

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 # P220A140038

Grants.gov Tracking#: GRANT11695488

OMB No. , Expiration Date:

Closing Date: Jul 03, 2014

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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="07/03/2014"/>	4. Applicant Identifier: <input type="text" value="255973"/>
--	---

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"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="Temple University - Of The Commonwealth System of"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="1231365971A1"/>	* c. Organizational DUNS: <input type="text" value="0571231920000"/>

d. Address:

* Street1:	<input type="text" value="1938 Liacouras Walk"/>
Street2:	<input type="text" value="2nd Floor"/>
* City:	<input type="text" value="Philadelphia"/>
County/Parish:	<input type="text" value="Philadelphia"/>
* State:	<input type="text" value="PA: Pennsylvania"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="19122-6099"/>

e. Organizational Unit:

Department Name: <input type="text" value="BUSINESS:GENERAL/STRATEGIC MGM"/>	Division Name: <input type="text"/>
---	--

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

Prefix: <input type="text"/>	* First Name: <input type="text" value="Sherri"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Gibbs"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Grants and Contracts Specialist"/>

Organizational Affiliation: <input type="text" value="Temple University - Of The Commonwealth System of"/>

* Telephone Number: <input type="text" value="215-204-5292"/>	Fax Number: <input type="text" value="215-204-7486"/>
---	---

* Email: <input type="text" value="tue53587@temple.edu"/>

Application for Federal Assistance SF-424

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

X: Other (specify)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

Public, Nonprofit, State-relat

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

Office of Postsecondary Education/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-060314-001

* Title:

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

13. Competition Identification Number:

84-220A2014-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

National/Regional Center for International Business Education and Research

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="1,185,685.00"/>
* b. Applicant	<input type="text" value="1,493,404.00"/>
* 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="2,679,089.00"/>

*** 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:

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>Filled For Validation</p>	<p>TITLE</p> <p>Interim Director, Sponsored Programs</p>
<p>APPLICANT ORGANIZATION</p> <p>Temple University Of the Commonwealth System of Higher Educa</p>	<p>DATE SUBMITTED</p> <p>07/03/2014</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
0348-0046

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 checked="" type="checkbox"/> a. bid/offer/application <input 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
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4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: Temple University Of the Commonwealth System of Higher Educa

* Street 1: 3400 North Broad Street Street 2: _____

* City: Philadelphia State: PA: Pennsylvania Zip: 19140

Congressional District, if known: PA 001

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

6. * Federal Department/Agency: US Department of Education	7. * Federal Program Name/Description: _____ CFDA Number, if applicable: _____
--	---

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
---	---

10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name Not Applicable Middle Name _____

* Last Name Not Applicable Suffix _____

* Street 1: Not Applicable Street 2: _____

* City: Not Applicable State: _____ Zip: _____

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

Prefix _____ * First Name Not Applicable Middle Name _____

* Last Name Not Applicable Suffix _____

* Street 1: Not Applicable Street 2: _____

* City: Not Applicable 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: Filled For Validation

* Name: Prefix _____ * First Name Christine Middle Name _____
* Last Name Blewett Suffix _____

Title: Interim Director, Sponsored Programs Telephone No.: 215-707-8388 Date: 07/03/2014

Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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PR/Award # P220A140038

NOTICE TO ALL APPLICANTS

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.

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.

GEPA_Statement_Temple_University.pdf

Add Attachment

Delete Attachment

View Attachment

Temple University
General Education Provisions Act (GEPA) Section 427

Temple University mirrors our global society and its richness of culture and tradition, values and principles, and the broad array of human expression. The university values diversity as a central element of its institutional culture. Throughout our history, we have built and sustained an academic community where people of different cultures, intellectual positions, and lifestyles can reach their full potential. The university recognizes and honors the inherent dignity of each person and provides a safe and respectful environment in which to live, learn and work. At Temple University we value the contribution and promote the achievement of each of its members.

Temple University strives to develop and strengthen the international education programs that help Temple students attain a global perspective. We recognize that today, more than ever, the world demands that students understand other countries and how they are linked together. We are committed to the notion that through international education, Temple students enrich their general education, acquire knowledge and experience for their later professional success, and develop life skills needed to become competent and engaged global citizens.

Enhancing diversity at the Fox School of Business is one of the top priorities at Temple University. With over 100 countries represented by our student population, each student enjoys equal access to resources in our classrooms and beyond. Indeed, racism, sexism, or the disparagement of persons with disabilities are not tolerated at the Fox School of Business and at Temple University.

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	
Temple University-Of the Commonwealth System of Higher Educa	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Ms.	* First Name: Christine Middle Name:
* Last Name: Blewett	Suffix:
* Title: Interim Director, Sponsored Programs	
* SIGNATURE: Filled For Validation	* DATE: 07/03/2014

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:

Dr. S. R. Mudambi
Temple University CIBE
The Fox School of Business
1801 Liacouras Walk
548 Alter Hall
Philadelphia, PA 19122
215.204.5076 fax: 215.204.1662
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ABSTRACT

It is predicted that up to 70 percent of the world's growth over the next decades will come from emerging markets, with China and India leading the way. America's trade deficit with Asia is already vast, and competitive pressures will only intensify. This evolving landscape offers immense potential to America, and hence Temple's CIBE proposal helps position U.S. interests to "pivot to the growth markets of Asia" while rebalancing in matured markets. The proposed research will equip American public and private sectors with an understanding of the clusters of key industries and connectivity that drive innovation, job creation, and exports. Our programs will internationalize faculty and students at Temple and other institutions including community colleges and minority serving institutions; and at the same time, proposed activities will enhance our capacity to protect America's vital intellectual and business assets and enhance the global competence of our businesses and workforce. Temple's CIBE capitalizes on the strengths of our institution and partnerships in Asia, especially our 30-year presence in Japan and our nearly 20-year presence in China, to meet all CIBE mandates and objectives and to address the Competitive Preference and Invitational Priorities identified by the Department of Education.

The more than 50 programs are designed to: (1) infuse knowledge and techniques in pedagogy and curriculum that are critical to function successfully in a dynamic and competitive international environment; (2) focus on the acquisition of critical languages and area studies by business students; (3) provide language students and teachers with opportunities to improve their business skills; (4) provide opportunities for study abroad and international internships with an emphasis on emerging markets; (5) educate students and SMEs to conduct business effectively in an international arena, thereby positively impacting the economic, cultural, educational, and international status of the Philadelphia region; and (6) promote cutting-edge IB research of major importance to U.S. competitiveness. We are particularly proud to present two research projects that will be of immense value to businesses, policymakers and academics. We have identified the expertise, resources and competencies of Temple University and our regional partners that will allow us to develop and implement programs on time and within budget while ensuring that valid and reliable data are collected for evaluation purposes.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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



**Temple Center for International
Business Education and Research**

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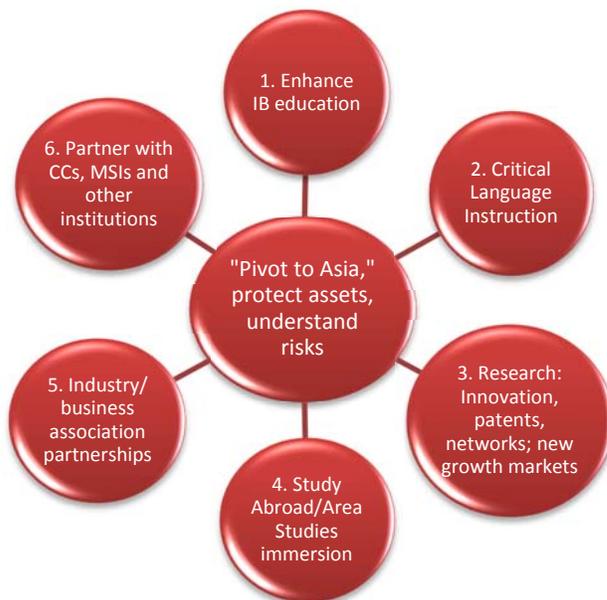
I. MEETING THE STATUTES

How well do the objectives of this application further the purposes of sections 611 and 612?

Temple, a large public research university, is in a unique position to deliver on the goals and mandates of the CIBE Program. We combine an International Business (IB) program ranked No. 11 nationally by *U.S. News & World Report* with a 38,000-strong student population that includes nearly 2,300 international, 4,500 African American, 3,600 Asian, and 2,000 Latino students. The Fox School of Business (FSBM) with nearly 7,000 students, 185 full-time faculty and 120 administrators, is the largest of Temple’s 17 schools and colleges. The FSBM is committed to enhancing America’s competitiveness especially in Asian growth markets.

Temple’s CIBE projects over the past 12 years have substantially contributed to CIBE mandates, and for the current round of competition, Temple CIBE presents programmatic activities that meet all of the legislation’s mandates, Competitive Preference Priorities (CPPs), and Invitational Priorities as outlined in **Appendix 1: Fulfilling CIBE Mandates and Programmatic**

Requirements. Temple’s CIBE will meet the Department of Education’s goal of enhancing U.S. competitiveness by implementing more than 50 activities in six broad categories:



1. “Be national resources for the teaching of improved business techniques, strategies, and methodologies that emphasize the international context in which business is transacted.”

We propose the following 12 activities in this category:

(1.1) Revise content and deliver IB

basic course on-line to CCs and MSIs

to facilitate easy transfer: The content

of the undergraduate IB Fundamentals course required for all UG students will be revised and offered online. The course will be enriched with web resources and a video vault so that students from community colleges and other regional colleges will be able to take it. This initiative will facilitate increased enrollment and benefit students transferring from area community colleges (CCs) and minority serving institutions (MSIs) to Temple University. See **Appendix 2** for list of CCs and MSIs we have agreements with and see **Appendix 3** for letters of partnership.

(1.2) Revise UG IB major and implement new concentrations to facilitate student employability:

Based on feedback received from the FSBM Advisory Board, CIBE board, project partners, employers and alumni, all courses in the major will be revamped to make them more career relevant. All of Fox's 500+ UG IB major students will be required to reach a four-semester level of foreign-language proficiency. The revised IB major will include a three-course "career-oriented concentration," allowing students to focus on a career path by building the relevant skill sets required in the services sector. These concentrations were recommended based on an analysis of job opportunities and will include **International Sales and Marketing, Global Supply Chain Management/E-Commerce, and International Finance**. This will **provide targeted employment opportunities by linking with area businesses** with which our international internships and placements have been strong. See **Appendix 4** for a list of international companies with which we have relationships.

(1.3) Launch a new "experiential" IB major capstone course for UGs: The proposed experiential course will focus on application of IB concepts and strategies. **Teams of students will work on hands-on consulting projects with local companies with which we have established partnerships** (see **Appendix 4**). These firms are either doing business internationally or are interested in entering "emerging" growth markets. We have one well-networked professor

assigned full-time to secure projects from regional companies. This course will increase opportunities for work-study, internships and careers through more active engagement with regional businesses.

(1.4) Offer UG cross-disciplinary certificates in language and area specialization: Globally skilled graduates should have competency in: (i) business functions, (ii) foreign language(s), and (iii) area studies. We propose two interdisciplinary certificates of specialization: (a) the **UG Certificate program in Asian Business Society** will include two core business courses, two area study electives, and two courses in a Southeast Asian language (Mandarin, Japanese, or Korean). A cohort of students will travel to Korea, Temple Japan and other Asian countries on a rotational basis for language and cultural immersion. (b) The **UG Certificate program in Spanish and Latin American Studies for Business** requires two business core courses, two courses in Latin American studies, and three Spanish or Portuguese language courses. Students will travel to partner universities in Latin America (primarily Colombia, Chile or Mexico) for language and cultural immersion. See **Appendix 5** for a list of our academic partners around the world.

(1.5) Provide business and entrepreneurship courses to students in language and area studies: We propose a new specialized certificate program in Entrepreneurship to non-business students. The Basic Entrepreneurship course is now part of Temple's gen-ed options so that students, after taking this course, can take other business courses needed to start a business. The goal of this activity is to "cross promote" business to area studies and language studies students and other non-business students to add a business-oriented approach to their professional development.

(1.6) Expand graduate capstone enterprise management consulting project: Temple CIBE will enlarge the scope of the MBA experiential capstone course by recruiting additional international companies and academic institutions. The course will emphasize student teams working on international projects and will help students find internships and launch careers.

(1.7) Develop graduate interdisciplinary course in “Managing Cyber Security Risks to Maintain Competitiveness”: In the context of increased global security threats, Temple’s CIBE will draw upon the resources of our highly regarded MIS (ranked #1 in research), Risk and Insurance (ranked #5 in *U.S. News*) and Legal Studies departments to offer this unique, interdisciplinary, and team-taught cyber security course to protect our intellectual assets.

(1.8) Develop UG and graduate level courses on “Comparative International Healthcare Systems”: Temple CIBE will partner with Temple’s Healthcare Management Program to develop and offer a new course on “Comparative International Health Systems” at the graduate and UG levels. We will partner with **Philadelphia International Medicine** to develop and offer two half-day workshops to meet the needs of health sciences and healthcare institutions that have a dominant presence in the Philadelphia region and contribute significantly to regional employment. Neither the clinical nor non-clinical workforces have been well schooled in the culture, customs and regulations of international health markets. We will offer (a) cross-cultural training to professionals on skills needed to engage with international clientele, and (b) inbound medical care workshops to healthcare providers to market high-quality healthcare and specialty services that are available in the Philadelphia metro region.

(1.9) Deliver workshops to students and travel agencies on promoting “Destination Philadelphia/USA” for tourism, hospitality, and recreation: To educate students and train the

workforce and professional organizations required to promote the inward flow of international tourists who bring dollars and employment opportunities, Temple CIBE proposes to partner with the **Philadelphia Convention and Visitors Bureau** and Temple's School of Tourism and Hospitality Management (STHM), which has nearly 1,000 students, to offer two workshops.

(1.10) Launch workshops on "Design Thinking in A Global Context": We will offer workshops to graduate and some undergraduate students on Product Design. Through a unique blending of design, technology and management, we propose to train students through "Design Thinking" to build better products and services to gain a competitive advantage. Design is an increasingly important factor that provides a competitive advantage to firms in international markets and can add differentials to products and increase their value. Companies such as Apple and Samsung have successfully used the aesthetics of design and branding in cross-national marketing.

