is located	(V) Serve as regional resources to businesses proximately located by offering programs and providing research designed to meet the international training needs of these businesses	(VI) Serve other faculty, students and institutions of higher education located with their region
Business in Language Learning Plan Workshops and Scenarios Business is Global Summer High School Program Business Language Case Competition Career Video Series CIBER Focus Interview Series and Lesson Plans Export Indiana Fellowship Program Flagship Internship Support Global Employability Initiative Global LLC Professional Development Governors State University Partnership Indiana Manufacturing Export Student Projects Innovation in International Business Education Fund Internship Support Program Ivy Tech CC Study Abroad Support KSB Institute for Social Impact Internship Support KSB Student International Consulting Programs Language and Culture Modules	Business Horizons CIBER Focus Interview Series and Lesson Plans Export Indiana Fellowship Program Global Business Seminar Series Global Employability Initiative Governors State University Partnership Indiana Manufacturing Export Student Projects Innovation in International Business Education Fund Internship Support Program Kentucky State University Partnership KSB Student International Consulting Programs Language and Culture Modules MSI/CC Faculty and PhD Student Research Grants National District Export Council (NDEC) National Innovation Ecosystems and Economic Competitiveness North American Small Business International Trade Educators (NASBITE) SME International Experience	Business Horizons Business in Language Learning Plan Workshops and Scenarios Business Language Case Competition Career Video Series CIBER Business Language Research and Teaching Grants CIBER Focus Interview Series and Lesson Plans Export Indiana Fellowship Program Faculty/Staff Development in International Business Global Employability Initiative Globalizing Minority-Serving Institutions Program Governors State University Partnership HP Life Innovation in International Business Education Fund Institute for Campus and Curriculum Internationalization International Symposium on Languages for Specific Purposes Internship Support Program

MANDATES IV – VI		
(IV) Provide training to students enrolled in the institution, or combination of institutions in which a center is located	(V) Serve as regional resources to businesses proximately located by offering programs and providing research designed to meet the international training needs of these businesses	(VI) Serve other faculty, students and institutions of higher education located with their region
MBA Language Tutoring Scholarships for Study Abroad Opportunities		Ivy Tech CC Pedagogy Webinars Ivy Tech CC Study Abroad Support Kentucky State University Partnership Language and Culture Modules Martin University Partnership MSI/CC International Case Development MSI Faculty and PhD Student Research Grants National Association of Community College Entrepreneurs (NACCE) Northeast State CC Partnership Palo Alto Community College Partnership United Tribes Technical College Partnership

COMPETITIVE PREFERENCE PRIORITIES

1. Collaboration with a professional association or business.	2. Collaboration with Minority-Serving Institutions (MSIs) or community colleges.
<p>Career Video Series</p> <p>Export Indiana Fellowship Program</p> <p>Flagship Internship Support</p> <p>Global Business Seminar Series</p> <p>HP Life</p> <p>Indiana Manufacturing Export Student Projects</p> <p>Internship Support Program</p> <p>KSB Institute for Social Impact Internship Support</p> <p>KSB Student International Consulting Programs</p> <p>Kentucky State University Partnership</p> <p>National District Export Council (NDEC)</p> <p>National Association of Community College Entrepreneurs (NACCE)</p> <p>North American Small Business International Trade Educators (NASBITE)</p> <p>SME International Experience</p>	<p>Faculty/Staff Development in International Business</p> <p>Global Employability Initiative</p> <p>Globalizing Minority-Serving Institutions Program</p> <p>Governors State University Partnership</p> <p>Innovation in International Business Education Fund</p> <p>Institute for Campus and Curriculum Internationalization (ICCI)</p> <p>Ivy Tech CC Pedagogy Webinars</p> <p>Ivy Tech CC Study Abroad Support</p> <p>Kentucky State University Partnership</p> <p>Martin University Partnership</p> <p>MSI/CC International Case Development</p> <p>MSI Faculty and PhD Student Research Grants</p> <p>National Association of Community College Entrepreneurs (NACCE)</p> <p>Northeast State CC Partnership</p> <p>Palo Alto Community College Partnership</p> <p>United Tribes Technical College Partnership</p>

INVITATIONAL PREFERENCE PRIORITIES

Programs or activities focused on language instruction and/or performance testing and assessment to strengthen the preparation of international business professionals.

Business in Language Learning Plan Workshops and Scenarios

Business is Global Summer High School Program

Business Language Case Competition

CIBER Business Language Research and Teaching Grants

International Symposium on Languages for Specific Purposes

Language and Culture Modules

MBA Language Tutoring

National Council of Less Commonly Taught Languages (NCOLCTL)

Appendix 4: Critical Project Personnel

Tavy Aherne

Associate Director, IU African Studies Program

PhD, Indiana University, 2000

Dr. Aherne has served as Associate Director of the African Studies Program at IU Bloomington since 2017. Before joining the program, she was the Andrew W. Mellon and Anthony J. Movac Senior Academic Officer at IU's Eskenazi Museum of Art (2015-2017), Assistant Professor and Posse Foundation Faculty Mentor at DePauw University (2007-2014), and Assistant Professor of the Arts of Africa, Oceania and the Americas at James Madison University (1999-2002). Her research and teaching interests include Fulbhe and Bamana arts, artists and aesthetic systems; African textiles; artists as activists; African film and photography; post-colonial theory; museum studies; and teaching pedagogies. Her regional expertise is in Guinea, Mali, Ghana, Senegal, Nigeria, Zambia, and Zimbabwe. She has received a Fulbright Fellowship for research in Guinea, a Social Science Research Council research grant, and the Edna T. Schaeffer Humanist Award for faculty research from James Madison University.

Elsa Anaya

Professor of Business and Management, Palo Alto Community College

PhD, Capella University, 2017

MBA, Our Lady of the Lake University, 1997

BS, Texas A&M University, 1977

Dr. Anaya has taught a variety of business courses, including management, marketing, organization behavior, leadership and human resource management, for 15 years and has served as Chair of the business department and Program Lead for the management and international business programs. She successfully created five business certificate programs and has been lead instructor for student trips to China, Mexico, England, and Italy. She was a recipient of a Fulbright-Hays Study Abroad Grant to China for international business. She has served on numerous college committees, including the international committee, of which she has been a member for more than eight years. For 12 years, Dr. Anaya lived in Venezuela, where she created and owned a language institute teaching English to Venezuelans and Spanish to Americans and Europeans under contracts from national petroleum companies. Before she entered academia, she worked as a community and public relations liaison for a Fortune 500 insurance and financial corporation establishing employee-mentor programs in inner city schools. She also served as a loaned executive to the San Antonio Hispanic Chamber of Commerce and led other special projects. Dr. Anaya's recent research focuses on *The Career Experiences of the Latina faculty in Higher Education*.

Russell D. Baker

Vice President of Academic Affairs and University Transfer Division
Ivy Tech Community College

EdD, Ball State University, 2001.

MA, Kent State University, 1983

BA, Huntington University, 1981

Dr. Baker began his current position as VP of Academic Affairs and University Transfer Division at Ivy Tech Community College in 2011, where he provides professional leadership in the development of quality standards and consistency in academic courses and programs. He works closely with regional academic officers across Ivy Tech's statewide system and oversees the educational components of the biennia operating and capital budget fiscal plans for the college. Before becoming VP of Academic Affairs, Dr. Baker served as Vice Chancellor for Academic Affairs at Ivy Tech's Fort Wayne campus, as well as Interim Chancellor. In that position, he was responsible for academic program instruction, curriculum, faculty, and oversight throughout the region. Prior to his career at Ivy Tech, Baker spent nearly 20 years at the Indiana Institute of Technology, where he served multiple leadership roles including Vice President of the College of Business and Arts and Associate Dean of Students. Dr. Baker is current member of the IU CIBER Advisory Board.

Anke Birkenmaier

Director, IU Center for Latin American and Caribbean Studies
Associate Professor, IU Department of Spanish and Portuguese

PhD, Yale University, 2004

MA, Yale University, 2002

MA, University of Tübingen, Germany, 1998

Dr. Birkenmaier is an expert in modern Caribbean and Latin American literature and culture, looking at the ways in which ideas about cultural difference and blending have evolved over time. She also is a scholar of sound studies and of international avant-garde movements. Her first award-winning book, *Alejo Carpentier y la cultura del surrealismo en América Latina* (Vervuert-Iberoamericana, 2006) explored Cuban writer Alejo Carpentier's decade long collaboration with French dissident surrealists and radio pioneers as precedents for his "American cycle" of novels. Her most recent book, *The Specters of Race. Latin American Anthropology and Literature between the Wars* (University of Virginia Press, 2016) is a study of the interconnected scientific and literary networks that helped establish Latin American anthropology as a key discipline for defining common notions of culture and race in the time between the two world wars, leading to the rise of Latin American area studies after 1945.

Michael Brose

Director, IU East Asian Studies Center; Director, IU Pan Asia Institute

PhD, University of Pennsylvania, 2000

MA, University of Washington, 1991

BS, Seattle Pacific University, 1978

Dr. Brose joined Indiana University in 2017 after 17 years at the University of Wyoming, where he was Associate Professor of History and served as the Chair of the Department of History from 2008 to 2015. He researches, publishes and teaches in two areas of Chinese history and society, Mongol China social history, and the history and current role of Islam in southwest China. His research focuses on themes or topics such as ethnic and religious identity, social and political networks, the role of borderlands and frontiers, and China's role in the larger East Asian world. Dr. Brose's monograph, *Subjects and Masters: Uyghurs in the Mongol Empire*, was published in 2007, and he has written numerous articles and essays for peer-reviewed journals and books on topics in Chinese history. He has received a John Kluge Fellowship from the US Library of Congress and a China Research Grant from the American Council for Learned Societies.

Hannah Buxbaum

Vice President for International Affairs, IU, effective July 1, 2018

John E. Schiller Chair in Legal Ethics, IU Maurer School of Law

LLM, University of Heidelberg 1993

JD, Cornell Law School 1992

BA, Cornell University 1987

Professor Buxbaum joined the faculty at Indiana Law in 1997 after practicing in the area of international securities transactions in the New York and Frankfurt offices of Davis Polk & Wardwell. Professor Buxbaum's research is in the areas of private international law and international litigation and jurisdiction, and is published in leading US and European journals. Her most recent work has focused on the jurisdictional issues presented in cross-border securities and antitrust litigation. She is also the co-author of a leading casebook on international business transactions. Professor Buxbaum teaches conflict of laws, contracts, international business transactions, international litigation and secured transactions. She has won a number of teaching awards, including the school's Leon H. Wallace Award, and is a five-time recipient of the Gavel Award for outstanding contribution to the graduating class. She has been elected to membership in the American Law Institute, where she is currently an Advisor for the Restatement (Fourth) of Foreign Relations Law: Jurisdiction and Judgments, and is a titular member of the International Academy of Comparative Law. She is a current member of IU CIBER Advisory Board.

Terry Campbell

Clinical Professor of Accounting, IU Kelley School of Business

DBA, Indiana University, 1979

MBA, Southern Illinois University, 1974

BBA, Northwood Institute, 1973

Professor Campbell has been a member of the Kelley School of Business faculty since 2008, before which he pursued a career in teaching and business in Europe, the Middle East, and Asia. Currently, he researches decision making under uncertainty with an emphasis on measuring the unmeasurable, paying special attention to performance measurement and incentive systems in “learning organizations.” He is Associate Editor for the *Journal of Information Technology* and the *Journal of Management Development* and has published articles in *Management Science*, *Accounting, Organizations & Society*, *Information Resources Management Journal*, *Journal of Accountancy*, *Internal Auditor*, *Industrial & Commercial Training*, and numerous other publications. He has more than 200 presentations and conference proceedings. Professor Campbell teaches Global Business Immersion – Accounting as part of the Kelley Undergraduate Global Foundations Core, and he brings students to Switzerland as part of the course. He has taught previously at University of Cincinnati; University of Florida; International Institute for Management Development (Lausanne); the International Academy of the Environment (Switzerland); Theseus International Management Institute (France); the Graduate School of Management at University of Aix-en-Provence (France); Copenhagen Business School; INSEAD; University of Central Florida; and Pennsylvania State University, where he was the Director of the Center for Interdisciplinary Research in Information Systems (CIRIS).

Beth Cate

Clinical Associate Professor, IU School of Public and Environmental Affairs (SPEA)

JD, Harvard Law School, 1991

BA, George Washington University, 1988

Professor Cate joined IU’s faculty full time in 2012, after teaching law and policy classes at IU on an adjunct basis for 13 years. A practicing lawyer for 21 years, she provided 12 years of counsel to IU, focusing mainly on legal and policy issues surrounding intellectual property, data, and information technologies. Her expertise includes intellectual property law, data privacy and security, research regulation, and constitutional law. She currently teaches graduate and undergraduate courses on the intersection of law and public affairs, including a graduate seminar on strategic litigation to advance public policy interests and an undergraduate course on religion in public life. She serves as the lead instructor for SPEA’s core undergraduate law course and the faculty coordinator for an undergraduate major in Law and Public Policy. She recently authored two entries in Springer’s new *Global Encyclopedia of Public Administration, Public Policy, and Governance*, entitled “Constitutional Rights of Public Employees” and “Constitutional Intersection of Civil Liberty and Public Administration.” She also co-authored, with Andrea Need, “Correcting the System of Unequal Justice,” in Tavis Smiley’s 2016 book, *Covenant With Black America—Ten Years Later*. With Fred H. Cate, she has co-authored “The Supreme Court and Information Privacy,” for the forthcoming *Bulk Surveillance: Systematic Government Access to Private Sector Data*, James X. Dempsey and Fred H. Cate, editors (Oxford Univ. Press, 2018).

Kyle Cattani

Chair, Full-Time MBA Program, Associate Professor of Operations Management
IU Kelley School of Business

PhD, Stanford University, 1997

MBA, University of California at Berkeley, 1986

BS, Brigham Young University, 1984

Professor Cattani joined Indiana University's Kelley School of Business in 2005 with research specializations in operations management, supply chain management, managing operations in the presence of uncertainty, managing product end of life, and mass customization. Prior to working at IU, he taught at the University of North Carolina at Chapel Hill from 1997 to 2005. In 2016, he was appointed chair of Kelley's Full-Time MBA Program, where he leads efforts to strengthen Kelley's MBA student pipeline, refresh course offerings, enhance Kelley's support for individuals who are changing careers, and engage MBA alumni to support the MBA program and benefit from Kelley's career services. He has published articles in the journals *European Journal of Operational Research*, *Journal of Operations Management*, *Naval Research Logistics*, *Manufacturing & Service Operations Management*, *Decision Sciences*, for which he is Associate Editor, and *Production and Operations Management*, for which he is Senior Editor.

Yea-Fen Chen

Director, IU Chinese Flagship Center

Professor, IU Department of East Asian Languages and Cultures

PhD Indiana University

MA Applied Linguistics

BA National Taiwan University

Dr. Yea-Fen Chen is Professor and Director of IU's Chinese Flagship Center. A recognized leader in the field of Chinese pedagogy, Dr. Chen has been teaching Mandarin Chinese since 1989. She holds a PhD in Foreign Language Education from IU and has co-authored many Chinese language textbooks, including *Integrated Chinese*. She also co-edited the books *Reflecting upon the Future of Chinese Language Pedagogy* and *Perspectives on Chinese Language and Culture*. She served as the Executive Director of the Chinese Language Teachers Association (US) from 2010 to 2014. Before coming to IU, she was the coordinator of the Chinese Program and the Asian Studies Certificate Program at the University of Wisconsin-Milwaukee and has taught at the renowned Graduate Institute of Teaching Chinese as a Second Language at National Taiwan Normal University. Dr. Chen has been an AP Chinese Course and Exam consultant for the College Board since 2006. Her research interests include foreign language pedagogy, foreign language learning strategies, second language acquisition, heritage language learners, technology assisted learning/teaching, and Chinese language films.

Thaddeus B. Ewald

Vice President, Corporate Strategy and Business Development, Cummins, Inc.

MBA, Indiana University, 2000

BS, Ohio University, 1990

Mr. Ewald is the Vice President of Corporate Strategy and Business Development for Cummins Inc. In this capacity, he is responsible globally for the formulation of strategy, developing and coordinating both functions, Enterprise Risk Management, starting new growth businesses, and all activity for partnerships, mergers, acquisitions and divestitures. He was appointed to his current position after serving as the Executive Director of Corporate Strategy and the Cummins Growth Office. He joined Cummins in late 2001 as the Director of Marketing – Americas for the Power Generation Business. From 2002 through early 2008, he was the General Manager and Executive Director of the Power Electronics Business and was a member of the Power Generation Business leadership team. While leading the Power Electronics Business, he also served as the Managing Director of SEG, a Cummins subsidiary in Germany, restructuring and then divesting it in late 2006. In early 2007, he took on the additional responsibility of leading global purchasing for the Power Generation Business. Prior to joining Cummins, Thad held engineering, marketing, sales, strategy, and management positions with Emerson Electric Company, Goodrich Inc. and Zexel.

Mark Frohlich

Director, Center for Excellence in Manufacturing

Associate Professor of Operations Management

IU Kelley School of Business

DBA, Boston University School of Management, 1998

MBA, University of California, Los Angeles, 1987

BA, University of Massachusetts, Amherst, 1981

Professor Frohlich is the Gregg and Sabine Sherrill Director of the Center for Excellence in Manufacturing and an Associate Professor of Operations Management. His research interests are in supply chain strategies, e-business and operations strategy. Dr. Frohlich has published extensively on topics related to logistics, the modern supply chain and the e-business impact on it. He also offers significant private sector consulting experience with high-tech, aerospace/defense and industrial firms. He has been a professor at the London School of Business and a visiting professor at Oxford University. Dr. Frohlich spearheaded the creation of a new undergraduate major in supply chain management at KSB Indianapolis. Prior to joining Kelley in 2006, Dr. Frohlich was on the faculty of the Boston University School of Management.

Rollie Helmling

Senior Vice President of Global Industry & Trade Development, Indiana Economic Development Corporation

BS, Indiana University, 1973

Mr. Helmling joined the Indiana Economic Development Corporation in 2008 as Director of the Motorsports Initiative, advancing to the role of Senior Vice President for Global Industry & Trade Development in 2017. He has managed projects to attract to and expand in Indiana Fiat Chrysler Automobile, Subaru of Indiana Automotive, Toyota, Dallara, General Motors, NTN Bearings, GE Aviation, and recently DowDuPont. Currently he is leading the Indiana effort to attract the Amazon HQ2 project. Since he joined the IEDC, projects under Mr. Helmling's supervision have brought more than \$4.5 billion in new investment and more than 6,200 new jobs to Indiana. He came to the IEDC from the United States Auto Club, where he had been president and CEO since 2001 after successfully racing cars with the USAC for several decades. He began his career as president of his family-owned and operated grocery business, Harold's Supermarkets, upon graduating from IU's Kelley School of Business in 1973. During that time, he served on the board and as president of the Indiana Retail Grocer's Association.

Patrick E. Hopkins

Chairperson, Graduate Accounting Programs, Professor of Accounting; SungKyunKwan Professor of Business, IU Kelley School of Business

PhD, University of Texas, 1995

MAcc, University of Florida, 1986

BS, University of Florida, 1985

Patrick Hopkins serves as the chairperson of the Kelley Graduate Accounting Program, having joined the Kelley School of Business faculty in 1995. His professional interests include professional judgment, decision making, and human information processing in financial accounting and auditing, and the effects of accounting and auditing in capital markets. He has published in many top accounting journals including *Contemporary Accounting Research*, *The Accounting Review*, *Research in Accounting Regulation*, and *Journal of Accounting and Public Policy*. He is also co-author of the accounting textbook, *Advanced Accounting*, 2nd edition. Dr. Hopkins currently serves as a member of the Financial Accounting Standards Advisory Committee. He has received numerous awards for teaching excellence at IU and was recognized by the American Accounting Association with the Distinguished Contribution to the Accounting Literature Award in 2011.