(1.11) Collaborate with the University of Technology in Australia and Tel Aviv University on graduate virtual international team projects: We will implement a graduate level cross-national team project between students from the FSBM and the University of Technology in Sydney, Australia, or Tel Aviv University, Israel. As cross-national internet-based collaboration is the norm for today's businesses, students must acquire the skills to operate in virtual media. Each semester, a team of eight students (four from each country) will work via discussion boards and emails on a project, produce a case study, and participate in a video conference to share their experiences working in international teams. We have a highly ranked Online BBA/MBA program (#9 in *U.S. News*) and will draw upon our established technical infrastructure.

(1.12) Provide opportunities for Temple faculty and faculty from local universities to teach abroad: Temple CIBE will support internationalization of our faculty with teaching assignments

at our five international Executive MBA locations (Japan, Korea, Colombia, Singapore and France) and in our summer UG programs at Temple's Rome campus. We will also allow faculty and deans from other universities to teach in these programs so that they can become champions of IB programs and add a global dimension in their courses and research. Finally, we will sponsor one faculty, in addition to one Temple faculty, from a CC and one from our MSI partners to participate in FDIB/PDIB programs.

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

We propose ten activities in this category.

(2.1) Improve instruction and student enrollment in critical languages: Temple University offers instruction in eight critical foreign languages: Arabic, Mandarin, Hebrew, Hindi, Japanese, Korean, Russian, and Vietnamese (**see Appendix 6**). Enrollment in critical languages has increased steadily with past CIBE support. Nearly 634 students enrolled in "critical languages" in fall 2009 (19.5% of total enrollment in all languages), which increased to 1,078 in fall 2013 (23.92% of the total enrolled in all languages). By far, the largest enrollments are in Arabic, Mandarin and Japanese, and CIBE will work with language studies departments and other schools to increase enrollment in other critical languages by extending support for curriculum and faculty development by engaging in university wide promotion.

(2.2) Integrate foreign language and cultures into UG IB major and certificate programs: The undergraduate IB major requires four semesters of a foreign language, and Certificates of Specialization require coursework in critical foreign languages and area studies. We are focusing on **Southeast Asia** and emphasize the study of Korean and Japanese, since Korea is a major supplier of electronics to the United States, and we can capitalize on Temple's Tokyo campus.

(2.3) Support language and applied linguistics seminar series in a global context: In view of the need for promoting interest in foreign languages, we will support a Language and Linguistics Seminar Series offered by Temple's College of Education designed to develop links among language and linguistics faculty across campus and provide a forum to share strengths and expertise. The Seminar Series hosts about 10 lectures annually by internationally renowned scholars on foreign and second-language teaching, learning, multilingualism and globalization. It provides outreach to the larger community of language faculty in the greater Philadelphia region.

(2.4) Host a State Department/FBI Panel on Critical Languages: Professions such as diplomacy, law, business, and defense services have a great demand for critical language speakers. The half-day panel discussion will highlight National Security Language initiatives and the crucial role of learning these languages to put American businesses and workers back on competitive ground.

(2.5) Sponsor summer Business Communications Institute for language faculty: This weeklong faculty development workshop teaches educators to design curricula for teaching language for business communication, integrating business fundamentals, and second-language pedagogy. Educators from Pennsylvania are eligible to receive continuing-education credit under Act 48. Temple CIBE will support this activity annually, including the sponsorship of one CC or MSI faculty member to attend.

(2.6) Host the annual CIBE Business Language Conference: All CIBEs co-sponsor the annual CIBE Business Language Conference, which rotates among CIBE schools. The conference allows teachers, scholars, policy makers and business leaders to discuss business language education. The conference responds to the overarching mission of the DOE's CIBE Program to enhance the competitiveness of U.S. businesses globally by linking the human capital and

information needs of the business community with the international education, language training, and research capacity of universities across the country.

(2.7) Fund faculty development fellowships for business language faculty, students and teachers:

Temple CIBE will support professional development opportunities for business language faculty, Ph.D. candidates, and high school language teachers with funding for attendance at annual conferences, the Doctoral Symposium on Foreign Language Pedagogy for Business, and foreign language workshops.

(2.8) Host an annual symposium to build trust in cross-national student teams: Students, scholars,

and leaders in academia, business, and government who work on teams with foreign nationals, or on cross-national team projects, encounter cultural and linguistic barriers. This is especially acute in activities that involve cross-cultural communications. Globally competent citizens must be aware of this issue and able to build cross-national trust. Along with Temple's School of Media and Communication, we will host an annual symposium to address these key cross-cultural team success factors, and we will invite participation from students and faculty from area colleges.

(2.9) Use technology as a resource for learning languages, cultures and customs: Today's

students learn via technology as much as face-to-face instruction. Temple CIBE and the Communication Center propose a half-day workshop for language faculty and graduate students to discuss how to leverage the use of technology such as 'Apps' in teaching languages.

(2.10) Offer culture 'Apps' for IB in collaboration with UPS: Temple CIBE will partner with

UPS to offer the "Apps for IB Series" on topics such as global logistics, business practices, business entertaining, world customs, cultures, and etiquette. This series will be available for

area businesses, students from Temple, and academic partners including CCs and MSIs to demonstrate the Apps' capabilities and accessibility on mobile devices.

3. "Provide research and training in the international aspects of trade, commerce, and other fields of study."

We propose two major research projects of national importance and five training activities.

(3.1) Temple Knowledge Maps Project to study global connectivity as the basis for local innovation and enhancing competitiveness: This research project will undertake an in-depth analysis of knowledge creation within major U.S. metropolitan regions by mapping the major international knowledge clusters and networks that are the most important collaborators of U.S.-based innovators and innovating firms. For example, innovation has propelled San Francisco/San Jose (Silicon Valley) to superior local and global innovation and prosperity in comparison with, for instance, Youngstown-Warren. Temple CIBE will serve as a national resource for the understanding of the crucial innovation underpinnings of the U.S. economy by mapping the local and global phenomenon of co-invention networks that increasingly connect knowledge clusters to each other and span national borders. Temple CIBE will lead a team of other CIBEs that have agreed to co-sponsor Temple Knowledge Maps. This phenomenon needs to be studied for its implications for all stakeholders: (a) **Public Policy**: The program will provide local, regional and national policymakers with objective metrics to understand the innovation trajectories of particular industries and metropolitan areas for policy decisions. (b) **Regional Businesses**: A complete mapping of the innovation landscape through patents will serve as a resource for local businesses to understand implications for innovation, entrepreneurship, investment decisions, job creation, and exports. (c) **Academia**: Doctoral students and faculty will develop lines of discovery and contribute to practice. We will use multiple forums such as chambers of commerce, WTC, USDEC and others to disseminate the findings to the local, regional and

national business communities. We will also disseminate the findings to academe through conferences and symposia. We will begin working with partners from Southeast Asian universities (Korea, Taiwan and Japan) in analyzing international connectivity and gradually extend to other partner institutions in the new emerging economies of South and Southeast Asia which are becoming increasingly important in global innovation networks. Please see **Appendix 7** for a presentation on Knowledge Maps and **Appendix 8** for mention of the FSBM on the U.S. Department of Commerce website.

(3.2) Study on advancing U.S. competitiveness in the context of new Emerging Innovation

Models: As the center of gravity for economic growth shifts from developed to new-growth economies, U.S. firms must learn how to leverage the unique opportunities present in emerging markets. Anecdotal evidence suggests that businesses from developed markets are approaching emerging market opportunities in ways distinct from the traditional method of adapting Western-developed products and services. In the process, these companies are reinventing themselves by rethinking their business and innovation models and how they engage with the new, emerging market multinationals. Important research questions emerge: What are the different models of re-invention that MNCs are experimenting with? What are the implications along the value chain? We will collect data from U.S. businesses to better understand different models of engagement. We also expect this research to give us insights into understanding how U.S. firms can become more competitive in this “reset economy.” Results of this research will be disseminated through a bi-annual symposium for academia and businesses.

(3.3) Fund a doctoral seminar on Knowledge Maps and Global Connectivity: Temple CIBE will provide a partial summer stipend for doctoral students to engage in this new research project.

(3.4) Organize annual IB research forum: Temple CIBE will organize an annual IB research forum in which invited researchers and business leaders in the United States and around the world present and critique research outcomes on issues such as Inward FDI, Knowledge Maps, and U.S. Competitiveness and Emerging Innovation Models. Selected papers will be published in the *Journal of International Management*, which is edited by Fox's Dr. Masaaki Kotabe.

(3.5) Award faculty grants for research and knowledge development: Five competitive summer research grants will be awarded to business and liberal arts faculty in languages and behavioral sciences whose research meets the mandates of the CIBE legislation. Please see **Appendix 9. TU Core Faculty and International Expertise.**

(3.6) Plan training workshop for Pennsylvania Minority Business Enterprise Center (MBEC) to identify grant opportunities: In conjunction with MBEC/SBDC, we will plan a training workshop for MBEC members to identify grant opportunities and projects funded by multilateral institutions such as the World Bank, U.S. AID and U.S.-based NGOs. MBEC, which serves 125 clients annually, is one of 35 centers that have a contract with the U.S. Commerce Department.

(3.7) Support SBDC International Consulting Projects: The Temple SBDC has created the International Consulting program to specifically assist small businesses and pair them with students and trade specialists. The program focuses on helping regional small business owners and entrepreneurs who are exploring opportunities in foreign markets. The program will enable IB students to work with international trade specialists to help selected area businesses in research and preparing marketing plans and foreign-market entry strategies.

4. "Provide training to students enrolled in the institution, or combinations of institutions, in which the center is located."

We propose eight activities in this category.

(4.1) Train graduate students in international case writing: While many students know how to analyze cases, they do not know much about international case writing. Temple CIBE will conduct two half-day workshops annually for about 20 MBA and doctoral students in the art of case writing. With the help of Temple Library personnel and a dedicated Fox faculty member, students will learn the methodology of case research and will draft a case for critique by subject experts and writing experts from our Business Communications Center. We will reserve two spaces for CCs and MSIs.

(4.2) Fund short-term study abroad: CIBE funding will allow Temple to organize short-term study abroad programs for undergraduate and graduate students from Temple and one each from the **Community College of Philadelphia** and **Lincoln University** (MSI) who cannot afford to study abroad as part of their curriculum. Destination trips will include emerging markets such as Colombia, Chile, Ghana and Morocco. We may also develop such programs in destinations such as Korea, Japan and other Southeast Asian countries. With new funding, we would like to offer at least two immersions per year for about 15 undergraduates during summer and winter breaks. Students will enroll in a three-credit special topics course and conduct a rigorous research project upon their return.

(4.3) Support semester study abroad and build additional partnerships for increased options: Business students will study at our partner schools in Mexico, France, Ireland, and at Temple University campuses in Italy and **Japan** to acquire foreign language skills, cultural empathy, and emotional maturity. About 20 students will participate in this program, which will be expanded beyond the business school to include students from Temple's 17 schools and colleges. Further, Temple CIBE will continue to build new partnerships to increase its study abroad options for students, with a particular focus on emerging markets in Southeast Asia and Africa.

(4.4) Sponsor graduate overseas live-consulting business projects: Temple CIBE will sponsor two projects that will allow 8 to 10 students to work on live-consulting projects overseas. We have established links with universities and firms in Israel and Australia. This project-based learning will include detailed evaluation of market potential (including primary research conducted on site), competition, industry structure, and the business environment in the target country. It also allows the U.S. team to work in collaboration with a team of MBAs from Tel Aviv University's Recanati School of Business or the University of Technology in Sydney.

(4.5) Support emerging markets immersion program for all MBA students: The FSBM's Center for Global Immersion has identified partner institutions in Ghana (University of Ghana), Morocco (Al Akhawayn), Colombia (Pontificia Universidad Javeriana) and Chile (Universidad de Chile) to facilitate a two-week, country-specific immersion program for MBA students, this is following their first year immersion in either China or India (see example of student blog: http://www.fox.temple.edu/cms_blogs/gmbaindia2014/). Senior MBA students will take a 1.5-credit course on emerging markets and work on case studies, visit companies and participate in immersive cultural experiences in one of the four countries. These country visits will be rotated for different cohorts of students to have diverse experiences.

(4.6) Hold CIBE/CUIBE international case competition for UG students: This initiative, in collaboration with other CIBEs, will bring teams of undergraduate business students from around the world together to compete in analyzing and presenting an IB case to judges. Students from different universities will be mixed and formed into teams and will have at least one student from a foreign business school. Students will connect prior to the competition through web groups.

(4.7) Sponsor student led global lecture series: Student leaders from the FSBM's IB Association will coordinate a monthly Global Lecture Series highlighting IB executives, business and liberal arts faculty, NGOs, and governmental representatives on selected IB topics and careers.

(4.8) Hold New India seminar series: In the context of present leadership and economic changes in India, Temple CIBE will collaborate with Temple's College of Liberal Arts and the Center for Humanities to organize one seminar per year for the business and academic communities to increase U.S. firms' awareness of the challenges and opportunities of doing business in India.

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."

To serve regional businesses, Temple CIBE proposes nine activities in this category.

(5.1) Hold internship and employment fairs for IB-competent graduates to meet the needs of regional businesses: With CIBE support for the past 12 years, Temple's FSBM has produced over 1,600 IB baccalaureates, successfully placing 1,455 of them in IB positions up to 2013. We seek support to hold an internship fair for area businesses in IB in the fall, and a placement fair in the spring with the help of the FSBM's Center for Student Professional Development.

(5.2) Provide research and consultation services on cyber security to local SMEs: Temple CIBE will work with Temple's Science and Technology and Engineering Schools and MIS Department to offer a one-day seminar on cyber security to regional businesses and to promote outreach through consulting and research on specific security issues. The seminar will be dedicated to providing the latest in research in the areas of Intrusion Detection and Securing the Digital Infrastructure to protect intellectual properties.

(5.3) Offer half-day annual seminar on Automated Export System (AES) and compliance: We will partner with the U.S. Export Assistance Center (USEAC) and U.S. Customs and Border

Protection (CBP) agencies to offer a half-day workshop on AES and Compliance for area businesses. The workshop will cover Foreign Trade Regulations (FTR), including classification of products and services using Harmonized Tariff Schedules (USHTS); customs and port requirements; money laundering; and international trafficking.