Feisal Istrabadi

Director, IU Center for the Study of the Middle East
Associate Director, IU Center for Constitutional Democracy
Professor of the Practice of International Law and Diplomacy, IU

SJD, Northwestern University School of Law, 2009
LLM, Northwestern University School of Law, 2005
JD, Indiana University School of Law, 1988
BA, Indiana University, 1986

Ambassador Feisal Amin Rasoul al-Istrabadi is the founding director of IU's Center for the Study of the Middle East, a National Resource Center, where he is also professor of the practice of international law and diplomacy at the Maurer School of Law and the School of Global and International Studies. He focuses his research on the processes of building legal and political institutions in countries in transition from dictatorship to democracy, especially the emergence of the rule of law in, constitutionalism, legitimacy, transitional justice, and the political and cultural factors that influence the process of democratization. His book, *The Future of ISIS: Regional and International Implications*, edited with Sumit Ganguly, is scheduled for publication by Brookings Institution Press in June 2018. His monograph, *The Iraqi Supreme Criminal Tribunal: National and International Dimensions*, is under contract with Cambridge University Press, with publication expected in 2018. He served as Ambassador Extraordinary and Plenipotentiary in the Foreign Ministry of Iraq from 2004-2012, Deputy Permanent Representative of Iraq to the United Nations from 2004 to 2010, Chairman of the Iraqi Mission Security Council Resolutions Committee from 2006 to 2010, and principal legal drafter of the Law of Administration of the State of Iraq for the Transitional Period. He is a Fellow of the American Academy of Arts and Sciences and a Non-Resident Senior Fellow in Law at the Iraq Energy Institute.

Bruce Jaffee

Professor of Business Economics and Public Policy, Emeritus, IU Kelley School of Business

PhD, Johns Hopkins University, 1971
MA, Johns Hopkins University, 1969
AB, Brown University, 1967

Bruce Jaffee served as professor and chair of the Department of Business Economics and Public Policy at KSB. During his career at KSB, he was also head of the school's doctoral programs, IU CIBER director, executive director of the Institute for International Business, and associate dean of academics. He taught at Johns Hopkins University and the Stonier Graduate School of Banking and has worked as an economist for the US Army Corps of Engineers – Civil Works and the State Mutual Life Assurance Company. In 1981 and 1990, he taught at University of Shanghai for Science & Technology. He has given lectures on economic and business topics in China, Croatia, Russia, Slovenia, the Czech Republic, Poland, and Hungary. From 1995-99, he served as project director for a USAID program with the Budapest University of Economic Sciences and Public Administration (now Corvinus University) to offer executive education programs in Hungary. He served as project director for an English language MBA program in Croatia that was originally funded by the US Department of State. He is the author of numerous articles and reports in the fields of industry regulation, energy policy, taxation, and economic impact. In the last area, he has focused on the economic impact of various sports events, both domestically and abroad. Dr. Jaffee is a current member of the IU CIBER advisory board.

Hilary Kahn

Assistant Dean for International Education and Global Initiatives
Director, IU Center for the Study of Global Change
Senior Lecturer, International Studies
IU School of Global and International Studies

PhD, University of Buffalo, 2002

MA, University of Buffalo, 1993

BA, Indiana University, 1990

Hilary Kahn's research focuses on the topics of international education, global studies and research, ethnographic methods, human rights, international service learning, curriculum internationalization, and global learning pedagogies. Her recent select publications include the book, *Framing the Global*, and articles, "Seeing Beyond Territorialized Nests of Meaning: Extending Our Senses of Responsibility" in *Building a Shared Future: Religion, Politics and the Public Sphere*, "Seeing Beyond: Visual Approaches in Global Learning" in *Practicing Anthropology*, and "Use of Online Technologies in an International, Multidisciplinary, Service-Learning Experience" in *Service-ELearning: Educating for Citizenship*. She is currently an Executive Committee Member of the Association for International Education Administrators and an Advisory Board Member, Diversity and Democracy for the Association of American Colleges and Universities. She was recognized with an International Studies Outstanding Faculty Award and a Commission of Multicultural Understanding Faculty Award in 2009. Dr. Kahn is a current member of the IU CIBER Advisory Board.

Idalene Kesner

Dean and Frank P. Popoff Chair of Strategic Management, IU Kelley School of Business

PhD, Indiana University

MBA, Indiana University

BBA, Southern Methodist University

Idalene "Idie" Kesner was appointed Dean of IU's Kelley School of Business in July 2013. She is also the Frank P. Popoff Chair of Strategic Management. Dean Kesner has served in many leadership roles at the Kelley School, which she joined as a faculty member in 1996. Those roles include Associate Dean of Faculty and Research, Chair of the MBA program, and chair of the Department of Management & Entrepreneurship. Dr. Kesner's research focuses on corporate boards, executive succession, and mergers and acquisitions. In addition to teaching more than 100 executive education classes, she has consulted with many national and international firms on strategic management and board-related issues. She has won dozens of teaching awards, from undergraduate to MBA to executive education, at the Kelley School and the University of North Carolina's Kenan-Flagler Business School, where she was a professor for 12 years.

Dan Li

Associate Professor of International Business, IU Kelley School of Business

PhD, Texas A&M University, 2005

MS, Tsinghua University, 1999

BA, Peking University, 1997

Professor Li's research focuses on the management of multinational enterprises, particularly in the areas of international strategic alliances and the internationalization process. Her publications appear in the *Academy of Management Journal*, *Journal of International Business Studies*, *Entrepreneurship Theory & Practice*, *Organization Science*, *Journal of Management*, *Management International Review*, *Multinational Business Review*, *Scandinavian Journal of Management*, *Group and Organization Management*, *Journal of Asian Business Studies*, *Journal of Mathematical Sociology*, *Research Methodology in Strategy and Management*, *Research in Global Strategic Management*, and *Notas Económicas*. She is a member of the Academy of Management and Academy of International Business, and founding member of the International Association of Chinese Management Research. Dr. Li teaches Global Business Analysis – Doing Business in China as part of the Kelley Undergraduate Global Foundations Core.

Alex Lopes

Clinical Professor, IU Kelley School of Business

PhD, University of Pittsburgh, 2002

MS, Universidade de São Paulo, 1996

BS, Universidade Federal do Ceara Fortaleza, 1992

Professor Lopes' professional interests focus on online information goods, collaboration technologies, face-to-face and online social networks, and international student educational initiatives. Alex has published articles in *Information Systems Research*, *Communications of the ACM (Association for Computing Machinery)*, *Journal of Management Information Systems*, and *Information and Management*. He currently serves as a reviewer for numerous journals, including the *Journal of Management Information Systems*, *Information Systems Research*, and *International Journal on Electronic Commerce*. Prof. Lopes teaches Global Business Immersion – Supply Chain Management as part of the Kelley Undergraduate Global Foundations Core, in which he brings students to Brazil as part of the course. He is also serving as faculty leader for the Kelley MBA GLOBASE India experiential consulting course. Before joining the Kelley School, Prof. Lopes taught at the University of Cincinnati.

Arthur A. Lopez

Clinical Professor of Business Law and Ethics, IU Kelley School of Business

JD, Indiana University School of Law - Bloomington

BSEd, Indiana University

Indiana Law Enforcement Academy, State of Indiana

Professor Lopez was an attorney for more than 22 years with the US federal government in Washington, DC, focusing on ethics, general personnel issues, and program oversight. He served simultaneously as the Budget Officer and an Associate General Counsel for the US Office of Government Ethics. While at the US Department of Transportation, he was Director of the Office of Civil Rights for the Federal Transit Administration, specializing in social justice issues, and served as an attorney within the Office of Chief Counsel. He was also an ethics attorney in the Office of White House Counsel. He previously litigated for private law firms in Chicago and Los Angeles, was in-house product litigation counsel for Navistar International Transportation Corp., and Senior Counsel for Toyota Motor Sales, Inc. Prof. Lopez founded the IU Maurer School of Law's Latino Alumni Association and has received both the law school's Distinguished Service Award and the Latino Alumni Award from the IU Latino Alumni Association. He has also received numerous federal, national and local awards for his extensive community service. Professor Lopez is a current member of the IU CIBER Advisory Board.

Laureen Maines

Executive Associate Dean of Faculty and Research; KPMG Professor of Accounting
IU Kelley School of Business

PhD, University of Chicago, 1990

MBA, University of Chicago, 1990

MBA, Indiana University, 1979

BS, Indiana University, 1978

Professor Maines joined the Kelley School the faculty in 1997, teaching both financial and managerial accounting to undergraduate and MBA students, as well as classes in experimental accounting research to doctoral students. Prof. Maines also has taught in financial management executive education programs at the Kelley School. Her research uses experiments to study how investors and corporate managers use accounting information in decision making. She focuses on implications of financial reporting standards for investors' investment decisions and on managers' use of accounting information to facilitate and evaluate employee performance. She has served as an editor at *The Accounting Review* and an associate editor at *Contemporary Accounting Research* and has chaired the committee that serves as a liaison between academic accountants and the Financial Accounting Standards Board. Prior to joining IU, Prof. Maines served on the faculty at Duke University.

Toby Malichi

Founder, Global Chief Executive, and Ambassador of Trade, Malichi Group Worldwide

HonDBus, Vincennes University, 2005

AS, Vincennes University, 1970

Mr. Malichi is an internationally-recognized small-and-medium-sized enterprise (SME) global business leader, trade expert, advisor, and global business diplomat to SMEs, private sector global business leaders, investment groups, and governments. These have included four White House administrations, the US Chamber of Commerce (former board member), and the Center for International Private Enterprise (former executive board member). After his eight-year executive tenure with General Motors Corporation, Mr. Malichi founded Malichi Group Worldwide, a world trade and advisory firm with global influence, in 1982. Operating for 36 years in more than 70 countries, it is internationally recognized as an SME global trade expert for its responsive leadership, global business diplomacy, wise counsel, and keen insights for building powerful international business, government, and investment connections. Malichi Group Worldwide is also recognized for unlocking and accessing trade channels that create new sources of value and opportunities for growth. Mr. Malichi is a member of the Indiana District Export Council.

Bob Mason

Vice President and International Sales Manager, The Ford Meter Box Company, Inc.