(5.4) Offer an annual workshop on electronic filing for exports: We will work with customs on how to successfully file Electronic Export Information (EEI) via the Windows-based desktop PC component *AES*PcLink**. We expect a high level of participation from regional businesses based on the increased interest in export automation and past enrollment in this program.

(5.5) Present a show and symposium to help stop counterfeits: Partnering with USEAC, Temple CIBE will host a show and symposium to educate businesses on methods to curtail counterfeit goods, which is related to globalization and sourcing of manufactured goods. The breadth and range of counterfeit goods has increased in recent years, with the United States facing the most economic impact.

(5.6) Offer half-day workshop on managing export risks and financing: Partnering with USEAC, WTC of Philadelphia, EXIMBANK, PNC, and local firms engaged in credit risks and legal matters, we will offer a half-day workshop on pricing and exchange rates, political and economic risks, export credit and payment issues. For most owner/managers and SMEs, export financing is the No. 1 prerequisite to engage in international trade.

(5.7) Partner with the World Affairs Council on a symposium series: Temple CIBE and the World Affairs Council will join forces to deliver programs throughout the year featuring speakers to discuss issues of national and international significance to area businesses, faculty

and students. We will feature CEOs, government leaders, journalists, entrepreneurs, business leaders, academics and other experts.

(5.8) Support Temple’s Small Business Development Center “Going Global Series”: Temple CIBE will support SBDC’s “Going Global Series” to deliver seminars targeted to innovation-driven small businesses that are new to exporting. This event is often paired with visiting trade delegations from emerging markets, particularly in Southeast Asia and Africa. Temple CIBE will support this initiative as it specifically recruits minority-owned businesses and entrepreneurs for these seminars. Participating students will be able to locate opportunities for work study/internships and employment.

(5.9) Host a symposium on Philadelphia Metro Business Cluster with regional DEC’s: We will collaborate with the office of U.S. Senator Bob Casey, the Pennsylvania governor’s office, local chambers of commerce, and WTC to organize a half-day symposium to facilitate a discussion on the results of the ongoing Knowledge Maps Project and implications for businesses and policy that impacts area businesses.

6. “Serve other faculty, students, and institutions of higher education in the region.”

We propose eight activities in this category.

(6.1) Internationalize Minority Serving Institutions (MSIs): Temple CIBE will collaborate with a consortium of CIBEs led by Georgia State University and others to provide one-on-one mentoring services to participating Historically Black Colleges and Universities (HBCUs). Mentees in the MSI program will receive training and IB curricular materials to help their faculty incorporate international content into existing business courses and develop new courses. Temple CIBE will also provide cultural and learning experiences to minority institution students through

study abroad programs. Also, Temple CIBE will offer one scholarship for a faculty member from Lincoln University to attend the annual case workshop and one Lincoln University student scholarship to participate in a short-term study abroad.

(6.2) Internationalize community college curriculum and faculty: Temple CIBE will partner with the Community College of Philadelphia, Montgomery County Community College, and Delaware County Community College to internationalize their business curricula through increased professional development in IB and study abroad opportunities. In addition to offering our basic IB course online (see **1.1** above), we will offer a scholarship to CC business faculty to attend our case workshop and a student scholarship to participate in a short-term study abroad.

(6.3) Host an IB case competition with regional colleges and universities: Temple will launch an annual IB case competition for Philadelphia area colleges in spring 2015. We have already established leads with corporations such as Target, Walmart, and UPS for sponsorships.

(6.4) Hold intra-Temple global conference: At this daylong conference in the fall, the university explores and celebrates Temple's wide-ranging international activities. All colleges in the university participate in this event. Faculty and graduate students present their research, teaching and outreach interests. CIBE will sponsor this intra-university collaborative event.

(6.5) Sponsor an international educators academy: Temple CIBE will sponsor a training academy for faculty and administrators hosted by Temple's HR department to promote international education, study abroad, and cross-cultural communication and create a forum to discuss critical concerns relating to International Studies Programs, including the teaching of critical languages in colleges in the region.

(6.6) Bring foreign scholars into the classroom via technology: Temple CIBE will use technology (webinars, video conference and other electronic media) to enable scholars from partner institutions and businesses to interact and discuss with students at all levels including doctoral students. The objective of this venture is to “import” international dimensions into the classroom and possibly lead to networking opportunities for students.

(6.7) Link MBA students with World Trade Center Visiting Missions to learn customs and cultures: Temple CIBE will recruit qualified IB MBA students who will assist with the WTC-sponsored foreign trade missions and generate opportunities for regular internships and work study programs. Based on previous experience, we anticipate establishing at least four to five internships per semester.

(6.8) Host a half-day workshop to explore career options for **Veterans in IB, languages and area studies:** The half a day workshop with Temple CSPD will explore career options for veterans. Veterans already have knowledge of geographic areas and some language and cultural immersion experience. They have empathy for local cultures and customs. They have security clearance. With the right combination of language, area studies, and functional area courses, veterans can be language or operational analysts in any of the governmental departments of the United States or regional businesses. This workshop will explore all the options.

Summary: All programmatic activities presented above are thoughtfully designed not only to meet the statutes, but also to have a synergistic impact on strengthening the national competence to lead in changing national and international markets, especially the Southeast Asian growth markets. The next section will describe the **national significance** of Temple’s CIBE.

II. SIGNIFICANCE

Temple's CIBE aims to make the United States more globally competitive by promoting economic enterprise and creating globally competent citizens; it has a special emphasis on enhancing competitiveness in Southeast Asia. The goal will be met through three strategies: **engaging in original research** that increases the nation's economic understanding, **teaching students** the fundamentals of an ever-evolving IB landscape and the language and area studies skills necessary to succeed, and **training American public and private sector professionals** to navigate the particulars of the IB environment. Temple, by virtue of size and diversity, has the ability to effectively implement all three strategies.

a) *“Describe the national significance of the proposed project.”*

Temple CIBE will be nationally significant in two major areas: **research** that contributes to the nation's ability to compete in a global business environment, and **critical language competency** for those impacted by Temple CIBE.

Research

Temple CIBE proposes two projects that will create new knowledge in IB education and in how the United States can be more globally competitive. The first is the **Temple Knowledge Maps** project being conducted by Professor Ram Mudambi (see “Meeting the Statutes” **3.1 Knowledge Maps: Global Connectivity as the basis for local innovation and enhancing competitiveness**). Temple Knowledge Maps seeks to geographically map the locales of innovation around the world by combining the agglomeration of knowledge production (patents) at the local level, and the connectivity of global innovation networks. For example, innovation has propelled San Francisco/San Jose (Silicon Valley) to superior local and global innovation

and prosperity in comparison with, for example, Youngstown-Warren. Temple CIBE will serve as a national resource for the understanding of the crucial innovation underpinnings of the U.S. economy by mapping the local and global phenomenon of co-invention networks that increasingly connect knowledge clusters to each other and span national borders. Temple Knowledge Maps will chart 917 metro or industry clusters and measure the impact of their knowledge production at the local level and the significance of their innovation on a global scale. It will be the first comprehensive attempt to map the innovation drivers of the 21st century. Just as America in the early 20th century had a “steel belt” and a “coal belt” helping to drive the national economy, so today we have geographic industry clusters that drive the national economy to compete in a more connected, more competitive international arena.

The project is significant for its implications and insights for business executives and policy makers to enhance national competitiveness. For business executives, this is an opportunity to learn where and with whom the rest of their industry co-develops innovations, and to identify potential domestic and overseas partners. For local, regional, and national policy makers, it will provide objective metrics to understand the innovation trajectories of particular industries, locational factors and metropolitan areas for policy decisions. Findings will be disseminated locally and nationally through chambers of commerce, WTC, U.S. District Export Councils, academic conferences, and others. Temple CIBE will partner with Southeast Asian Universities (Korea, Taiwan and Japan) in analyzing international connectivity. This project has been brought to the attention of the Department of Commerce’s National Maps Project by the International and Foreign Language Education (IFLE) office. Professor Mudambi, a fellow of the Academy of International Business, has already assembled a group of doctoral students, and other CIBEs have expressed a willingness to support the project if it is funded.

The second nationally significant research project, **3.2 Advancing U.S. competitiveness in the context of emerging innovation models**, will study how Western businesses shape their entry into emerging markets, and how that entry in turn shapes them. Anecdotal evidence suggests that businesses from developed markets are approaching emerging market opportunities in ways distinct from the traditional method of adapting Western-developed products and services. In the process, these companies are reinventing themselves by rethinking their business and innovation models and how they engage with the new, emerging-market multinationals. It will aim to answer crucial questions, such as “What are the different models of re-invention that multinational corporations are experimenting with?” “What are the implications along the value chain?” and “How are our firms managing the tension between legacy-based organizational capabilities and the new disruptive paths?” We expect this research to give us insights into understanding how U.S. firms can become more competitive. Results of this research will be disseminated through a bi-annual symposium for academia and businesses.

Temple’s CIBE research projects will have a national impact outside of the knowledge they produce, as they will be the arenas in which many good doctoral students will be trained to go on to occupy faculty positions across the United States. Since 2002, we have graduated nine doctoral students who were at least partially funded by CIBE monies. Specific programs to support doctoral students in the current application include **CIBE Faculty Fellows Research and Development Grants** (see **3.5** under “Meeting the Statutes”), which are awarded competitively to doctoral students whose research enhances the global competitiveness of U.S. businesses. Research produced by these grants will be presented at our Annual I.B. Research Forum (see **3.4**) and will be published in a special issue of The FSBM’s *Journal of International Management*, ranked #2 behind *JIBS* in scholarly circles. The journal is edited by Dr. Mike Kotabe, another

AIB fellow and one of our distinguished professors who has produced many fine doctoral students in IB. The proposed Language and Linguistics Seminar Series (see **2.3**) will feature renowned researchers from around the globe focusing on **linguistic research** topics and will add to the intellectual capital in the field of linguistics.

Program Outcomes: The Knowledge Maps and Emerging Innovation Models Projects will create new knowledge about U.S. competitiveness, and the results of this research (as well as research conducted under **3.5 Faculty grants for research and knowledge development**) will be presented in conferences or published in business, management and language journals. Temple CIBE will disseminate research to the public through its website (http://www.fox.temple.edu/cms_research/institutes-and-centers/center-for-international-business-education-and-research/welcome/home/), research seminar series, and printed documents.

Critical Language Competency

Besides research, Temple's CIBE is nationally substantial because of the number of **students who are learning critical foreign languages as a result of CIBE funding**. The U.S. Department of Education noted in a 2006 press release that "American students must master critical foreign language skills for our nation to remain competitive," and "critical foreign language skills are necessary to advance national security and global competitiveness." CIBE programs at Temple, which offers instruction in eight critical languages, are helping to fill this gap, as 1,078 of our students – nearly 24 percent of all language students – enrolled in critical languages in fall 2013. This number has increased every semester since 2009 (see **2.1 Improve instruction and enrollment in critical languages**).

Temple's CIBE proposes to help fill America's competitive gap in critical languages (some estimates note that 300 million Chinese students are learning English, while only 30,000

American students are learning Chinese) by strengthening ties between language instruction/area studies and IB. All programs listed under section 2 of “Meeting the Statutes” work toward this integration, especially the language proficiency requirement for all IB majors outlined in program 2.2 Integrating foreign language into the IB major. Additionally, programs 1.4 Cross-Disciplinary Certificates of Specialization and 1.5 Provide business and entrepreneurship courses to language and area studies students, open up this integration to all Temple students. CIBEMONIES will help fund programs 4.2 Short-term study abroad (which will be open to students from Community College of Philadelphia and the historically black Lincoln University), 4.3 Semester Study Abroad, and 4.5 Emerging markets immersion program for MBA students, in which many students enhance their language and area studies competencies. Program 2.9 Using Technology to Learn Languages addresses language acquisition in the context of changing patterns of student learning. Additionally, 2.3 Support Language and Applied Linguistics Seminar Series in a Global Context, will bring together faculty from across Temple and the Philadelphia region to share strengths and expertise on foreign and second-language teaching, learning, multilingualism and globalization, while 2.5 Offer summer business communications institute for language faculty and 2.7 Fund faculty development fellowships for business language faculty, students, and teachers will keep faculty current on the crucial ties between language/area studies and IB.

Program Outcomes: More than 500 undergraduate IB majors will have competency in a foreign language, and more than 500 business and liberal arts students a year will be enrolled in critical languages, most of them in Arabic, Chinese, and Japanese. These students will help fill the need for language-knowledgeable students in American public and private sectors. Over a 12-year period, Temple CIBE has produced approximately 6,000 globally competent IB majors,

and the current CIBE proposal reflects the continuing need to perpetually improve students' skills in critical languages and area studies.

b) “Describe the importance or magnitude of the results or outcomes likely to be attained by the proposed project (significance of regional and local activities).”

The outcomes of all of Temple's proposed CIBE activities have the potential for national importance because they will help to train IB, critical language, and area studies students who will become the next generation of public and private sector professionals in how to succeed in a global market. Similarly, all of the proposed activities have regional significance because they benefit Temple students who contribute to the regional economy and because some of those students will go on to find regional employment or to found businesses in the area. However, several programs **directly benefit regional business or professional associations**, and several others have regional impact because they **incorporate students or faculty from local partner institutions** such as CCs and MSIs.

Direct impact on regional businesses

Several of Temple's proposed CIBE activities will produce outcomes that directly benefit regional businesses or professional associations. For instance, all of the activities listed under section 5 of “Meeting the Statutes” will immediately assist regional businesses in establishing or enhancing their international presence. Many of these activities will teach instantly useful knowledge and skills, or provide immediately relevant resources, to regional companies that do business globally (see **5.2 Provide research and consultation services on cyber security to local SMEs**, **5.3 Hold half-day annual seminar on Automated Export System AES and compliance**, **5.4 Offer half-day annual workshop on electronic filing for exports**, **5.5 Present a show and symposium to help stop counterfeits**, **5.6 Offer half-day workshop on managing export risks and**

financing, and **5.8** Support Temple’s Small Business Development Center “Going Global Series”). Others will match regional companies that do business internationally with qualified, globally competent job candidates (see **5.1** Hold internship and employment fairs for IB-competent graduates) or will help these businesses and their leaders to better understand international market trends (see **5.7** Partner with the World Affairs Council on a symposium series and **5.9** Host a symposium on Philadelphia Metro Business Cluster with regional DECs). One activity, **3.6** Plan training workshop for Pennsylvania Minority Business Enterprise Center (MBEC) to identify grant opportunities, will help minority-owned businesses enter the global marketplace by assisting them with finding grants.

Other Temple CIBE activities will aid regional businesses in solving international problems or completing global projects by providing manpower or consultation. For example, program **1.3** Launch a new “experiential” IB major capstone course for UGs, capitalizes on partnerships we have forged with local and national companies by providing them with undergraduate IB majors who will serve as consultants as part of their senior capstone projects. The businesses will find a competitive edge by drawing upon the knowledge of Temple IB students, and the students may make connections that lead to an internship or career job. Similarly, **1.6** Expand graduate capstone enterprise management consulting project, will mirror the same results, but for MBA students who will assist global clients who are seeking to bring a new product, service or technology into the marketplace. Activity **3.7** Support SBDC International Consulting Projects will help small businesses owners and entrepreneurs who are exploring opportunities in foreign markets to enter those markets competitively. Finally, Temple’s CIBE will make available to area businesses UPS’s “Apps for IB Series” to help them navigate the global marketplace (see **2.10** Offer culture ‘Apps’ for IB in collaboration with UPS).

Temple's CIBE proposes two activities that will pair the university's resources with local professional associations. In the first (see **1.8 Develop UG and graduate level courses on "Comparative International Healthcare Systems"**), Temple will work with **Philadelphia International Medicine** to offer cross-cultural training to professionals on skills needed to engage with international clients; we will also host Inbound Medical Care workshops for healthcare providers so that they can market high-quality services available in the region. In the second, CIBE funds will allow Temple's School of Tourism and Hospitality Management (STHM) to partner with the **Philadelphia Convention and Visitors Bureau** and local travel agencies to offer workshops to STHM's nearly 1,000 students on attracting international tourists (see **1.9 Deliver workshops on promoting "Destination Philadelphia/USA" for tourism, hospitality and recreation for students and travel agencies**).

Program outcomes: Temple's CIBE will be a resource that directly and measurably benefits regional businesses that commerce internationally by helping those businesses either enter international markets or become more globally competitive. In addition, Temple's CIBE will have a substantial impact on the economy of the Philadelphia region by partnering with two industry associations to improve the global connectivity of the metropolitan area.

Partner with other local institutions

Many of Temple's CIBE activities will contribute to making the Philadelphia region more internationally competitive through directly improving the global competency of students or faculty from local partner institutions, including CCs and MSIs. For instance, all activities listed under section 6 of "Meeting the Statutes" describe how Temple will serve or partner with other regional institutions of higher learning. Activities **1.12, 2.5, 6.1, and 6.2** will internationalize MSIs and CCs by offering IB professional development and teach abroad

opportunities to faculty at those institutions. These activities will also provide scholarships for select CC and MSI students to participate in Temple's short-term study abroad programs. Select students from CCs and MSIs will also be able to participate in **4.1 Train graduate students in international case writing**, thereby enhancing the global profile of those students.

Temple's CIBE proposes that the university host an upcoming CIBE annual Business Language Conference (see **2.6**), which will bring together all CIBE schools, as well as business leaders and policy makers, to discuss IB language education. The conference will also be a resource for the region as it will have a positive economic impact on Philadelphia. Temple's CIBE also includes many activities in which Temple reaches out to faculty at other institutions to provide them with training, discussion, and forums for ideas and professional development (see activities **2.3**, **2.5**, **2.7**, and **2.8**); at least one activity will include high school language teachers (see **2.7 Fund faculty development fellowships for business language faculty, students and teachers**).

Finally, Temple's CIBE proposal aims to improve job opportunities for armed forces veterans through activity **6.8 Host a half-day workshop to explore career options for Veterans in IB, languages and area studies**. The workshop will be open to all veterans in the metropolitan region and will serve as a resource to help veterans capitalize on their international experiences while seeking public or private sector employment.

Program outcomes: Temple's CIBE will be a resource not just for Temple, but also for other institutions of higher learning in the region. CCs and MSIs will benefit by being included in programs (teaching or studying abroad; professional development; conference, workshop or symposia attendance) designed to enhance the global competence of their faculty and students. High school teachers and educators at colleges and universities will profit by sharing ideas and

techniques for better teaching and learning. Finally, armed forces veterans will gain by being exposed to post-military career opportunities.

Overall significance

Temple's CIBE will directly, measurably have a major national impact through the new knowledge and understandings it will generate via its financial support of original research; through the doctoral candidates it will produce; and through the IB, critical language, and area studies education that it will provide to more than 500 annual graduates who will have the skills and understanding to succeed in a globally competitive business environment. It will have a substantial regional impact through the direct training and skills it will provide to area businesses, the development and aid it will offer to educators and students at other regional institutions, and the support it will furnish to U.S. military veterans who are seeking to leverage their international experiences into career employment.

III. QUALITY OF THE PROJECT DESIGN

“Describe the extent to which the proposed activities include a coherent, sustained program of research and development in the field, including, where appropriate, a substantial addition to an ongoing line of inquiry.”

Temple's CIBE will increase the competitiveness of current and future U.S. businesses and business leaders, especially as they relate to Southeast Asia, by combining: research conducted by internationally renowned academics and undergraduate and graduate students; IB, critical language, and area studies education for students at Temple and at partner institutions (including CCs and MSIs); and training for students and regional business leaders. Temple's project design will meet the stated need of improving the competitiveness of all key stakeholders: Temple students, institutions such as CCs, MSIs, other local colleges in the area,

and entrepreneurs and businesses leaders involved in IB. The activities we have proposed will cover all six mandates and will be reflected over the life of the project.

Research: Apart from the Temple Knowledge Maps Project and the study on advancing U.S. Competiveness in the context of new Emerging Innovation Models which have been described at length in other parts of this proposal, Temple CIBE will continue to support IB faculty in the FSBM and across the campus on topics approved by the Research Selection Committee of the Institute of Global Management Studies/CIBE chaired by Professors Arvind Parkhe and Mike Kotabe. It will also support doctoral dissertation research if it addresses the authorizing statute. The topics adhere to the theme of improving competitiveness and represent an ongoing line of inquiry. Some topics on which research is currently taking place are: “The Use of Brain Imaging Methods to Understand International Advertising,” “Exploring the Innovative Use of IT Technologies for Buyer-Seller Communication,” “Towards Improving Demand Forecasting in MNCs: Evaluating an Innovative Technique in a Field Study,” “The Reputation of U.S. Business Abroad as Reflected in Foreign News Coverage, 1998-2008: Study Using Text Mining and Semantic Network Analysis,” “Product Design and Pitfalls in a Multinational Environment,” “Types of Entrepreneurship,” and “The Economic Composition of Regions.” The research outcomes will generate knowledge that will enhance the global competitiveness of the United States either through public policy initiatives or strategies of U.S. companies. A number of doctoral students are being trained in research by working with eminent professors investigating the above topics. Besides basic research, Temple CIBE continues to improve its performance in education, curriculum, teaching and outreach that promote U.S. competencies on several fronts. Some of the focal areas of our ongoing research and development work are:

Education: Temple CIBE has an active plan to improve the competitiveness of the United States by preparing our undergraduate and graduate student populations with a strong focus on innovation, use of technology, language and cross-cultural immersion experiences to effectively function in a globalized environment. Our project design has targeted the appropriate population in each area. Within Temple, the targeted populations will be IB graduate and undergraduate majors (of which Temple has more than 500 annually), IB undergraduate minors, undergraduate and graduate language and area studies students, and non-business students. Outside the university, we will target students from the eight CCs with which we have articulation agreements and Lincoln University, an MSI. We are also an active member of the CIBE consortium of HBCUs and work closely with the Memphis CIBE. This year, Activity **6.8** also targets veterans who already have some area knowledge and critical language contact. We have active short-term study abroad and semester abroad programs for our undergraduates and immersion programs for our graduate students. We are emphasizing the emerging markets in Southeast Asia, the popularity of which can be gauged from the blogs on our web page (http://www.fox.temple.edu/cms_blogs/vietnam_2013/). To expand the population base of students in IB, we have attracted students from other areas by introducing courses in cyber security, international health, inbound tourism including medical care, and design thinking in a global context. We also have a “Global Temple” day where any Temple students, faculty or staff interested in all things international can join and exchange ideas. The Temple CIBE also noted the lack of collaborative effort among higher education in the region and consequently introduced an international educators’ academy (see activity **6.5**) to discuss and deliberate issues pertaining to international studies and language teaching.

We have assembled means of addressing the targeted population through courses at the undergraduate, masters and doctoral levels, outreach events such as the experiential capstone course, case writing workshops, case competitions, international consulting, conferences, panel discussions, workshops, and symposia. In addition, we are introducing learning by virtually teaming across countries through webinars, culture apps, and social media, and inviting experts from other countries electronically into the classroom. We are taking the same approach with area studies and languages. Our faculty and administrators have opportunities to internationalize and learn new languages and cultures by teaching in our own programs abroad in Colombia, France, Italy, Singapore, Korea, Japan, and China.

Training: Temple's CIBE will train business professionals and fledgling entrepreneurs to make them globally competitive. We have a dynamic plan to address these stakeholder groups. Our Rebecca Geffner has developed contacts with multiple international associations (such as the World Trade Center, World Affairs Council, USEAC) in Philadelphia and the surrounding areas. Please see an example of an unsolicited letter of praise from USEAC (see **Appendix 10**). Likewise SBDC Executive Director Eustace Kangaju has developed excellent contacts with SME's in the five-county area and beyond and has repeatedly won awards from local associations for being helpful in meeting their needs. Both have engaged their targeted populations by offering workshops, panels, symposia, and one-on-one help. One of our major research programs is designed to educate business professionals and policymakers on knowledge and industry clusters and international connectivity; this will be especially helpful with District Export Councils (see activity **3.1**).

One of the hallmarks of Temple CIBE is the participation of all stakeholders: faculty, administrative staff, Dean's Office, CIBE board and the office of IFLE. We have done surveys

and conducted focus groups of our stakeholders. We have also held individual meetings to discuss how we could learn from research input and experiences to do things better. The feedback has allowed us to improve continuously.

Our project design has contingency plans in the case of personnel departures or budget cuts. We will cross train staff and distribute work so that tasks can be completed in case any contingencies arise. We are deeply committed to internationalizing and improving the competitiveness of all stakeholders.

IV. QUALITY OF THE MANAGEMENT PLAN

“Describe the extent to which the management plan is adequate to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestone for accomplishing project task.”

In the following, we will present our plan to implement the CIBE Project. First, we will discuss the planning process; second, the organizational structure, leadership, staffing with clearly defined responsibilities, and coordination of the various programs; and finally, timelines for completing the project on time and within budget.

Steps in the Planning Process: The planning process included the following steps: (i) Review of the CIBE Mandates and Programmatic Requirements; (ii) Assessment of capabilities, competencies, and limitations of the relevant (to the mandates) academic units at Temple University; (iii) Deployment of the distinct capabilities and competencies of the relevant academic units in developing programs that meet the CIBE mandates; (iv) Ensuring that the programs can be implemented on time and within budget; and (v) Developing a cohesive plan under the overarching strategic intent of Sections 611 and 612 of Title VI legislation. Each of

these five steps was enacted with due diligence to ensure that valid and reliable information and data were collected to meet and exceed the requirements of each mandate.

Organizational Structure: The organizational structure is outlined in **Appendix 11 Organizational Chart**. An Advisory Board will provide program guidance for Temple CIBE. The Board members represent the various constituencies as required by the CIBE statute and will meet at the beginning of the grant period and at least once per year thereafter. The Board will play a decisive role in providing perspectives and concrete suggestions from the public and private sectors to shape the CIBE's operations. Several sub-committees of the Board will be formed to facilitate this process (see **Appendix 12 Advisory Board**). Reporting to the Dean of the FSBM is **Dr. Ram Mudambi**, the Executive Director and Principal Investigator (P.I.), who is an eminent professor in the FSBM. The role of the P.I. is to lead and maintain the balance between the organizational units so that the various programs are completed as per the pre-determined parallel and/or sequential schedule. His duties overall will include hiring and managing personnel, maintaining the integrity of the budget, and maintaining communications and relationships with CIBE partners within Temple University and with organizations in the business and academic community outside of Temple. He will work closely with the CIBE Director, the Dean of the FSBM, and the Advisory Board to ensure the effective implementation of all CIBE programs. He is the chief academic and administrative officer of the organization, and is responsible for the transparent and ethical functioning of the Center and for devising a system to ensure that the evaluator of the program will perform his/her duties objectively and independently. The P.I. will be responsible for planning and implementing the overall CIBE vision for the four-year cycle.

Reporting to the Executive Director is CIBE Director **Rebecca Geffner**. She will be responsible for day-to-day management including personnel, budget, and publicity. She will be responsible for program planning of seminars, conferences, lectures and other CIBE activities. An Assistant Director and Associate Director will help the CIBE Director in her duties and responsibilities. An associate director reporting to Geffner will be hired to handle external relations, undergraduate IB program related activities, study abroad, and internships. The associate director will also implement other programs assigned by the CIBE Director. Assistant Director **Breanne McCord** will be responsible for managing the CIBE budget, fiscal reporting and monitoring expenses and revenues to ensure that itemized budget allocations are within the planned limits. Breanne is a former auditor with a degree in accounting and is adept in cost control and keeping the project on time and on budget.

Research Director **Arvind Parkhe**, the Chair of Fox's Strategic Management Department, along with **Mike Kotabe** will be responsible for oversight of the various research projects funded by the Center. He will also assist the CIBE Directors in evaluating on-going requests for research by faculty and doctoral students. Program Evaluator **Julie Fesenmaier** will serve as the internal staff person for reviewing programs for quality and participant surveys. It will be her responsibility to detect and report significant deviations of actual outcomes from planned outcomes.

With regard to specific academic oversight of the activities under the mandates: Activities **1.1 to 1.5** will be overseen by Professor Nick Dahan. Activity **1.6** will be overseen by Professor T.L Hill, **1.7** by Professor Richard Flanagan, **1.8** by Professor Stuart Fine, **1.9** by Professor Betsy Barber, and **1.10** by Professor James Moustafellos. Activities **2.1 to 2.7** will be

overseen by Professor Nick Dahan with Aneta Pavlenko of the School of Education and Dr. Kathleen Uno, Chair of Asian Studies in the College of Liberal Arts, and our CIBE office.