BS, Indiana University

Mr. Mason is in charge of international sales and serves as a board director for The Ford Meter Box Company, where he has worked since 1994. The Ford Meter Box Company is a 120-year-old, private, family-owned Indiana-based business that produces more than 30,000 parts and service products for water utilities in more than 60 countries worldwide. In his previous position as international sales manager for Asia, he developed markets throughout Asia and Oceania, including Australia, the Philippines, Vietnam, Korea and Japan. He holds a marketing degree from the IU Kelley School of Business with a concentration in Japanese. Following a year abroad at Nanzan University in Nagoya, Japan, he joined the Indiana Department of Commerce, coordinating the attraction of Japanese investment. Mr. Mason later served as deputy director of the State of Indiana Japan Office in Tokyo, assisting Indiana companies looking to export to Japan. Mr. Mason is a member of the Indiana District Export Council. Mr. Mason also currently serves on the IU CIBER Advisory Board.

Nader Morkus

Academic Director, IU Arabic Flagship Program;
Director, Arabic Language Program; Assistant Professor
IU Department of Near Eastern Languages and Cultures

PhD, University of South Florida, 2009
MA, University of Northern Iowa, 2001
BA, Alexandria University, 1995

Since 2012, Professor Markus has been a member of IU's Department of Near Eastern Languages and Cultures, where he has taught modern standard and Egyptian colloquial Arabic, contemporary Arab cinema, and contemporary Arab culture. His research interests cover intercultural pragmatics and instructional technology in the assessment for learning classroom. He has presented numerous papers at conferences of the American Council on the Teaching of Foreign Languages, the National Council of Less Commonly Taught Languages, the American Association for Applied Linguistics, the Arabic Linguistic Symposium, and the International Conference on Intercultural Pragmatics and Communication. Before becoming assistant professor at IU, he taught at Middlebury College.

Christiane Palpant

Senior Vice President, Client Services Director, FIS

MBA, Indiana University, 2012
BA, Asbury University, 1993

Ms. Palpant has served in numerous roles at the Fortune 500 company FIS, and before that, SunGard (acquired by FIS in 2015) in client services and sales, doing business in more than 25 countries over five continents and across all 50 states of the US. With a long history deeply rooted in the financial services sector, FIS holds leadership positions in payment processing and banking solutions, providing software, services and outsourcing of the technology that drives financial institutions. Ms. Palpant leads a team that offers timely and accurate service while building relationships with FIS's institutional clients. Before joining SunGard, she co-founded and was Executive Vice President of FinTech Securities, LLC, an institutional broker/dealer specializing in equity, options, and fix income trading for money managers. She currently serves on the IU CIBER Advisory board.

Joshua Perry

Chairperson, Kelley Undergraduate Program; Glaubinger Chair for Undergraduate Leadership;
Associate Professor of Business Law and Ethics
IU Kelley School of Business

JD, Vanderbilt University Law School, 2002

MTS, Vanderbilt University Divinity School, 2002

BA, Lipscomb University, 1997

Professor Perry began working at the Kelley School in 2009, and his most recent scholarship explores legal, ethical and public policy issues in the life science, medical device, and healthcare industries, as well as in the business of medicine. He teaches courses on business ethics, critical thinking, and the legal environment of business to both undergraduates and MBA students. A 2002 graduate of the joint law-divinity program at Vanderbilt University, Prof. Perry was previously on faculty at the Center for Biomedical Ethics and Society at Vanderbilt University Medical Center, where he taught medical ethics in the medical school and legal ethics/professional responsibility in the law school, while serving as a clinical ethicist in both the adult and children's hospitals. The author of more than 30 published articles, essays, and book chapters, his award-winning scholarship has appeared in a variety of law reviews and peer-reviewed journals across the fields of business, medicine, law, and ethics, and in 2015 he was invited to serve as a Section Editor for the *Journal of Business Ethics*. In 2013 Perry was recognized by the Academy of Legal Studies in Business with the "Distinguished Junior Faculty Award," celebrating outstanding early career achievement.

Sarah Phillips

Director, Russian and East European Institute; Professor of Anthropology, IU Bloomington

PhD, University of Illinois at Urbana-Champaign, 2002

MA, University of Illinois at Urbana-Champaign, 1998

BA, Wake Forest University, 1993

Professor Phillips has been a faculty member at IU-Bloomington since 2003, where she teaches courses on the anthropology of Russia and Eastern Europe, postsocialist gender formations, and medical anthropology. Dr. Phillips' research focuses on gender, health, disability, HIV-AIDS, and addiction in Ukraine, and she is a collaborator on a four-year research project funded by the National Institutes on Drug Abuse (NIDA). Her monograph, *Disability and Mobile Citizenship in Postsocialist Ukraine* (Indiana University Press, 2011) was awarded Honorable Mentions in two competitions: the Association for Women in Slavic Studies' 2011 Heldt Prize and in Harvard University's 2011 Davis Center Book Prize. Her 2008 monograph, *Activism in the New Ukraine: Development and the Politics of Differentiation* (Indiana University Press), was the co-winner of the American Association for Ukrainian Studies Prize for Best Book. Dr. Phillips was elected board member-at-large for the Association for the Advancement of Slavic, East European and Eurasian Studies (2015-2016), and is Treasurer for the Association for Women in Slavic Studies. Before joining the IU faculty, she taught at University of Illinois at Urbana-Champaign.

Caroline Rosewell

Senior Director, Clinical Design Hub, Eli Lilly and Company

MBA, Indiana University, 2014

BS, Monash University, 1993

Ms. Rosewell started in the pharmaceutical industry in 1995 with CSL Ltd. Australia, after which she joined Eli Lilly Australia in 2000. As Senior Director of Global Patient Safety at Eli Lilly, she served in various pharmacovigilance roles across Australia, the UK, and the US. In that position, she led the pharmacovigilance case management centers worldwide and maintained the company's safety system ownership. As Senior Director for Eli Lilly's Clinical Design Hub, she heads a consolidated team working with all therapeutic areas to design global clinical trials. She is the Secretary of the Board of Directors of Kids' Voice of Indiana.

Joel Rubin

Clinical Professor of Business Law, IU Kelley School of Business

MBA, University of Chicago

JD, Columbia University

BA, Yale College

Professor Rubin's professional interests focus on business ethics, bankruptcy law, and businesses in financial distress. He teaches courses in business law, ethics, and critical thinking, and he is Director of the Kelley School's Undergraduate Consulting Workshop. Prior to joining the Kelley faculty in 2002, he spent five years as a management consultant with McKinsey & Company and eight years practicing bankruptcy law. Professor Rubin has served as a faculty coach for the Global Business Institute (GBI). Sponsored by the US Department of State and The Coca-Cola Company, GBI is a one month long immersive program that provides students from across the Middle East and Northern Africa the opportunity to learn about business in the context of American culture. Prof. Rubin has been recognized on a number of occasions for his teaching at IU, having received the Trustees Teaching Award, the William G. Panschar Undergraduate Teaching Excellence Award, the Innovative Teaching Award, and the Alpha Kappa Psi Teaching Excellence Award.

Antonia Schleicher

Director, National African Language Resource Center; Professor of Linguistics, IU Bloomington

PhD, University of Kansas

MA, University of Ibadan

BA, University of Ibadan

Antonia Schleicher is the founding Executive Director of the Indiana University Center for Language Excellence. She is also the Founding Director of the United States National African Language Resource Center. Prof. Schleicher has authored ten books and three multimedia CDROMs for the learning of Yoruba and has co-authored numerous textbooks for other African languages such as Swahili, Shona and Pulaar. She co-authored *African Language Pedagogy: An Emerging Field*. She has edited more than 30 other books and six journals and has authored over two dozen articles in peer reviewed journals. She currently teaches courses on African Linguistics and different courses on Yoruba Language and Culture at Indiana University-Bloomington.

She serves as the Executive Director of both the National Council of Less-Commonly Taught Languages (NCOLCTL) and the African Language Teachers Association (ALTA). She is a Board Member of JNCL (Joint National Committee for Languages). Professor Schleicher was awarded the United States President's Gold Level Volunteer Service Award for over 500-hours-a-year of devoted and unpaid service to the cause of promoting less-commonly taught languages and cultures in the U.S. She served on the ACTFL Board of Directors for three years. In 2010, she received the UW-Madison Chancellor's Distinguished Teaching Award and the National Council of Less Commonly Taught Languages Walton Award for a Lifetime Distinguished Career in support of less commonly taught languages.

Richard Shockley Jr.

Associate Professor of Finance; CenterPoint Energy Faculty Fellow

IU Kelley School of Business

PhD, Indiana University, 1992

BS, University of Virginia, 1984

Richard Shockley's professional interest focuses on finance with specialties in the application of option pricing techniques to corporate investment decisions, financial risk management, and financial engineering. He has published in the *Journal of Applied Corporate Finance*, *Multinational Finance Journal*, and *Managerial and Decision Economics*, *Journal of Finance*, and *Journal of Applied Finance*, as well as the textbook, *An Applied Course in Real Options Valuation*. Prof. Shockley has received numerous teaching awards from IU. He has experience facilitating short-term study abroad experiences with MBA students and has taught Global Business Immersion – Finance: Turkey's risk of a "sudden stop," as part of the Kelley Undergraduate Global Foundations Core, in which he has brought students to Turkey. Dr. Shockley was a 2012 Fulbright Fellow, studied financing arrangements in Turkey, and he served on the faculty at Bogaziçi University in Istanbul.

Kemal Silay

Ottoman and Modern Turkish Endowed Chair Professor, IU Department of Central Eurasian Studies

Director, IU Turkish Flagship Program; Director, IU Turkish Studies Program

PhD, Indiana University, 1993

MA, Indiana University, 1990

BA, Ankara University, 1987

Professor Silay is the author of numerous articles in Turkish and English on Turkish culture, literature, and politics. Among his books are *Nedim and the Poetics of the Ottoman Court: Medieval Inheritance and the Need for Change* (Indiana University Press, 1994); *An Anthology of Turkish Literature* (Indiana University Press, 1996); *Ahmedi's History of the Kings of the Ottoman Lineage and Their Holy Raids against the Infidels* (Harvard University Press, 2004), and an edited volume, *The Turks and Islam: A Cultural and Political Journey from the God of Heaven to Allah* (forthcoming). He is a scholar of international reputation and sought-after expert on many issues regarding Turkey, its language, literature, history, society, and politics. Prof. Silay's numerous publications, cultural activities, and scholarly endeavors have sparked the field of Turkish Studies in the US and worldwide.