All of the research activities under **3** will be managed by Professor Mudambi and Professor M.B. Sarkar in cooperation with Dr. Arvind Parkhe and Dr. Mike Kotabe. All activities under **4**, **5**, and **6** will be managed by the Assistant Directors in the CIBE office along with Eustace Kangaju of Temple's Small Business Development Center (SBDC).

Professional Support: Highly skilled and qualified staff in the FSBM and across Temple's campus will support the CIBE administration in oversight and policy (see **Appendix 13a** and **13b**). This team includes Associate Dean Diana Breslin-Knudsen; Senior Assistant Dean for Undergraduate Programs Deborah Campbell; Managing Director of Communications and Media Services Jodi Weisberg; College of Liberal Arts, Director of Undergraduate Advising Christopher Wolfgang; Education Abroad and Overseas Campus VP Denise Connerty; VP of Office of International Affairs Brook Walker; Director of International Services, Dr. Martyn Miller; Grants and Contracts Coordinator Sherri Gibbs; and Temple On-Line Learning Program Director Dr. Darin Kapanjie. Temple CIBE also has an extensive and well-established external network within the region to support programs and activities, leveraging collective expertise and resources to expand our reach and enhance effectiveness (see **Appendix 14 Regional Resources**).

Data-Driven Analysis and Reporting: The goals for each program have been established, and timelines for milestones to be achieved toward goal accomplishments have been set. The goals and objectives will be measured against established benchmarks. We will follow GPRA measures. In addition to hiring a dedicated graduate assistant, steps will be taken to identify additional people who will be responsible for collecting the information and the methods

by which the data will be collected. Gantt charts will be used as “feed forward” control systems to monitor progress toward program completion and to detect deviations from plans before or as they occur, so that corrective action may be taken to bring the activity back on track. Continuous improvement will be the motto of Temple CIBE, and the feedback from the continuous evaluation will be used to improve the quality of the programs. Efforts will be made to evaluate the benefits derived from each program, and whether the human and financial investment in the program was worth it. The timelines for program completion are presented in **Appendix 15: CIBE Timeline**. In addition to fulfilling the reporting requirements of the Department of Education, the results of the evaluations will be communicated to the CIBE Advisory Board, the Dean of The FSBM, and the CIBE staff.

V. QUALITY OF PROJECT PERSONNEL

Temple’s FSBM has been successfully managing a CIBE since 2002 and has accumulated 12 years of working with CIBE Program stakeholders. Temple’s CIBE veterans will continue to lead our CIBE if our current proposal is accepted.

a. “Describe the extent to which the qualifications, including relevant training and experience, of the project director or principal investigator meet the needs of the project.”

Project Director: **Ram Mudambi** is Professor and Perelman Senior Research Fellow at the FSBM, Temple University. He holds a master’s degree from the London School of Economics and a Ph.D. from Cornell University. He has authored/coauthored seven books in IB. Professor Mudambi has published in all major journals, including the *Strategic Management Journal*, *Journal of International Business Studies*, *Journal of Economic Geography*, *Research Policy*, and *Journal of Political Economy*. He has over 5,000 citations in Google Scholar. He is

an elected Fellow of the Academy of International Business and is an area editor for the *Journal of International Business Studies*. He is on the editorial board of seven international journals. Previously, he served on the faculties of Case Western Reserve University, the University of Reading (UK) and the University of North Carolina – Chapel Hill. He is a visiting professor at Henley Business School, University of Reading, an honorary professor at the Center of IB, University of Leeds (CIBUL), and a member of the advisory council of the University of Bradford Centre in IB (BCIB). He has served as a visiting professor at a number of universities including Bocconi (Italy), Uppsala (Sweden), Sydney (Australia) and Copenhagen Business School (Denmark). Professor Mudambi is the lead investigator on the Temple Knowledge Maps and Connectivity research project and believes that, to keep the United States globally competitive, we must find new ways to analyze and understand our own knowledge-based economy and the role of other nations in a global context. Professor Mudambi proved his ability to lead Temple CIBE when he took over its running after the retirement of Dr. Arvind Phatak in June 2013 and oversaw a recent site audit visit by the Office of DOE-IFLE.

Assisting Temple CIBE gratis whenever necessary are **Dr. Arvind Parkhe** (chair of the Department of Strategic Management) and **Dr. Mike Kotabe**. **Dr. Kotabe** is the Editor of the *Journal of International Management* and CIBE Research Advisor. He is also The Washburn Chair of IB and Marketing. He received his doctoral degree from Michigan State University. Professor Kotabe has published more than a dozen books and numerous articles that have appeared in such journals as the *Journal of International Business Studies*, *Journal of Marketing*, *Strategic Management*, and *Academy of Management Journal*. Dr. Kotabe is an elected fellow of the Academy of IB and was ranked one of the most prolific IB researchers in the world in the last

ten years in recent issues of the *Journal of International Business Studies* and the *Journal of International Marketing*, among others.

Dr. M.B. Sarkar is the Academic Director of Fox's Global Immersion Program in Emerging Markets. He received his Ph.D. from Michigan State University. His research on innovation, technology entrepreneurship, and emerging markets has been published in several top-tier journals including the *Academy of Management Journal*, *Strategic Management Journal*, *Management Science*, *Organization Science*, *Journal of Business Venturing*, and *Journal of International Business Studies*.

b) "Describe the extent to which the qualifications, including relevant training and experience, of key project personnel meet the needs of the project."

Director: **Rebecca Geffner** is the Director of International and Executive Programs, CIBE and the Institute of Global Management Studies (IGMS) at the FSBM. She manages international initiatives, partnerships and programs that meet the CIBE mandates as well as the global vision of the FSBM. She is responsible for the management of undergraduate and graduate study abroad and global immersion, the international Executive MBA programs in the United States, Colombia, France, Japan and Singapore, and domestic, corporate and community engagement and outreach related to CIBE. Rebecca holds a Bachelor of Arts degree in French and European Studies from Vanderbilt University and a Master of International Affairs degree from Columbia University.

Overseer: **Christine M. Kiely**, Assistant Dean of MBA, MS, and International Programs, manages Fox's MBA programs and 10 specialized master's programs. Christine's portfolio includes Fox's international programs and activities, comprised of four international Executive MBA programs, undergraduate exchange programs, graduate and undergraduate short-term study abroad, and CIBE. Christine previously worked at the Moore School of Business at the

University of South Carolina and in economic development as the head of a global, private, volunteer organization, MBA Enterprise Corps, operating under the auspices of USAID. The organization sent MBA alumni to emerging markets to consult with local companies, advisory centers and business support organizations to aid in the growth and development of the private sector. Christine received her MBA from University of Georgia's Terry School of Business.

Assistant Director: **Breanne McCord** is the Assistant Director of International and Executive programs, covering the Institute for Global Management Studies and the CIBE, at the FSBM. She earned her B.S. in Finance from Florida State University and is nearing completion of the M.S. in Innovation Management and Entrepreneurship from Temple. She manages all the accounting and financial and compliance aspects of Temple CIBE.

Coordinator of Programs Evaluation: **Julie Fesenmaier** is the Associate Director of the Cochran Research Center at the FSBM. She received her M.A. in Economic Geography from the University of Oklahoma. Her expertise is in survey and evaluation design. Julie has substantial skills in stakeholder-driven evaluation design and has directed many programmatic evaluations such as assessment of a variety of teaching and outreach organizations and telecommunications projects. In the past ten years, she has generated more than \$800,000 in research grants, has published 20 papers and technical reports, and has presented at more than 50 conferences and workshops. Prior to coming to Temple, Julie directed the survey and evaluation lab for the University of Illinois Extension. She is the creator of the Community Development (online) Toolbox featuring user-driven economic development tools to help community leaders conduct surveys, benchmark progress on economic development, assess local telecommunications infrastructure, evaluate community Internet sites, and create strategic development plans.

The activities of Temple's CIBE are dispersed among several people, all of whom are cross trained so that activities are not disrupted should one staff member fall ill or leave the organization. Temple CIBE has the additional support and expertise detailed in **Appendix 9 Core Faculty and International Experience; Appendix 12 Advisory Board; and Appendix 16 CIBE Biographies.**

c) "Describe the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability."

Situated in the inner city neighborhood of North Philadelphia, Temple University is committed to the economic development of its neighborhood and to a policy of equal opportunity for all in every aspect of its operations. The University's SBDC serves predominantly minority clients. The University does not discriminate on the basis of race, color, sex, age, religion, national origin, sexual orientation, marital status, disability, or veteran status. This policy extends to all educational, service, and employment programs. Of the 180 full-time faculty in the FSBM, 55 (30.5%) belong to minority groups, and 52 (28.9%) are women, of which 17 belong to a minority group. The minority population is well represented on staff as well, with 30.8% of the staff belonging to a minority group. Temple University's ranking by *The Princeton Review* as having the most diverse student population in the nation reflects the university's status as an ethnically and culturally diverse institution.

Section 427 GEPA: "Describe the quality and sufficiency of the project's strategy for ensuring equal access and treatment for eligible projects participants who are members of groups that have traditionally been underrepresented based on race, national origin, gender, age or disability."

The Office of Multicultural Affairs at Temple has these inclusive objectives: to support the admission and successful participation of disadvantaged students, students with disabilities,

and those who speak English as a second language; and to employ and advance in employment qualified women, minorities, individuals with disabilities, armed forces service medal veterans, disabled veterans, recently separated veterans, and other protected veterans. Temple University's equal opportunity/affirmative action program complies with all federal regulations, including The Civil Rights Act of 1964, Executive Order 11246, the Education Amendments of 1972, Section 503 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act.

The goal of Temple's CIBE is to serve all members of the Temple family, be they students, faculty, guests, partners, or employees fairly and equitably. Temple CIBE's short-term study abroad program – the first of its kind on campus – attracts significant numbers of students of color, a highly underserved population in traditional study abroad programming. Our partnerships with other educational institutions, especially with the Community College of Philadelphia (CCP) and Lincoln University (MSI), will benefit minority, low income, and non-traditional students. **Temple is the largest destination school for CCP students who want to complete a four-year degree.** Of CCP's 40,000 students, 50.9% are African-American, 14.6% are Hispanic, and 7.6% are Asian. Approximately half the students are over the age of 25.

Temple University's SBDC, located in North Philadelphia, provides significant access for small, minority-owned companies previously inactive in international businesses. We have included several programs aimed at assisting the minority population in the region. For instance, our outreach program in collaboration with the U.S. Export Assistance Center enjoys a strong following from SMEs in African-American and Hispanic communities. We also have programs aimed at internationalizing historically black colleges and universities, specifically the regionally located Lincoln University. Temple's CIBE hiring practices are in compliance with the policy of Temple University that adheres to a strict non-discrimination policy regarding the treatment of

individual faculty, staff, and students. Of the 38,626 students enrolled (fall 2013 Student Profile) at Temple, 28.3% belong to a minority population; of this, 12% are African-American, 9.8% Asian/Pacific Islander, 5% Hispanic, and 0.2% American Indian/Alaska Native. Based on responses from nearly 1,855 African-American professionals in higher education, *Black Enterprise Magazine* has ranked Temple University in the top-50 colleges and universities in the United States where African-American students are most likely to succeed.

VI. ADEQUACY OF RESOURCES

a) *“Describe the extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.”*

Temple CIBE benefits from the support of the Dean of the FSBM and the university administration as outlined in the attached budget and budget narrative. Each financial transaction outlined in the budget follows the principles of “what is allowable, allocable, and reasonable” as outlined by the OMB Circular A-21. The projected costs are reasonable and consistent throughout the application and will be incurred solely to support the work of Temple CIBE. We are requesting \$297,249 for the project in year one, \$295,926 in year two, \$294,838 in year three, \$298,211 in year four for a total of \$1,186,225 from USDE. The financial commitment of the University totals \$1,455,603. Throughout the lifespan of the program, we maintain a 45 to 55 percent match ratio exceeding the legislative match requirements. Each year, the requested budget decreases slightly as a percentage of total costs as the match increases. Our match in year four is slightly higher to reflect how we plan to assume more of the expenses related to the delivery of programs (see **Appendix 17 Budget and Narrative**).

Key CIBER Administrative Personnel: We have kept the administrative costs as low as possible; indeed, all administrative personnel are funded by the FSBM, which is important for

sustainability. The program will engage our current international program staff to be sure we integrate CIBE activities beyond the four years of this program. Total four-year costs related to administrative personnel are \$788,089 (30% of total project costs).

Curriculum and Project Personnel: In lieu of funding faculty salaries to deliver future CIBE programs, the project provides faculty with a one-time course development \$3,500 stipend and a \$3,000 stipend to deliver the course or workshop consistently. To create new and innovative undergraduate IB courses, the program will cover one course load (17%) for a Department of Strategic Management (IB) faculty member (fully matched by the FSBM).

The new graduate and undergraduate IB courses, the graduate and undergraduate capstones, and the cross-cultural virtual collaboration projects are integral to the IB curricula and will therefore be sustained by the FSBM long term. We will offer two certificates of specialization: one focusing on **Southeast Asia** and the other on **Latin America**. The interdisciplinary certificate program will include two core business courses, two area study electives, two language courses, and a cultural immersion experience. One of the key initiatives is to revise the undergraduate IB program to not only include the business management skill set, but importantly to include the softer, multi-cultural skills that are attractive to U.S. companies working abroad. For students in the language departments, the Temple CIBE will enhance their employment potential by providing basic business courses within a global context. Indeed, all curricula and workshops attached to Temple CIBE will address technical skills and the important attributes that enhance our students' global competence. The budget for curriculum development and student immersion programs is \$544,299 (21% of total budget).

Faculty Development: Our objective is to offer the cross-cultural experience and appreciation of the contextual diversity in the host country, thereby “globalizing the mindset” of

faculty. Furthermore, globally competent faculty will transfer that competence to the classroom and to their students. For this reason, we invest in faculty to travel abroad and participate in conferences and workshops. Our programs will fund faculty from Fox and from our partners in CCs and MSIs. To target faculty development, we offer the Summer Business Communications Institute for Language Faculty and the Language and Linguistics Seminar Series, which allow us to expand the business curricula outside of the business school. We serve in a leadership role at Temple with all international development activities that attract faculty to our programs. We support faculty engagement with the regional business community by sponsoring the highly acclaimed World Affairs Council, thereby allowing our faculty an opportunity to network with international economists and policy makers. The budget investing in the internationalizing of our faculty and that of our partners is \$253,200 (9.6% of total budget).

Outreach Activities: An essential strength of the CIBE program is our connection to the region's business community and our long-standing place in the network of the region's CCs. Throughout the various activities, our approach of forming strategic alliances with major public and private organizations is driven by our intent to share the cost burden with our alliance partners as well as to leverage their core domain knowledge, programs, and extensive network of program content contributors and clientele. These strategic partnerships are mutually beneficial, allowing us and our partners to reach desired goals. Furthermore, access to this valuable network allows future programs to reach new and important business audiences; for example, the seminar on Cyber Security; "Destination Philadelphia" which engages the tourism and hospitality industry; and the workshops on comparative international healthcare systems. We also plan to strengthen our alliances to the region's CCs and MSIs by sharing and developing programs that target the needs of their IB efforts. For example, we provide opportunities for CC students to

access our innovative programs (our Design Thinking Workshop); thereby increasing the course offerings of the CC and allowing us to attract their students once they have completed their two-year diploma. For many of these outreach efforts, we will develop and build reputation the first two years, which will enable us to implement a modest charge to cover expenses and ensure longevity beyond the period of CIBE funding. The budget is \$533,308 (20% of total budget).

Research Programs: The research proposed is congruent to the mission of the US Department of Education CIBE program. We believe it is important to train the next generation of IB faculty and to invest in leading-edge IB research. Therefore, Temple CIBE will support faculty and Ph.D. students in related teaching and research activities that will trickle down to the curricular and outreach activities. We support two signature research efforts – the *Innovation in Emerging Markets* and the *Knowledge Mapping Research* initiatives, where we provide research development stipends and support doctoral students. We also include research workshops (e.g. the IB Research Forum) where we connect doctoral students and faculty around cutting-edge IB research. The total four-year cost related to research is \$380,600 (14% of total project costs, of which 78% comes from matching funds).

Evaluation Activities: The evaluation of CIBE activities will be mostly in house, following a stakeholder-driven evaluation model and will be under the direction of the PI. The PI will supervise a graduate student who will collect, compile and organize the evaluation data, including Government Performance and Results Act (GPRA) metrics. The PI's effort and the doctoral student charged with evaluation will be matched by the FSBM. The reports will be reviewed annually by the outside evaluator contracted by Temple CIBE. The budget for evaluation activities is \$145,778 (4% of total).

b. “Describe the adequacy of support, including, but not limited to, facilities, equipment, supplies, and other resources from the applicant organization or lead applicant organization.”

Globalization Values and Processes at Temple University: Resources by themselves have no value unless and until they are used in conjunction with the appropriate values and processes. Temple University Provost Hai Lung Dai leads the globalization efforts for the university. His portfolio includes international programs because he understands the added value a true global perspective brings to higher education:

“With globalization, learning about other cultures and the way other nations solve problems is no longer optional. You cannot understand the world by watching a TV show or listening to a lecture. You need to live among people from other cultures to get a deeper understanding. Ideally, every Temple student would study abroad. But if we can't bring all our students to the world, we have to bring the world to our students.”

Hai-Lung Dai, Provost, Temple University

Temple CIBE will have the enthusiastic support of the administration of Temple University, from the President, the Provost, and the Dean of The FSBM. The FSBM’s strategic plan is built on the foundation of three pillars: (1) Global Entrepreneurship, (2) Information Technology, and (3) Globalization.

Resources: Resources have been deployed to make globalization of the curriculum and research the central piece of The FSBM’s global branding strategy. Alter Hall, the new 200,000 square foot home of The FSBM, equipped with the latest in information and communications technology, provides extraordinary venues for our classes, workshops, and events. At Fox, we believe in the power of connection and have invested in building smart classrooms, smart breakout rooms, and smart event space. One of our powerful tools is TUCapture, which allows instructors to record entire class lectures. Sensors track instructors’ movements as they walk around the classrooms, guaranteeing that the video cameras keep them in view. Students can then watch the lectures online at Blackboard or Course Compass, filling in missed notes or reviewing

their own performance in class presentations. Temple CIBE will use these technologies to facilitate our virtual teams, online courses and all synchronous and asynchronous communications. We add value to our online courses and virtual teams through our premier web conferencing tools combining rigorous curriculum with the convenience and flexibility of online learning. Access to these state-of-the-art teaching and learning technologies are covered in the F&A or indirect charges related to the program.

In summation, Temple CIBE's programs will be implemented with the goal of keeping costs to a minimum by leveraging existing resources without sacrificing the quality of the program outcomes. Measures of effectiveness (goal achievement) and efficiency (cost/benefit) will be administered for each program. Our programs will be supported by the resources of Temple University and of The FSBM, and most importantly, by the values and processes of Temple University's globalization agenda.

VII. EVALUATION

The evaluation process for Temple CIBE is integrated into the full range of goals, objectives, activities, procedures, and programs initiated by the CIBE program. The evaluation's systemic inquiry is progressive, enabling the project team to better select, oversee, and improve the performance and impact of the programs. The evaluation methodology will generate appropriate data to assess if the performance meets with the goals including the GPRA metrics (see **Appendices 21A through 21G** for Temple CIBE PMF for goals, performance measures and activities).

Our CIBE goals include: (i) lead Temple as a national resource for research in the areas of knowledge mapping and innovation to advance entrepreneurship and US competitiveness; (ii)

promote students' "global mindset" and proficiency in critical languages and cross-cultural competencies to function in a globalized environment; (iii) strengthen curriculum, pedagogy and international experiences of students across all UG business programs and make them career-ready; (iv) create opportunities for all MBA and doctoral students to develop skills and competencies to work with multinational and cross-cultural teams using technology; (v) provide support to area CCs and MSIs to internationalize curriculum, teaching and student participation in study abroad programs; (vi) provide research, training and mentoring support to local and regional businesses to enable them to compete globally; and (vii) strengthen collaboration with alumni, professional organizations and chambers of commerce to increase opportunities for experiential learning.

Given the above, the evaluation will investigate how Temple CIBE and its deliverables meet the stated goals and objectives of the project. We will deliberate on the evaluation plan to identify how each of the specific objectives will be achieved, and if the methodology will generate sufficient quantitative and qualitative data to determine project impact. The project management team will ensure that assessment and evaluation are carried out independently and objectively. Finally, the evaluation will focus on compliance to the CIBE mandates for program initiatives. For each activity or deliverable as suggested in PMF, the evaluation will also document to what degree the programs have addressed the critical mandates. At the core, the evaluation process will help Temple CIBE clarify direction, monitor progress, and enable more knowledgeable decision making with respect to the goals laid out for the program.

FIVE Attributes of the Temple CIBE Evaluation Framework

1. Promotes a Culture of Excellence and Evaluation through a Series of Feedback Loops Beginning with Goals: The project team welcomes guidance from all

stakeholders on developing an evaluation plan that links performance measures, activities and outcomes with reference to the goals stated above. Through a series of feedback loops, the evaluation team will assess whether each activity meets the goals and how the outcomes compare with the baseline established for each activity, or whether there is a strategic gap in results where the program has fallen short. With a diagnosis of the gap, the team can provide recommendations for action. By incorporating these feedback loops, the evaluation strategy becomes helpful and constructive and is not only present during the initial development of programmatic content, but also during all points in the lifecycle of the program (see **Appendix 18**).

2. Empowers users to evaluate activities: The evaluation model for the program will be a user-driven empowerment evaluation, offering the project team and stakeholders a framework for self-evaluation and reflection. The project leadership team will determine the baseline for comparing the results for each activity during a specific time period (annual, quarterly/semester, etc.) to best define successful outcomes or shortfalls; and in response, the evaluation will look for those programmatic and operational outcomes. This empowers the team to better analyze the performance of Temple CIBE and assures the likelihood that the results of the team's evaluation will be returned into the project, reinforcing the feedback loops and formative evaluation process outlined above.

Accordingly, the proposed evaluation framework is fundamentally democratic and creates transparency among project leadership team members in setting goals, defining activities, and establishing baselines to measure and compare performance. However, the evaluation will remain independent and autonomous. We expect the process will generate data that can be used to direct the program for improved productivity and performance. The process will assure that evaluation information will be used to improve performance at the project level and also provide

feedback to the funding agency to evaluate the performance and determine if the program adequately meets the requirements of the statutes.

3. A Blend of Performance Monitoring and Outcome Evaluation: The evaluation process will merge the principles of performance monitoring and evaluation. Whereas performance monitoring is largely focused on internal activity, evaluation is a systematic examination – a broader look at *any* aspect of a policy, program, content and outcomes. An important difference between the two is that performance monitoring is internally focused, usually quantitative, and does not address causality. Evaluation explores the program impact and addresses the “what” “how” and “why” of outcomes. Specific to Temple CIBE, the evaluation will examine the impact of program activities and the extent to which they will meet the goals of the legislative CIBE mandates.

4. A Focus on Making a Difference in Stakeholder Global Perspective and Global Competence: Temple CIBE has devoted substantial effort to working with stakeholders to determine what they believe are the most important outcomes from IB education programs. Overwhelmingly, the response was that a measure of global competence is an important indicator of outcome. Because there is little consensus in defining “global competence,” the evaluation team approached its stakeholders in developing a working definition. Stakeholders were guided through a process allowing them to articulate how they defined global competence. Stakeholders converged on similar explanations of what constitutes global competence. They focused on four competencies or characteristics: 1) communications skills (both language and non-verbal expression); 2) emotional intelligence (sensitivity to cultural diversity); 3) understanding the IB subject matter, including an awareness of the nuances of particular geographic areas; and 4) the diversity of experience that comes from a variety of international exposures. In addition to

generating data in accordance with the PMFs suggested by the U.S. Department of Education, Temple CIBE will use a standardized set of questions based on the indicators of global competence to include in each assessment of a program and activity.

5. Attention to both Long-term and Short-term Outcomes: The evaluation plan will focus on both long-term outcomes and short-term results. With the attention on global competence, the indicators currently in use will be evaluated over the long term with the expectation that as Temple CIBE programs evolve to better serve stakeholders, those programs will make a greater impact on global competence.

Each program/activity will have an immediate evaluation instrument associated with it, measuring the output in terms of attendance, participation, graduation, export engagement and quality of the program as compared to the baseline. Additionally, for targeted study abroad programs, there will be a long-term follow-up survey of participants to measure outcomes that may not be detectable in the short term. Whereas the immediate follow-up evaluation surveys will focus on program attributes and the extent of the audience that the study abroad reached, the long-term evaluation measures will explore how the CIBE investment has made a difference in the lives of the stakeholders touched by Temple CIBE programs (outlined in item 4 above). For example, in addition to documenting the number of people served by a particular program, survey questions will target the stakeholders' assessments of the quality of the programs and their learning outcomes. Furthermore, students and faculty who have participated in a study abroad experience will be surveyed prior to their trip (to measure a benchmark level of knowledge, their perspective on global business, language topics, and to assess expectations), as well as a post-trip survey to measure their assessment of the abroad experience and an instant change in their global perspective. The long-term follow-up for stakeholders who participated in

an abroad experience will similarly query global perspective and global competence and will include targeted questions related to how their experiences have supported their careers and outlook.

A Note on Long-Term Analysis of Evaluation Instruments (Lessons Learned): Over its 12-year life, the Temple CIBE program has hosted multiple study-abroad programs. The core evaluation questions – those pertaining to global competence – have remained consistent for each event, allowing us to aggregate the data in the long-term to build an all-encompassing database. Once the database is sufficiently large, we will be able to run data reduction techniques (i.e. factor analysis) to confirm underlying constructs that constitute global competence and then use these indicators to describe what may drive or affect global competence. In the last phase of the funding cycle, we experimented with survey questions and accompanying scales and now have sufficient questions and scales to measure global perspective leading to global competence. Sample evaluation surveys are in **Appendix 19: Pre- and Post-Study Abroad Surveys**.

Evaluation Process

i. Establishing a Baseline and Target to Measure Change: The evaluation process will include determining a baseline and targets for each activity. Temple CIBE leadership has access to the entire university system (all 17 Temple schools and colleges) and other partner institutions and organizations. We will keep a record of students, faculty, courses developed, approved and implemented, as well as student enrollments in business, critical languages, study abroad programs, work study, internship and employment of graduates. We will establish a baseline for faculty development and delivery of workshops, seminars and attendance; the baseline for local firms will include the level of engagement in international markets and the change in performance after the event(s); similarly, the CIBE evaluation team will collect relevant data

from CCs and MSIs on students, faculty and courses that are impacted by CIBE and establish points of contact at the beneficiary institutions to collect and provide data needed to measure the change. Likewise we will develop suitable instruments to collect information from other stakeholders who participate in Temple CIBE programs.

ii. Engaging Stakeholders: To determine the indicators of performance of Temple CIBE program inputs, quality and context, the CIBE stakeholders will be associated throughout the program evaluation. Using focus groups, key informant interviews and surveys, the team will maximize stakeholder involvement to assess programmatic changes. Once funding is announced, these measures will be defined, new evaluation instruments will be designed (or previously successful instruments will be modified) to fit the criteria defined by CIBE stakeholders, and the Performance Measure Form (PMF) will be used to meet the statutory requirements.