Ash Soni

Executive Associate Dean of Academic Programs;

Professor of Operations and Decision Technologies; SungKyunKwan Professor

IU Kelley School of Business

DBA, Indiana University, 1981

MBA, Indiana University, 1979

MS, Strathclyde University, 1973

BS, Manchester University, 1971

Having joined the Kelley School faculty in 1981, Professor Soni's current research interests are in supply chain modeling, business analytics modeling, enterprise systems, and decision support systems. He teaches business analytics and supply chain management and is one of the lead instructors for the Kelley Business Analytics Certificate Programs for Deloitte Consulting and Booz Allen and Hamilton. He also teaches Business Analytics in Kelley's Executive MBA Programs and the Kelley Direct Online MBA Program. He is the recipient of more than 20 teaching awards. Prior to his position as Executive Associate Dean, he served as the Associate Dean for Information Technology and the Chairperson of the Operations and Decision Technologies Department. He was a management consultant in the United Kingdom for four years before beginning his graduate work at IU.

Laura Spingola

Founder and President, Trade Resources Ltd.

MBA, Loyola University Chicago

BS, Indiana University

Ms. Spingola is the founder and President of Trade Resources Ltd., a Chicago-based international market development company that provides international management, marketing, training and reporting services for business. She has conducted business in Asia, Europe, and the Americas for trade and investment. Ms. Spingola integrates experience in international business and marketing, economic development, real estate, finance and consumer marketing. She has provided international services to industry and trade associations (including the International Housewares Association and Association of Home Appliance Manufacturers), economic development organizations, universities and companies of all sizes for 25 years. Ms. Spingola is an Adjunct Professor of International Management at Loyola University Chicago and an instructor of International Trade Research in the FITT Certified International Trade Professional program. She is a member of the Industrial Roundtable of the Federal Reserve Bank of Chicago and the Chicago Council on Global Affairs, and she is on the Board of Directors of the Canada-US Business Council Chicago.

Ramesh Venkataraman

Associate Dean for Information and Instructional Technologies

Chairperson, Kelley Direct Online MBA and MS Programs

John R. Gibbs Professor; Professor of Information Systems

IU Kelley School of Business

PhD, University of Arizona, 1995

MS, University of Iowa, 1993

BE, Birla Institute of Technology, 1987

Professor Venkataraman began teaching at the Kelley School in 2003. His research focuses on data modeling, heterogeneous databases, virtual teams and groupware, usability in mobile systems, software engineering, and database design. He has published in many top information systems and IT journals, including *Journal of Database Management*, *Modern Database Management*, *Information Systems Management*, and *MIS Quarterly*. Previously, he served as chair of the graduate program in information systems, where over a three year period, he was able to grow the strength of the program by 400% and establish it as one of the premier programs in the country. He has won many awards for innovative teaching and teaching excellence at IU.

Stephanie Wang

Assistant Professor of International Business and Strategy, IU Kelley School of Business

PhD, University of Miami, 2014

MS, Peking University, 2009

BA, Renmin University of China, 2006

Professor Wang's work lies at the intersection of international business and strategic management. She studies the process of capability upgrading, internationalization, and multinational management. She is particularly interested in the rise of emerging market multinationals as a field of research and practice. Prof. Wang has published articles in the *Journal of International Business Studies*, *Academy of Management Perspective*, *Global Strategy Journal*, *Journal of Business Ethics*, *Journal of International Management*, *Journal of World Business*, and others. She is a Research Fellow in the Core Research Team at the Center for Emerging Market Studies of the China Europe International Business School in Shanghai. Prof. Wang teaches Global Business Analysis – Doing Business in China as part of the Kelley Undergraduate Global Foundations Core. Before joining the Kelley School in 2014, she worked in China at Microsoft, Accenture, and the Bank of China (Hong Kong).

Kelly Watkins

President, Expressive Concepts

MBA, Indiana University, 1989

BS, Indiana University, 1998

Ms. Watkins founded Expressive Concepts, a global business consulting firm, in 1992. The company provides highly-customized training, consulting, and coaching in the areas of leadership, professional development, communication, global perspectives, and customer service. She is a professional speaker, consultant, and executive coach who has authored five books on business communication and hundreds of articles. She is a co-contributor to the college textbook *Courageous Leadership*. Ms. Watkins has spoken at hundreds of conferences and events around the globe, traveling to all 50 US states and seven continents. She is a Marshall Goldsmith-Certified Executive Coach, a Licensed Distributor for DiSC® Behavior Profiles, and a member of the American Society for Training & Development. Ms. Watkins is a current member of IU CIBER Advisory Board.

M. Osman Yousuf

Chief Executive Officer, The SYF Group

MBA, Indiana University, 1976

Mr. Yousuf has more than 30 years of international experience in energy and infrastructure business development, primarily gained in Asia and the Middle East. Mr. Yousuf is also an Operating Partner at Tau Investment Management, a New York based growth-equity venture investment firm. As an Operating Partner at Tau, he provides expertise to guide the strategic development and growth of Tau's future portfolio companies in Asia. He also serves as the Strategic Advisor to Boloro Global (New York) for development of its mobile payments banking system in Asia and Schuck Group (Germany) for oil field equipment globally. Mr. Yousuf has advised the United States Agency for International Development and the World Bank Group on foreign investment promotion and development of public-private initiatives. He has acted as the Principal Advisor to Occidental Oil and Gas Corporation for the negotiation and development of two Bangladesh oil and gas production sharing contracts (now owned by Chevron Bangladesh) and represented China National Offshore Oil Corporation for offshore oil and gas licensing in the Bay of Bengal. He founded the Bangladesh US Business Council in Washington DC, which has actively promoted US-Bangladesh trade and investment over many years. Mr. Yousuf is a current member of IU CIBER Advisory Board.

Jun Zhao

Dean, College of Business; Professor of Management, Governors State University

DBA, Southern Illinois University, 1998

MBA, Southern Illinois University, 1994

BEng, Shanghai Jiaotong University, 1990

Professor Zhao's research interests include corporate restructuring, organizational downsizing, psychological contract, and cross-cultural management issues. Her work has appeared in scholarly journals including *Academy of Management Review*, *Management Research Review*, *Chinese Management Studies*, and *Advances in Competitiveness Research*. Her article, "Individualism/Collectivism, selected personality traits, and psychological contract in employment: a comparative study," was the recipient of "Highly Commended Award" for the 2009 Emerald Literati Network's *Management Research News* journal. She teaches strategic management, international business, and organizational behavior at both undergraduate and graduate levels. Prof. Zhao has been the faculty champion for GSU's "Globalizing Business School" effort. She organized and led two successful study abroad trips to China and helped organize a student trip to Poland. She has also led various curriculum and program development projects and has developed on-going relationships with area community colleges and small and medium businesses.

Appendix 5: CIBE Performance Measure Form (PMF)

1. Project Goal Statement 1: Promote international experiences, dialogue, interactions, and research for IU and US business faculty at other schools to support knowledge creation and practical development of the next generation of sustainable global business.									
2. Performance Measure	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Increase at least 150 faculty members' interest in and ability to implement courses that incorporate an international context, across all 4 years of the grant.	A.1. Develop Ivy Tech Pedagogy Webinar Series.	# of views	Annual	Website records	0	0	20	25	30
		% of faculty indicating they will add international content to courses	Annual	Follow-up survey	0	50%	50%	60%	75%
	A.2. Provide international travel opportunities for faculty from a combination of KSB, MSI, & CC.	# of faculty participating in FDIB	Annual	Departmental records & research proposals	3	3	3	4	5
		# of new faculty leading study abroad courses	Annual	Departmental records	0	1	2	3	4

1. Project Goal Statement I: Promote international experiences, dialogue, interactions, and research for IU and US business faculty at other schools to support knowledge creation and practical development of the next generation of sustainable global business.

2. Performance Measure	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
	A.3. Provide support for MSI and CC faculty to attend US-based conferences and workshops on internationalization.	# of faculty attending US - based conferences and workshops	Annual	Departmental records	5	12	12	13	14
		% of faculty adding international content to courses	Annual	Follow-up survey	0	70%	80%	90%	95%
B) Increase the participation of 3 regional universities, MSIs, and community colleges in international business opportunities.	B.1. Provide support for Internationalization workshops for PAC/Alamos faculty.	# of workshop participants	Annual	Departmental records	0	0	10	20	30
	B.2. Partner with Kentucky State University on outreach activities.	# of workshops	Annual	Departmental records	0	1	2	2	2
	B.3. Assist United Tribes Technical College with purchase of international business cases.	# of int'l cases purchased	Annual	Departmental records	0	2	4	5	6

1. Project Goal Statement II: Prepare students to succeed in global marketplace by building international competence: knowledge and skills to understand, adapt, interact, and negotiate with diverse countries and cultures.

2. Performance Measure	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Encourage students to graduate with cross-cultural competencies needed for international understanding and competitiveness.	A.1. Develop a Global Workforce Skills Course at Ivy Tech.	# of students enrolled in course	Annual	Departmental records	0	0	0	20	40
	A.2. Support KISI Internship opportunities.	# of students participating	Annual	Departmental records	0	1	2	2	3
	A.3. Create <i>Career Video Series</i> .	# of videos created	Annual	Departmental records	0	5	8	10	12
B) Increase students' interest, participation, and knowledge in critical foreign languages and international fields via 3 initiatives.	B.1. Offer <i>Business Is Global</i> summer program.	# of participants	Annual	Program records	50	50	54	58	60
		% of students indicating increased understanding of how business & cross-cultural skills enhance career opportunities in business	Annual	Program pre and post surveys	100%	95%	95%	95%	95%
	B.2. Provide MBA Language Tutoring.	# of students	Semester	Departmental records	5	5	7	8	10
B.3. Support Arabic, Mandarin, and Spanish teams at BYU Language Case Competition.	# of students	Annual	Departmental records	9	9	9	9	9	

1. Project Goal Statement III: Provide experiential learning opportunities to increase hands-on knowledge and strengthen the core competencies needed to compete internationally.

2. Performance Measure	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Increase international exposure and capacity in regional businesses by providing 3 initiatives.	A.1. Offer Indiana Manufacturing Student Experience Projects.	# of SMEs participating	Annual	Departmental records	0	1	3	4	4
	A.2. Offer Export Indiana Fellowship and Internship Support Programs.	# of SMEs participating	Annual	Departmental records	7	10	10	10	10
		% increase in exports by participating SMEs	Annual	Survey records	0	5%	10%	10%	10%
	A.3. Offer SME Internationalization Experience.	# of SMEs participating	Annual	Departmental records	0	1	2	2	3
		# of new business relationships established by participating SMEs	Annual	Survey records	0	3	6	6	9
B) Increase number of students with in-country experience by supporting 3 initiatives.	B.1. Provide financial assistance for IU undergraduate students to participate in study abroad.	# of students supported	Annual	Departmental records	11	6	6	6	6
	B.2. Provide support for Ivy Tech CC short-term study abroad to lower per student costs.	# students participating	Annual	Departmental records	4	8	8	8	8

1. Project Goal Statement III: Provide experiential learning opportunities to increase hands-on knowledge and strengthen the core competencies needed to compete internationally.

2. Performance Measure	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
	B.3. Support GSU-offered study abroad opportunities.	# of GSU students participating	Annual	Departmental records	13	13	14	15	16
		# GSU-CC partner students participating	Annual	Departmental records	0	1	2	3	4

1. Project Goal Statement IV: Conceive sustainable, accessible tools and resources to increase hands-on knowledge, build networks and strengthen the core competencies needed to compete internationally.

2. Performance Measure	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Increase the access to and use of resources related to international business at smaller universities, MSIs, and community colleges through 2 online learning modules.	A.1. Create Language and Culture Modules.	# of videos	Annual	Departmental records	10	20	20	20	20
	A.2. Film CIBER Focus Interview Series & create lesson plans.	# of interviews filmed	Annual	Departmental records	20	22	24	26	30
		# of views	Annual	YouTube view counts	67	440	720	1040	1200
		# of lesson plans developed	Annual	Departmental records	0	24	32	32	32
B) Support 2 initiatives to increase integration of business and language/culture content across disciplines.	B.1. Host Business in Language Learning Plan Workshops.	# of workshop attendees	Annual	Registration records	0	5	8	10	12
		# of different languages represented	Annual	Registration records	0	2	3	4	5
		# of scenarios created	Annual	Departmental records	0	5	8	10	12
	B.2. Manage Business Language Research and Teaching Grants.	# proposals received	Annual	Proposals received/Department records	4	8	0	10	0

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

To add more Budget Narrative attachments, please use the attachment buttons below.

Indiana University CIBER 2018-2022
Proposed Budget

	2018-2019		2019-2020		2020-2021		2021-2022		Narrative Reference	Description
	Grant	Cost Share								
A. SALARIES										
Administrative										
1. CIBER PI (Roberto Garcia) (15%) (1.35 Person Months)		\$21,848		\$21,848		\$21,848		\$21,848	P. 39	10 mnth appt; 15% effort towards project; 1.35 PM
2. CIBER Managing Director (LaVonn Schlegel) (10%) (1.2 Person Months)		\$12,400		\$12,400		\$12,400		\$12,400	P. 39	12 mnth appt; 4 hrs/wk towards specific projects as defined in narrative 1.2 PM
3. Associate Director (Christine Everett) (25%) (3.0 Person Months)		\$20,412		\$20,412		\$20,412		\$20,412	P. 39	12 mnth appt; 10 hrs/wk towards specific projects as defined in narrative 3.0 PM
4. Program Manager (Emily Bagienski) (75%) (9.0 Person Months)	\$31,403		\$32,031		\$32,671		\$33,324		P. 39	12 mnth appt; 30 hrs/wk towards specific projects as defined in narrative 9.0 PM
5. Program Manager (Amanda Wood) (75%) (9.0 Person Months)	\$30,000		\$30,600		\$31,212		\$31,836		P. 40	12 mnth appt; 30 hrs/wk towards specific projects as defined in narrative 9.0 PM
6. Staff Assistant (Trina Chandler) (25%) (3.0 Person Months)		\$10,125		\$10,125		\$10,125		\$10,125	P. 40	12 mnth appt; 10 hrs/wk towards support of projects each week 3.0 PM
7. Operations and IT (Jeff Pohlen) (25%)		\$18,170		\$18,170		\$18,170		\$18,170	P. 40	Budget monitoring
8. External Development and Outreach (Tim Smith) (10%)		\$7,731		\$7,731		\$7,731		\$7,731	P. 25	CIBER Focus
9. CIBER Focus (Chris Rice) 5%		\$2,433		\$2,433		\$2,433		\$2,433	P. 25	CIBER Focus
10. CIBER Faculty Research Fellow - Scott Shackelford (5%)		\$9,570		\$9,570		\$9,570		\$9,570	P. 44	Cybersecurity Research
11. CIBER Faculty Research Fellow - Vijay Khatri		\$11,400		\$11,400		\$11,400		\$11,400	P. 44	ODT Research
12. CIBER Faculty Research Fellow - Stephanie Wang (5%)		\$7,602		\$7,602		\$7,602		\$7,602	P. 44	Innovation Research
13. CIBER Faculty Fellow - Kyle Cattani (5%)		\$11,142		\$11,142		\$11,142		\$11,142	P. 44	Program Chair
14. CIBER Faculty Fellow - Josh Perry (5%)		\$9,816		\$9,816		\$9,816		\$9,816	P. 44	Program Chair
15. CIBER Faculty Fellow - Patrick Hopkins (5%)		\$17,250		\$17,250		\$17,250		\$17,250	P. 44	Program Chair
16. CIBER Faculty Fellow - Ramesh Venkataraman (5%)		\$15,022		\$15,022		\$15,022		\$15,022	P. 44	Program Chair
17. CIBER Faculty Fellow - Alex Barsi Lopes (5%)		\$6,600		\$6,600		\$6,600		\$6,600	P. 44	ST Study Abroad
18. CIBER Faculty Fellow - Juan Blu (5%)		\$7,750		\$7,750		\$7,750		\$7,750	P. 44	Various Int'l
19. CIBER Faculty Fellow - Terry Campbell (5%)		\$6,575		\$6,575		\$6,575		\$6,575	P. 44	ST Study Abroad & GAP
20. CIBER Faculty Fellow - Chris Cook (5%)		\$4,238		\$4,238		\$4,238		\$4,238	P. 44	ST Study Abroad & GAP
21. CIBER Faculty Fellow - Keith Dayton (5%)		\$3,967		\$3,967		\$3,967		\$3,967	P. 44	ST Study Abroad
22. CIBER Faculty Fellow - Joe Fisher (5%)		\$11,888		\$11,888		\$11,888		\$11,888	P. 44	Globase
23. CIBER Faculty Fellow - Joe Fitter (5%)		\$3,900		\$3,900		\$3,900		\$3,900	P. 44	ST Study Abroad and Globase
24. CIBER Faculty Fellow - Josh Gildea (5%)		\$4,325		\$4,325		\$4,325		\$4,325	P. 44	ST Study Abroad
25. CIBER Faculty Fellow - Nandini Gupta (5%)		\$12,225		\$12,225		\$12,225		\$12,225	P. 44	Globase
26. CIBER Faculty Fellow - Gerry Hays (5%)		\$3,924		\$3,924		\$3,924		\$3,924	P. 44	ST Study Abroad
27. CIBER Faculty Fellow - Jeanette Heidewald (5%)		\$3,211		\$3,211		\$3,211		\$3,211	P. 44	ST Study Abroad
28. CIBER Faculty Fellow - Tatiana Kolovou (5%)		\$3,331		\$3,331		\$3,331		\$3,331	P. 44	ST Study Abroad
29. CIBER Faculty Fellow - Dan Li (5%)		\$11,010		\$11,010		\$11,010		\$11,010	P. 44	Global Core
30. CIBER Faculty Fellow - Brian Miller (5%)		\$11,850		\$11,850		\$11,850		\$11,850	P. 44	Globase
31. CIBER Faculty Fellow - Angela Perry (5%)		\$2,925		\$2,925		\$2,925		\$2,925	P. 44	ST Study Abroad
32. CIBER Faculty Fellow - Fred Schlegel (5%)		\$4,637		\$4,637		\$4,637		\$4,637	P. 44	Globase
33. CIBER Faculty Fellow - Robert Ridlon (5%)		\$4,453		\$4,453		\$4,453		\$4,453	P. 44	ST Study Abroad
34. CIBER Faculty Fellow - Richard Shockley (5%)		\$10,255		\$10,255		\$10,255		\$10,255	P. 44	ST Study Abroad