The performance monitoring and evaluation team will look at the Evaluation Value Chain (**Appendix 20**), the flow from the Inputs, to Outputs, to Outcomes, and finally to Impact. The evaluation team will monitor the CIBE investment and progress to achieving its objectives and the quality of the Outputs (i.e. their deliverables). More intense evaluation will measure Outcomes, describing the program's achievements. Ultimately, evaluation will look at the Impact, specifically the long-term sustainable changes that drive the level of global competence for the stakeholders engaged in Temple CIBE programs.

iii. Evaluation Tools: Primarily, the evaluation team will rely on four evaluation instruments. (a) A Database of quantitative documentation of participation in programs. The database will include the baseline of the number of participants who are already in the programs and the incremental change that occurred during the evaluation period. The quantitative data can be sorted by number of students (graduate and undergraduate levels when appropriate), faculty,

and business leaders touched by the CIBE activity. (b) Focus Groups. Focus groups are an organized discussion with a selected group of individuals to examine their values, feelings and opinions and are especially suited for assessment where it is important to gain insight into several or alternative perspectives about the same topic. This process relies on group dynamics and the spontaneous interaction within the group. The evaluation leader, Julie Fesenmaier, is a trained focus group facilitator. (c) Key Informant Interviews (i.e. in-depth interviews with people who are knowledgeable about a particular issue). This will be loosely structured to allow a free flow of ideas and information. Key informant interviews are informal and spontaneous, or can be more structured using written questionnaires. This technique is most useful when the purpose of the assessment is to identify recommendations or when data collected by other means needs to be explained in more detail. (d) Self-Administered Surveys designed to collect information from Temple CIBE participants. The surveys will query participant knowledge, attitude or behavior related to IB and global competence topics. Respondents complete the survey independently. Output is a summary of the questions asked and is more easily processed by statistical software. For students and faculty who participate in a Temple CIBE-sponsored study-abroad experience, they will receive surveys prior to leaving for their destination, immediately after their return, and two to four years post. Our participants will stay in touch through social networking software and will be aware that we will attempt to contact them in the future to explore the full nature of the impact of their experience abroad. If survey response rates are low, then the surveys may be followed up by key informant interviews.

Based on these evaluations, each year we will reassess the effectiveness of programs, determine if they continue to meet our goals, and make adjustments as necessary. New programs that are resource neutral may be introduced to address gaps or insufficiencies in content delivery.

Evaluation Rubric Based on CIBE Performance Measure Form (PMF): In addition to the PMF format, Temple CIBE will use a comprehensive evaluation rubric to define parameters, including goals, performance measures, and metrics and how the evaluation team will approach each activity outlined in this proposal (**Appendix 21**). The rubric lists the activities proposed by mandate; the evaluation focus (i.e. what knowledge the team will gain from the evaluation activity); the expected outcome of the program; the source of the data; information about the data collection process; the type of analysis accompanying the evaluation; and the timeline, aka the timing of the instrument implementation.

The Evaluation Team: The associate director of the FSBM's Cochran Center for Research, Julie Fesenmaier, will lead the evaluation effort's discussion and decision making with respect to the development of specific evaluation tools. Fesenmaier will coordinate the Temple CIBE project leadership team to facilitate and ensure evaluation and feedback integration with programs. This transparent, comprehensive process will ensure that object data will be collected on programs and goals and that valuable process and program improvement information will be incorporated back into programs regularly. Fesenmaier will work with a graduate student assistant to collect and maintain data; the student will be given the experience of blending theory with practice for evaluation with respect to IB education, research, and outreach. The FSBM's dean and Dr. S.R. Mudambi, PI, will provide the necessary infrastructure and will facilitate access to data and information that are essential to perform the evaluation.

External Evaluator: During the mid-term of the funding cycle, an independent external evaluator will be asked to provide a summative evaluation focusing on the quality of programs, the size of the audience reached, and the integrity of the internal evaluation effort. Ultimately, the evaluation will safeguard the quality and integrity of the program in fulfilling the mandates.

Other Attachment File(s)

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**Temple Center for International
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LIST OF APPENDICES USED IN PROPOSAL

- 0. Temple University Abbreviations Used
- 1. Temple University Fulfilling CIBE Mandates and Programmatic Requirements
- 2. Temple University Community Colleges that have Articulation Agreements
- 3. Community College Letters of Partnership with Temple University
- 4. Temple University Partner International Companies
- 5. Temple University International Partner Institutions
- 6. Languages and Certificates at Temple University
- 7. Temple University Knowledge Maps Presentation
- 8. Temple University Included in U.S. Department of Commerce Cluster Mapping Concept
- 9. Temple University Core Faculty and International Expertise
- 10. Letters of Support for Temple CIBE
- 11. Temple University CIBE Organization Chart
- 12. Temple University CIBE Advisory Board
- 13a. Temple University Internal Partners
- 13b. Temple University Fox School Councils
- 14. Temple University Regional Resources
- 15. Temple University CIBE Timeline
- 16. Temple University CIBE Biographies
- 17a. Temple University CIBE Budget and 17b. Budget Narrative
- 18. Temple University Evaluation – A System of Feedback Loops
- 19a. Temple University Pre-Study Abroad Survey and 19b. Post-Study Abroad Survey
- 20. Temple University Evaluation Value Chain
- 21. Temple CIBE PMF Goals 1 through 7

CIBE Assurance Form

INSTRUCTIONS: Applicants are required to provide the following assurance. This assurance form must be signed by the authorized representatives of the applicant. Upload this form as item #2 in the Other Narrative Attachment Form section of the e-application.

The applicant hereby assures and certifies that:

1. In addition to conducting the extensive planning activities required under the eligibility section of the statute, the Center Advisory Council shall meet not less than once a year after the establishment of the Center to assess and advise on the programs and activities conducted by the Center;
2. There shall be ongoing collaboration in the establishment and operation of the Center by faculty of the business, management, foreign language, international studies and other professional schools or departments, as appropriate;
3. The education and training programs of the Center will be open to students concentrating in each of these respective areas, as appropriate, and that diverse perspectives will be made available to students in these programs.
4. The applicant will use the assistance provided under this program to supplement and not to supplant activities already being conducted by the applicant.

Name and Title of Authorized Representative

Christine Belawett

Signature

Date

APPENDIX 1: Fulfilling CIBE Mandates and Programmatic Requirements

	Programmatic Requirements												
	Activity 1 - Interdisciplinary programs which incorporate foreign language and international studies training into business, finance, management, communications systems, and other professional curricula.												
	Activity 2 - Interdisciplinary programs which provide business, finance, management, communications systems, and other professional training for foreign language and international studies faculty and degree candidates.												
	Activity 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.												
	Activity 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.												
	Activity 5 - Research designed to strengthen and improve the international aspects of business and professional education and to promote integrated curricula.												
	Activity 6 - Research designed to promote the international competitiveness of American businesses and firms, including those not currently active in international trade.												
	Section 612 (A) - Will be national resources for the teaching of improved business techniques, strategies, and methodologies which emphasize the international context in which business is transacted.												
	Section 612 (B) - Will provide instruction in critical foreign languages and international fields needed to provide understanding of the cultures and customs of United States trading partners.												
	Section 612 (C) - Will provide research and training in the international aspects of trade commerce, and other fields of study.												
	Competitive Preference Priority 1 (CPP 1) - Collaboration with business or professional associations for jobs.												
	Competitive Preference Priority 2 (CPP 2) - Collaboration with CC or MSI.												
	Invitational Preference Priorities 1 (IP 1) - Collaborative partnerships with Africa and South/east Asia.												
	Invitational Preference Priorities 2 (IP 2) - Programs on language or performance testing to business professionals.												
Mandates	Act. 1	Act. 2	Act. 3	Act. 4	Act. 5	Act. 6	Sect. A	Sect. B	Sect. C	CPP 1	CPP 2	IP 1	IP 2
1. Be national resources for the teaching of improved business techniques, strategies, and methodologies that emphasize the international context in which business is transacted. International Business Programs													
1.1 Revise content and deliver IB Basic Course On-line to CCs and MSIs to facilitate easy transfer							X		X		X		
1.2 Revise UG IB Major and Implement New Concentrations to Facilitate Student Employability	X	X					X	X	X	X			
1.3 Launch a new "Experiential" IB Major Capstone Course for Ugs	X	X					X	X	X	X			
1.4 Offer UG Cross-Disciplinary Certificates in Language and Area Specialization	X	X					X	X	X			X	
1.5 Provide Business and Entrepreneurship Courses to Students in Language and Area Studies	X	X					X	X					
1.6 Expand Graduate Capstone Enterprise Management Consulting Project	X	X			X	X	X	X	X	X			
1.7 Develop Graduate Interdisciplinary Course in "Managing Cyber Security Risks to Maintain Competitiveness"	X	X		X	X	X	X						X
1.8 Develop UG and Graduate Level Courses on "Comparative International Healthcare Systems"	X	X					X		X	X			
1.9 Deliver two workshops on promoting "Destination Philadelphia/USA" for Tourism, Hospitality and Recreation for Students and Travel Agencies	X	X					X		X	X			
1.10 Launch Workshops on "Design Thinking in a Global Context"	X	X					X		X				
1.11 Collaborate with the University of Technology in Australia on Graduate Virtual International Team Projects		X		X	X		X			X			
1.12 Prove Opportunities for Temple Faculty and Faculty from Local Universities to Teach in our Programs Abroad		X			X								
	Act. 1	Act. 2	Act. 3	Act. 4	Act. 5	Act. 6	Sect. A	Sect. B	Sect. C	CPP 1	CPP 2	IP 1	IP 2
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.													
2.1 Improve Instruction and Student Enrollment in Critical Languages			X					X					X
2.2 Integrate Foreign Language and Cultures into UG IB Major and Certificate Programs	X	X					X	X	X			X	X
2.3 Support Language and Applied Linguistics Seminar Series in a Global Context	X	X		X									X
2.4 Host a State Department/FBI Panel on Critical Languages							X						X
2.5 Sponsor Summer Business Communications Institute for Language Faculty	X	X	X					X			X		X
2.6 Host the Annual CIBE Business Language Conference	X	X	X					X			X		X
2.7 Fund Faculty Development Fellowships for Business Language Faculty, Students and Teachers	X	X	X					X			X		X
2.8 Host an Annual Symposium to Build Trust in Cross-national Student Teams	X	X			X		X	X			X		X
2.9 Use Technology as a Resource for Learning Languages, Cultures and Customs	X	X			X		X	X			X		X
2.10 Offer Culture 'Apps' for International Business in Collaboration with UPS			X	X		X	X		X	X			X
	Act. 1	Act. 2	Act. 3	Act. 4	Act. 5	Act. 6	Sect. A	Sect. B	Sect. C	CPP 1	CPP 2	IP 1	IP 2
3. Provide research and training in the international aspects of trade, commerce, and other fields of study.													
3.1 Temple Knowledge Maps Project to Study Global Connectivity as the Basis for Learning and Enhancing Competitiveness				X			X		X				

3.2 Study on Advancing U.S. Competitiveness in the Context of New Emerging Innovation Models				X		X			X									
3.3 Fund a Doctoral Seminar on Knowledge Maps and Global Connectivity in Clusters		X		X		X			X									
3.4 Organize Annual IB Research Forum	X	X		X	X	X	X		X									
3.5 Aware Faculty Grants for Research and Knowledge Development		X			X				X	X								X
3.6 Plan Training Workshop for Pennsylvania Minority Business Enterprise Center (MBEC) to Identify Grant Opportunities				X													X	
3.7 Support SBDC International Consulting Projects	X	X		X	X												X	
	Act. 1	Act. 2	Act. 3	Act. 4	Act. 5	Act. 6	Sect. A	Sect. B	Sect. C	CPP 1	CPP 2	IP 1	IP 2					
4. Provide training to students enrolled in the institution, or combinations of institutions, in which a center is located.																		
4.1 Train Graduate Students in International Case Writing	X					X	X											
4.2 Fund Short-term Study Abroad	X	X	X						X								X	
4.3 Fund Semester Study Abroad and Build Additional Partnerships for Increased Options	X	X	X						X								X	
4.4 Sponsor Graduate "Overseas" Live-Consulting Business Projects	X	X	X					X	X		X							
4.5 Support Emerging Markets Immersion Program for all MBA Students	X	X	X				X	X	X		X						X	
4.6 Hold CIBE/CUIBE International Case Competition for UG Students	X			X	X													
4.7 Sponsor Student Led Global Lecture Series	X	X																
4.8 Hold New India Seminar Series	X	X	X	X	X	X			X									
	Act. 1	Act. 2	Act. 3	Act. 4	Act. 5	Act. 6	Sect. A	Sect. B	Sect. C	CPP 1	CPP 2	IP 1	IP 2					
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.																		
5.1 Hold Internship and Employment Fairs for IB-Competent Graduates to Meet Needs of Regional Business											X							
5.2 Provide Research and Consultation Services on Cyber Security to Local SMEs					X	X			X									
5.3 Offer Half-a-day Annual Seminar on Automated Export System (AES) and Compliance			X	X					X									
5.4 Offer Half-a-day Annual Workshop on Electronic Filing for Exports			X	X					X									
5.5 Present a Show and Symposium to Help Stop Counterfeits			X	X					X									
5.6 Offer Half-a-day Workshop on Managing Export Risks and Financing			X	X					X								X	
5.7 Partner with the World Affairs Council on Offering a Symposium Series	X	X	X	X														
5.8 Support Temple's Small Business Development Center's "Going Global Series"	X	X	X					X		X							X	X
5.9 Host a Symposium on Philadelphia Metro Business Cluster with Regional DECs							X											
	Act. 1	Act. 2	Act. 3	Act. 4	Act. 5	Act. 6	Sect. A	Sect. B	Sect. C	CPP 1	CPP 2	IP 1	IP 2					
6. Serve other faculty, students and institutions of higher education located within their region.																		
6.1 Internationalize Minority Serving Institutions (MSI)	X	X		X	X		X		X									
6.2 Internationalize Curriculum and Faculty at Community Colleges	X	X		X	X		X		X									
6.3 Host an IB Case Competition with Regional Colleges/Universities	X	X		X	X		X		X									
6.4 Hold Intra-Temple Global Conference	X	X	X		X													
6.5 Sponsor an International Educators Academy		X	X				X											
6.6 Bring Foreign Scholars into the Classroom via Technology		X					X	X										
6.7 Link MBA Students with World Trade Center Visiting Missions to Learn Customs and Cultures	X	X		X					X									
6.8 Host Half-a-day Workshop to Explore Career Options for Veterans in IB, Languages and Area Studies			X								X							

Bucks County Community College

Community College of Philadelphia

Delaware County Community College

Harrisburg Area Community College

Lehigh County Community College

Luzerne County Community College

Montgomery County Community College

Northampton Community College

Community
College
of Philadelphia

1700 Spring Garden Street
Philadelphia, PA 19130-3991
215.751.8000 www.ccp.edu

June 23, 2014

Timothy Duvall
Program Officer
International and Foreign Language Education (IFLE)
U.S. Department of Education
1990 K Street, NW, 6th Floor, Room 6069
Washington, D.C. 20006-8521

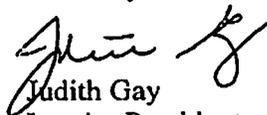
Dear Dr. Duvall:

On behalf of Community College of Philadelphia, I am pleased to provide my strong support of Temple University's CIBE application to the U.S. Department of Education.