Indiana University CIBER 2018-2022
Proposed Budget

	2018-2019		2019-2020		2020-2021		2021-2022		Narrative Reference	Description
	Grant	Cost Share								
35. CIBER Faculty Business Is Global - Tim Baldwin (3%)		\$6,754		\$6,754		\$6,754		\$6,754	P. 44	
36. CIBER Case Competition Faculty Advisor - Joel Rubin (5%)		\$5,100		\$5,100		\$5,100		\$5,100	P. 44	
37. KSB Undergraduate Study Abroad Prgm. Mgr. (Tia Trueblood) (15%)		\$8,573		\$8,573		\$8,573		\$8,573	P. 45	Undergrad Study Abroad
38. KSB MBA International (Rachel Fleishman) (10%)		\$6,440		\$6,440		\$6,440		\$6,440	P. 45	MBA Study Abroad
39. KSB GAP (Gretchen Handlos) (10%)		\$9,963		\$9,963		\$9,963		\$9,963	P. 45	GAP Study Abroad
40. KSB KD International (Terrill Cosgray) (10%)		\$13,740		\$13,740		\$13,740		\$13,740	P. 45	KD International
41. KSB KD International (Christy Deykes) (10%)		\$4,798		\$4,798		\$4,798		\$4,798	P. 45	KD International
42. KSB Media (Garrett Poortinga) (15%)		\$7,869		\$7,869		\$7,869		\$7,869	P. 45	Video Support
Administrative subtotal	\$61,403	\$355,218	\$62,631	\$355,218	\$63,883	\$355,218	\$65,160	\$355,218		
Language Instruction										
43. Language and Culture Modules Faculty Supplemental	\$2,000		\$2,000		\$2,000		\$2,000		P. 29	Faculty Supplemental to develop online learning modules, paid across departmental lines
44. Language and Culture Modules Grad Student Hourlies	\$2,000		\$2,000		\$2,000		\$2,000		P. 29	\$25/hr x 80 hrs to grad student to develop online learning modules
Language subtotal	\$4,000	\$0	\$4,000	\$0	\$4,000	\$0	\$4,000	\$0		
Outreach										
45. Global Employability and Outreach	\$4,556		\$4,692		\$4,833		\$4,978		P. 20	CIBER portion of 11 center collaboration; \$18/hr for 29 wks; 1392 hrs total, 1 person (Potential subaward to Ivy Tech)
46. Institute for Curriculum and Campus Internationalization (ICCI) Speaker Supplemental	\$200		\$200		\$200		\$200		P. 24	Institute speaker supplemental across department lines
Outreach subtotal	\$4,756	\$0	\$4,892	\$0	\$5,033	\$0	\$5,178	\$0		
Other										
47. Business Is Global (BIG) Student Hrly Program Assistants	\$12,108		\$12,108		\$12,108		\$12,108		P. 29	4 student hourlies; 3 @ (\$10.25/hr*80 hrs + \$15.375/hr*140 hrs & \$11/hr*80 hrs + \$16.5*140 hrs
Other subtotal	\$12,108	\$0	\$12,108	\$0	\$12,108	\$0	\$12,108	\$0		
A. SALARIES SUBTOTAL	\$82,266	\$355,218	\$83,630	\$355,218	\$85,023	\$355,218	\$86,446	\$355,218		
B. FRINGE BENEFITS										
Administrative										
1. CIBER PI (Roberto Garcia) @38.09%		\$8,322		\$8,322		\$8,322		\$8,322	P. 39	
2. CIBER Managing Director (LaVonn Schlegel) @38.09%		\$4,723		\$4,723		\$4,723		\$4,723	P. 39	
3. Associate Director (Christine Everett) @38.09%		\$7,775		\$7,775		\$7,775		\$7,775	P. 39	
4. Program Manager (Emily Bagienski) @38.09%		\$11,961		\$12,200		\$12,444		\$12,693	P. 39	
5. Program Manager (Amanda Wood) @38.09%		\$11,427		\$11,656		\$11,889		\$12,126	P. 40	
6. Staff Assistant (Trina Chandler) @38.6%		\$4,006		\$4,006		\$4,006		\$4,006	P. 40	
7. IT Manager (Jeff Pohlen) @38.09%		\$6,921		\$6,921		\$6,921		\$6,921	P. 40	
8. External Relations and Outreach (Tim Smith) @38.09%		\$2,945		\$2,945		\$2,945		\$2,945	P. 25	
9. CIBER Focus (Chris Rice) @38.09%		\$927		\$927		\$927		\$927	P. 25	

Indiana University CIBER 2018-2022
Proposed Budget

	2018-2019		2019-2020		2020-2021		2021-2022		Narrative Reference	Description
	Grant	Cost Share								
10. CIBER Faculty Research Fellow - Scott Shackelford@38.09		\$3,645		\$3,645		\$3,645		\$3,645	P. 44	
11. CIBER Faculty Research Fellow - Vijay Khatri@38.09%		\$4,342		\$4,342		\$4,342		\$4,342	P. 44	
12. CIBER Faculty Research Fellow - Stephanie Wang@38.09%		\$2,896		\$2,896		\$2,896		\$2,896	P. 44	
13. CIBER Faculty Fellow - Kyle Cattani@38.09%		\$4,244		\$4,244		\$4,244		\$4,244	P. 44	
14. CIBER Faculty Fellow - Josh Perry@38.09%		\$3,739		\$3,739		\$3,739		\$3,739	P. 44	
15. CIBER Faculty Fellow - Patrick Hopkins@38.09%		\$6,571		\$6,571		\$6,571		\$6,571	P. 44	
16. CIBER Faculty Fellow - Ramesh Venkataraman@38.09%		\$5,722		\$5,722		\$5,722		\$5,722	P. 44	
17. CIBER Faculty Fellow - Alex Barsi Lopes@38.09%		\$2,514		\$2,514		\$2,514		\$2,514	P. 44	
18. CIBER Faculty Fellow - Juan Blu @38.09%		\$2,952		\$2,952		\$2,952		\$2,952	P. 44	
19. CIBER Faculty Fellow - Terry Campbell@38.09%		\$2,504		\$2,504		\$2,504		\$2,504	P. 44	
20. CIBER Faculty Fellow - Chris Cook@38.09%		\$1,614		\$1,614		\$1,614		\$1,614	P. 44	
21. CIBER Faculty Fellow - Keith Dayton@38.09%		\$1,511		\$1,511		\$1,511		\$1,511	P. 44	
22. CIBER Faculty Fellow - Joe Fisher@38.09%		\$4,528		\$4,528		\$4,528		\$4,528	P. 44	
23. CIBER Faculty Fellow - Joe Fitter@38.09%		\$1,486		\$1,486		\$1,486		\$1,486	P. 44	
24. CIBER Faculty Fellow - Josh Gildea@38.09%		\$1,647		\$1,647		\$1,647		\$1,647	P. 44	
25. CIBER Faculty Fellow - Nandini Gupta @38.09%		\$4,657		\$4,657		\$4,657		\$4,657	P. 44	
26. CIBER Faculty Fellow - Gerry Hays@38.09%		\$1,495		\$1,495		\$1,495		\$1,495	P. 44	
27. CIBER Faculty Fellow - Jeanette Heidewald@38.09%		\$1,223		\$1,223		\$1,223		\$1,223	P. 44	
28. CIBER Faculty Fellow - Tatiana Kolovou@38.09%		\$1,269		\$1,269		\$1,269		\$1,269	P. 44	
29. CIBER Faculty Fellow - Dan Li@38.09%		\$4,194		\$4,194		\$4,194		\$4,194	P. 44	
30. CIBER Faculty Fellow - Brian Miller@38.09%		\$4,514		\$4,514		\$4,514		\$4,514	P. 44	
31. CIBER Faculty Fellow - Angela Perry@38.09%		\$1,114		\$1,114		\$1,114		\$1,114	P. 44	
32. CIBER Faculty Fellow - Fred Schlegel@38.09%		\$1,766		\$1,766		\$1,766		\$1,766	P. 44	
33. CIBER Faculty Fellow - Robert Ridlon@38.09%		\$1,696		\$1,696		\$1,696		\$1,696	P. 44	
34. CIBER Faculty Fellow - Richard Shockley@38.09%		\$3,906		\$3,906		\$3,906		\$3,906	P. 44	
35. KSB Faculty Business Is Global - Tim Baldwin@38.09%		\$2,572		\$2,572		\$2,572		\$2,572	P. 44	
36. KSB Case Competition Faculty Advisor - Joel Rubin@38.09%		\$1,943		\$1,943		\$1,943		\$1,943	P. 44	
37. KSB Undergraduate Study Abroad Prgm. Mgr. (Tia Trueblood)@38.09%		\$3,265		\$3,265		\$3,265		\$3,265	P. 45	
38. KSB MBA International (Rachel Fleishman) @38.09%		\$2,453		\$2,453		\$2,453		\$2,453	P. 45	
39. KSB GAP (Gretchen Handlos) @38.09%		\$3,795		\$3,795		\$3,795		\$3,795	P. 45	
40. KSB KD International (Terrill Cosgray)@38.09%		\$5,234		\$5,234		\$5,234		\$5,234	P. 45	
41. KSB KD International (Christy Deykes) @38.09%		\$1,827		\$1,827		\$1,827		\$1,827	P. 45	
42. KSB Media (Garrett Poortinga) @38.09%		\$2,997		\$2,997		\$2,997		\$2,997	P. 45	
Administrative subtotal	\$23,388	\$135,452	\$23,856	\$135,452	\$24,333	\$135,452	\$24,820	\$135,452		
Language Instruction										
43. Language and Culture Modules Faculty Supplemental @6.61%	\$132		\$132		\$132		\$132		P. 29	
44. Language and Culture Modules Grad Student Hourlies @6.61%	\$132		\$132		\$132		\$132		P. 29	

Indiana University CIBER 2018-2022
Proposed Budget

	2018-2019		2019-2020		2020-2021		2021-2022		Narrative Reference	Description
	Grant	Cost Share								
Language subtotal	\$264	\$0	\$264	\$0	\$264	\$0	\$264	\$0		
Outreach										
45. Global Employability Outreach@6.61% & 19.29%	\$505		\$905		\$932.30		\$960		P. 20	
46. Institute for Curriculum and Campus Internationalization (ICCI) Speaker Supplemental @6.61%	\$13		\$13		\$13		\$13		P. 24	
Outreach subtotal	\$519	\$0	\$918	\$0	\$946	\$0	\$973	\$0		
Other										
47. Business Is Global (BIG) Student Program Assistants (student hourly OT) @6.61%	\$580		\$580		\$580		\$580		P. 29	
Other subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
B. FRINGE BENEFITS SUBTOTAL	\$24,171	\$135,452	\$25,039	\$135,452	\$25,543	\$135,452	\$26,057	\$135,452		
C. TRAVEL										
Foreign Travel										
1. Faculty Development in International Business	\$0		\$6,945		\$0		\$6,945		P. 13	Registration (\$5000), int'l airfare (\$1800), ground transportation (\$145); 1 KSB faculty member in years 2 & 4
2. Innovation Fund in International Business Education	\$0		\$5,000		\$5,000		\$5,000		P. 14	Travel costs for new programs yet to be identified. Faculty investigation or student trips. Up to \$5000 for international airfare & lodging depending on location and # of participants. Approval requested in advance.
3. Partner Collaboration and Development	\$7,500		\$0		\$7,200		\$0		P. 46	International airfare, hotel, ground transportation, per diem for CIBER staff
Foreign Travel subtotal	\$7,500	\$0	\$11,945	\$0	\$12,200	\$0	\$11,945	\$0		
Domestic Travel										
4. Business Language Case Competition	\$7,050		\$7,050		\$7,050		\$7,050		P. 31	3 teams of 3 students; Registration and travel support
5. Global Business Seminar Series	\$540		\$540		\$450		\$540		P. 27	Staff travel & parking to Indianapolis (5 or 6 times)
6. Globalizing Minority Serving Institutions Program	\$1,600		\$1,600		\$1,600		\$1,600		P. 18	CIBER PI travel to Atlanta to teach
7. International Symposium on Languages for Specific Purposes	\$0		\$1,325		\$0		\$1,325		P. 30	1 CIBER staff in years 2 & 4; Domestic airfare, hotel, ground transport, per diem
8. Internship Programs	\$450		\$450		\$450		\$450		P. 10	5 in-state trips to meet partners
9. National Assoc. for Community College Entrepreneurship	\$0		\$1,500		\$1,500		\$1,500		P. 25	1 CIBER staff years 2-4; Domestic airfare, hotel, ground transport, per diem
10. National Council of Less Commonly Taught Languages (NCOLCTL)	\$1,000		\$1,000		\$1,000		\$1,000		P. 31	1 CIBER staff; Domestic airfare, hotel, ground transport, per diem
11. National District Export Council	\$2,000		\$2,000		\$2,000		\$2,000		P. 26	1 CIBER staff; Domestic airfare, hotel, ground transport, per diem
12. North American Small Business International Trade Educators (NASBITE)	\$1,000		\$1,000		\$1,000		\$1,000		P. 27	1 CIBER staff; Domestic airfare, hotel, ground transport, per diem
13. Partner Collaboration and Development	\$7,500		\$7,500		\$7,500		\$7,500		P. 46	CIBER staff to attend annual meeting and meet with partners
Domestic Travel subtotal	\$21,140	\$0	\$23,965	\$0	\$22,550	\$0	\$23,965	\$0		

Indiana University CIBER 2018-2022
Proposed Budget

	2018-2019		2019-2020		2020-2021		2021-2022		Narrative Reference	Description
	Grant	Cost Share								
C. TRAVEL SUBTOTAL	\$28,640	\$0	\$35,910	\$0	\$34,750	\$0	\$35,910	\$0		
D. Supplies										
1. Business is Global Summer High School Program	\$2,000		\$2,000		\$2,000		\$2,000		P. 29	2 week program supplies (name badges, pens, books, business cases, folders, posters, flyers, poster/flyer mailing, closing reception hospitality)
2. Career Video Series	\$250		\$200		\$200		\$250		P. 31	Flyer printing
3. CIBER Focus Interview Series & Lesson Plans	\$250		\$0		\$200		\$5,000		P. 25	Flyer printing; Mailing in year 4
4. Innovation in International Business Education Fund	\$0		\$0		\$1,000		\$1,000		P. 14	Approval requested in advance for items such as name badges, program printing, name badges, tent cards, conference hospitality)
5. Institute for Curriculum and Campus Internationalization (ICCI)	\$200		\$200		\$200		\$200		P. 24	Name badges, folders, pens, paper, tent cards for all participants
6. Internship Programs	\$320		\$250		\$250		\$250		P. 10	Flyer printing
7. Language & Culture Modules	\$250		\$250		\$250		\$250		P. 29	Flyer printing
D. SUPPLIES SUBTOTAL	\$3,270	\$0	\$2,900	\$0	\$4,100	\$0	\$8,950	\$0		
E. OTHER										
1. Business in Language: Learning Plan Workshops & Scenarios	\$4,500		\$4,500		\$4,500		\$5,000		P. 30	Workshop instructor honoraria (\$2500) & non-employee travel for instructor + 1 participant (\$2000)
2. Business Language Research & Teaching Grants	\$500		\$0		\$500		\$0		P. 30	Supports recipient research; supplies/travel as in awarded proposals (Potential subaward to recipients depending on funded proposals)
3. CIBER Focus Lesson Plans Honoraria	\$4,264		\$4,264		\$4,264		\$4,264		P. 25	Honoraria for 2 non-IU teachers over summers to develop lesson plans
4. CIBERweb	\$500		\$500		\$500		\$500		P. 45	San Diego State CIBER payment for CIBER-wide website cost
5. Cybersecurity Research and Conferences	\$17,000		\$16,000		\$15,000		\$15,000		P. 15	Non-employee travel, hospitality, workshop supplies (name badges, tent cards, AV)
6. Faculty Development in International Business	\$13,890		\$6,945		\$13,890		\$6,945		P. 13	Registration & non-employee travel for 1 or 2 partner faculty
7. Global Business Seminar Series	\$3,650		\$3,650		\$3,650		\$3,650		P. 27	Room charge, hospitality, printing, AV equipment, non-employee speaker travel
8. Global Employability Initiative Workshop	\$8,036		\$8,036		\$8,036		\$8,036		P. 20	Non-employee travel (\$4568.5), project supplies (\$317.5), honoraria (\$2800), hospitality (\$350)
9. Global Living Learning Center Collaboration	\$500		\$500		\$500		\$500		P. 14	Non-employee speaker travel
10. Globalizing Minority-Serving Institutions Program	\$7,800		\$7,800		\$7,800		\$7,800		P. 18	\$5000 program support fee to Georgia State CIBER, non-IU faculty registration & domestic travel support
11. Governors State University Collaboration	\$17,000		\$16,500		\$15,000		\$15,000		P. 19	Study abroad support, NASBITE certification training, workshop expenses (Potential subaward to GSU)

Indiana University CIBER 2018-2022
Proposed Budget

	2018-2019		2019-2020		2020-2021		2021-2022		Narrative Reference	Description
	Grant	Cost Share								
12. Institute for Curriculum and Campus Internationalization (ICCI) Honoraria	\$850		\$850		\$850		\$850		P. 24	Non-IU speaker honoraria
13. Institute for Curriculum and Campus Internationalization (ICCI) Travel	\$2,025		\$2,025		\$2,025		\$2,025		P. 24	Registration and travel subsidy for 1 non-IU faculty + non-IU speaker travel
14. International Symposium on Languages for Specific Purposes			\$1,825				\$1,825		P. 30	\$500 support for conference + 1 non-IU registration and travel support
15. Internship Programs	\$41,000		\$41,000		\$41,000		\$41,000		P. 10	4 MBA salary support for Export Bootcamp (\$4000*4) & 6 undergrad salary support (\$3000*6); 4 MEP company registration fees (\$1750*4)
16. Ivy Tech Pedagogy Webinars	\$7,536		\$0		\$0		\$0		P. 20	Subaward to Ivy Tech for faculty member developing modules
17. Ivy Tech Short-Term Study Abroad Support	\$6,000		\$6,000		\$6,000		\$6,000		P. 20	Lump sum to travel provider to reduce overall program costs; amount dependent on specific programs & needs each year; Could range from \$1K to \$6K (Potential subaward to Ivy Tech)
18. Kelley Institute for Social Impact Internship Support	\$4,000		\$4,000		\$4,000		\$4,000		P. 11	Travel support for international internships; amounts will range from \$500 to \$2000 & placed on student bursar accounts
19. Kentucky State University Partnership	\$2,000		\$2,000		\$2,000		\$2,000		P. 22	Staffing support and non-employee travel (Subaward to KSU)
20. MSI/CC Faculty International Case Development	\$7,000		\$0		\$7,000		\$0		P. 12	1 competitive award in years 1 and 3; Budget required with proposal; intent is to cover int'l travel & supplies (Potential subaward depending on funded proposal)
21. MSI/CC Faculty Research Grants	\$7,000		\$7,000		\$0		\$0		P. 15	1 \$7000 competitive award for research support. Budget required with proposal; intent is to cover int'l travel & supplies (Potential subaward depending on funded proposal)
22. MSI/CC PhD Student Research Grants	\$5,000		\$5,000		\$0		\$0		P. 15	1 \$5000 competitive award for research support. Budget required with proposal; intent is to cover int'l travel & supplies (Potential subaward depending on funded proposal)
23. National Assoc. for Community College Entrepreneurship (NACCE)	\$0		\$7,500		\$7,500		\$7,500		P. 25	Table Registration and program fees for 8 CC faculty participation
24. National Council of Less Commonly Taught Languages (NCOLCTL)	\$750		\$750		\$750		\$750		P. 31	Table Registration
25. National District Export Council (NDEC)	\$750		\$750		\$750		\$750		P. 26	Program Registration
26. National Innovation Ecosystems and Economic Competitiveness	\$10,000		\$10,000		\$10,000		\$10,000		P. 16	\$5000 Program Support + \$5000 Research Support (int'l travel, supplies)
27. North American Small Business International Trade Educators (NASBITE)	\$500		\$500		\$500		\$500		P. 27	Program Registration
28. ODT Research	\$5,000		\$5,000		\$5,000		\$5,000		P. 16	Supplies, databases
29. Palo Alto Community College Partnership	\$9,495		\$9,495		\$9,495		\$9,495		P. 21	FDIB + ICCI non-employee registration & travel
30. Scholarships for Study Abroad	\$6,000		\$6,000		\$6,000		\$6,000		P. 13	6 \$1000 scholarships for study abroad through student bursar account
31. SME International Experience	\$5,000		\$10,000		\$10,000		\$10,000		P. 28	Non-employee travel and registration fees
32. United Tribes Collaboration	\$2,000		\$2,000		\$2,000		\$6,000		P. 23	Case purchases, registration, non-employee travel (Potential subaward)
E. OTHER SUBTOTAL	\$199,546	\$0	\$190,390	\$0	\$188,510	\$0	\$180,390	\$0		

	2018-2019		2019-2020		2020-2021		2021-2022		Narrative
	Grant	Cost Share	Reference Description						
F. TOTAL DIRECT COSTS: NRC	\$337,893	\$490,670	\$337,869	\$490,670	\$337,927	\$490,670	\$337,754	\$490,670	
TOTAL DIRECT BASE (Direct Charges minus Capital Equipment)	\$337,893	\$490,670	\$337,869	\$490,670	\$337,927	\$490,670	\$337,754	\$490,670	
G: INDIRECT CHARGES - At 8% of Total Direct Base	\$27,031	\$39,254	\$27,030	\$39,254	\$27,034	\$39,254	\$27,020	\$39,254	
H. TOTAL NRC COSTS	\$364,924	\$529,924	\$364,899	\$529,924	\$364,961	\$529,924	\$364,774	\$529,924	Cap \$365,000