Community College of Philadelphia has a longstanding relationship with Temple University, including partnership on Temple's previous CIBER grant from 2010-2014. The College also has a dual admissions agreement with Temple, which supports a seamless transfer, as well as over a dozen program-to-program articulation agreements within various majors, making Temple the number one destination for our transfer graduates. Given the urgent national need to reduce the debt burden of students, programs and activities that ease the transition of students from community colleges to four-year institutions are becoming increasingly important to both types of institutions. Successful transitions that enable students to seamlessly transfer from a two-year to a four-year institution often involve collaborative partnerships that are student-centered and take into consideration the goals and needs of both institutions.

The College will continue to work closely with Temple University on the CIBE program and other efforts to support our students and our region. It is with these past successes and future benefits in mind that I write to request that you give Temple University's proposal all due consideration.

Sincerely,


Judith Gay
Interim President

The Path to Possibilities™

PR/Award # P220A140038

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Montgomery County
Community College

June 27, 2014

Dr. Moshe Porat
Dean Fox School of Business
1801 Liacouras Walk,
Philadelphia, PA 19122-6083

Dear Dr. Porat:

I write today regarding the Center for International Business Education and Research (CIBER) application from Temple University Fox School of Business to the U.S Department of Education. The CIBER program at Temple University supports international business research predominately by junior faculty in the business school, and provides opportunities for undergraduates and graduates to participate in short-term study abroad programs. Montgomery County Community College is particularly interested in partnering with Temple to gain opportunities for our students to participate in short-term study abroad programs.

Given the urgent national imperative to reduce the debt burden of students, the need to ease the transition of students from community colleges to four-year institutions is becoming increasingly important to both. Successful transitions that enable students to seamlessly transfer from a two-year to a four-year institution often involve collaborative partnerships that are student-centered and take into consideration the goals and needs of both institutions. Through this partnership with Montgomery County Community College, Temple University will provide access to short-term study abroad experiences that better prepare our students to be engaged in international business. Students from the community college will also be invited to attend international events at Temple, participate in international case competitions, and take online international course that can be seamlessly transferred to Temple or other four-year institutions.

Montgomery County Community College has a long-standing relationship with Temple University and looks forward to expanding our current partnerships with innovative programs and activities that benefit both institutions. Many students from the community college have transferred to Temple over the years. It is with these past successes and the future regional talent building benefits in mind that I write to request that the Temple University Fox School of Business's application is given all due consideration.

Sincerely,

Dr. Victoria L. Bastecki-Perez
Vice President Academic Affairs and Provost

340 DeKalb Pike
Blue Bell, PA 19422
215-641-6300

101 College Drive
Pottstown, PA 19464
610-718-1800

Appendix 4: PARTNER INTERNATIONAL COMPANIES

**WHERE TEMPLE UNIVERSITY INTERNATIONAL BUSINESS MAJORS
HAVE SECURED INTERNSHIPS OR PERMANENT EMPLOYMENT**

3SI Security Systems	A & M Berk Tax Service	A2Z Interior Fashions
Accenture	ACE Group	ADT
Advisors Mortgage Group	All Risks, Ltd.	Alliance Concrete Pumps, Inc.
Allstate	Altman, Greenfield & Selvaggi LLP	American Office Systems
AmerisourceBergen Corp	AMResorts	Anthropologie
Apple	AQUIPT	ARAMARK Corporation
Archetype Digital Solutions	Ashfield Healthcare	Asset Management Specialists, Inc.
AstraZeneca Pharmaceuticals, Inc.	ATD-AMERICAN Co.	Best Buy
BJ's New World Seafood	BlackRock	BNY Mellon
Boat People SOS	Boy Scouts of America	Boynton, Hutchinson & Marshall
Brankos-Patisserie	Bree & Associates	Brickhouse Security
Broder Brothers Co.	Brookfield Global Relocation Services	Cambro Manufacturing
CD Diagnostics	Charter Choices	Chez Amina's
China University of Mining and Tech.	Christopher Co LTD	Ci&T
Cigna	Citi	City of London Investment Management
City of Philadelphia	City Year	Comcast Corporation
ConnectedSign, LLC	Copa Premier League	Criterion Labs
Dassault Aircraft Service	Day & Zimmerman	Defense Logistics Agency
Deloitte	Devereux	Dimensions Trading Group
eMoney Advisor	Enterprise Holdings	EpharmaSolutions

ERP Savvy, Inc.	Ethos Group	Eviti
Executive Health Resources	Ernst & Young	EyeIC
Federal Railroad Administration	First Investors Corporation	Fleming & Van Metre Advertising
Foley Modeling Agency	Franklin Templeton Investments	Friends of the Gladwyne Memorial Cemetery
General Mills	Genesis Healthcare	Geo-Live Inc.
Giampolo Law Group	GlaxoSmithKline	Glenmede
Global Auto Processing Services Pennsylvania LLC	Godex International	Goldman Sachs
Hyatt Hotel Corporation	Hyperion Bank	IBM
IKEA	Infinity Technologies	J&T Bank
JM Search	Johnson & Johnson Family of Companies	Johnson March Systems, Inc.
JPMorgan Chase & Co.	KB Financial Group	Kenexa Technology
Khavinson & Associates, P.C.	Kuwait United Facilities Management	Latin American Economic Development Association
Lenfest Media Group	LeoForce	Liberty Travel
Lincoln Financial Group	Luxottica Group	Malo Traders LLC
March of Dimes	Marsh	Merck & Co., Inc.
Merion Matters, Inc.	MetLife	Mitchell & Titus
Montana Saphirres Intl.	Nanchang University	Nathan Sports
NAVSUP Weapon Systems Support	New London Main Street	New York Life
NHS Human Services	Nippon Express	Northwestern Mutual
PA RealtyWorks	Pennrose Management Co.	Pepsi Americas Beverages
Philadelphia Business Journal	Philadelphia District Attorney's Office	Philadelphia Eyeglass Labs
Philadelphia Gas Works	Philadelphia Marketing Executives	Philadelphia Soul
Philadelphia Zoo	PNC Financial Services Group	Pond Lehocky Stern Giordano

Power Home Remodeling Group	Procurian	Prospect Airport Services, Inc.
Prudential Financial	PwC	Quinta Raddison Ltd.
Reckner	Revzilla	Ross Stores, Inc.
Samuel Shapiro & Company	SAP America, Inc.	Sarappos Pizza
Scandisk	SEI	Select Greater Philadelphia
Sikorsky Aircraft Corporation	SITES ITS	Steven Singer Jewelers
Store Ur Stuff	Subaru of America, Inc.	Success Rehabilitation Inc.
Summit County Ohio	Swedish-American Chamber of Commerce	Target Corporation
TD Bank	Temple University	Temple University Health System
The Charmer Sunbelt Group	The Cline Group	The Dow Chemical Company
The Jones Group, Inc.	The Philadelphia Youth Network	The Sherwin-Williams Company
The Temple News	The TJX Companies, Inc.	Theorem Clinical Research
Tierney Communications	Tiffany & Co.	Titan 360
Total Quality Logistics	ToysRUs, Inc.	Training for Success
Tree House Books	Trion	U Ventures
U.S. Commercial Service	U.S. Department of Commerce	U.S. Department of Defense
U.S. Department of Labor	U.S. Department of Navy	U.S. Department of State
U.S. Senate	University of Pennsylvania Health Systems	Universum
Upshot	Urban Outfitters	USSC Group, Inc.
UTi Worldwide	Vanguard	Vizion Group
WEBstaurantstore.com	Whole Foods Market	Williams Prestige
	Woodstream Corporation	

PUJC	Pontificia Universidad Javeriana, Cali, Columbia	EMBA
ENPC	École des Ponts Business School, Pons, France	EMBA
CEFAM	Centre d'Etudes Franco-American de Management, Lyon, France	BBA
Temple Rome	Rome, Italy	BBA
IEEC	International Executive Education Center, Singapore	EMBA
U of G	University of Ghana	
SSST	Seoul School of Science and Technology, Seoul, Korea	EMBA
BNAI	Beijing National Accounting Institute, Beijing, China	MAcc
UIBE	University of International Business and Economics, Beijing, China	EMBA
ABS	American Business School in Paris	BBA
ITAM	Instituto Tecnológico Autónomo de México	BBA
UCD	University College Dublin Quinn	BBA
Temple Japan	Tokyo, Japan	EMBA/BBA
Tel Aviv University	Tel Aviv, Israel	GMBA
University of Technology	Sydney, Australia	GMBA

Appendix 6 LANGUAGES AND CERTIFICATES AT TEMPLE UNIVERSITY

Foreign Languages	Critical Languages	Business Languages
Ancient Greek French German Italian Latin Portuguese Spanish	Arabic Chinese Hebrew Hindi Japanese Korean Russian Vietnamese	German for Business Italian for Business Spanish for Business I, II Spanish Business Translation and Interpretation Spanish for Health Care Professionals Spanish for Legal Professions Spanish for Medical Professions

Language Certificates
Asian Business and Society Certificate Spanish and Latin American Studies for Business Certificate Certificate in Spanish for Health & Human Services Professions Certificate of Specialization in Arabic Certificate of Specialization in Chinese Certificate of Specialization in Japanese Certificate of Specialization in Spanish



CLUSTER MAPPING

AND GLOBAL CONNECTIVITY:

THE TEMPLE UNIVERSITY KNOWLEDGE MAPS PROJECT

T.J. HANNIGAN, RAM MUDAMBI

NEW JERSEY DEC MEETING: JUNE 5, 2014



FIRMS AND LOCATIONS

- Firms and locations used to be tightly inter-connected
 - Pittsburgh – steel; Detroit – automobiles; Hollywood –movies; London – banking; Milan – fashion
- Entire value chain was anchored in geographic space
 - Trade between locations (countries) was largely in goods.
- Locations identified with their “driver” industries
 - Firms employed the full range of local labor
 - Free riding of low skill labor on high skill labor
- “What’s good for GM is good for America” (Charles Erwin Wilson, GM president, 1953)

THREE KEY POINTS

The world has changed from “trade in goods” to “trade in **activities**”.

- What is important to a location is **NOT** the local industry or the identity of local firms, but the nature of local activities

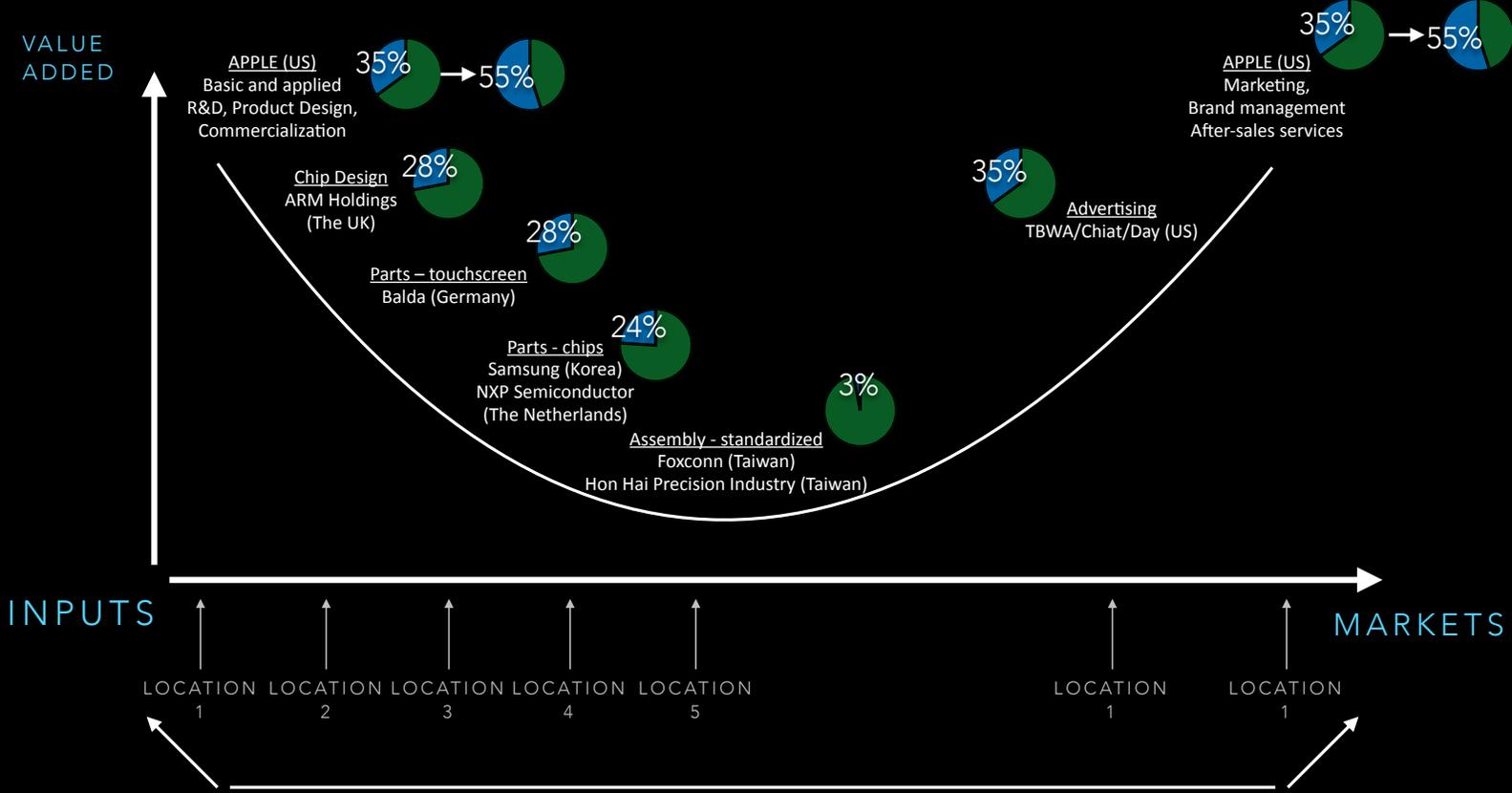
Local value creation is based on **high knowledge** activities stemming from BOTH

- Domestic firms
- MNE subsidiaries

Both require global **connectivity**

THE FIRM LEVEL

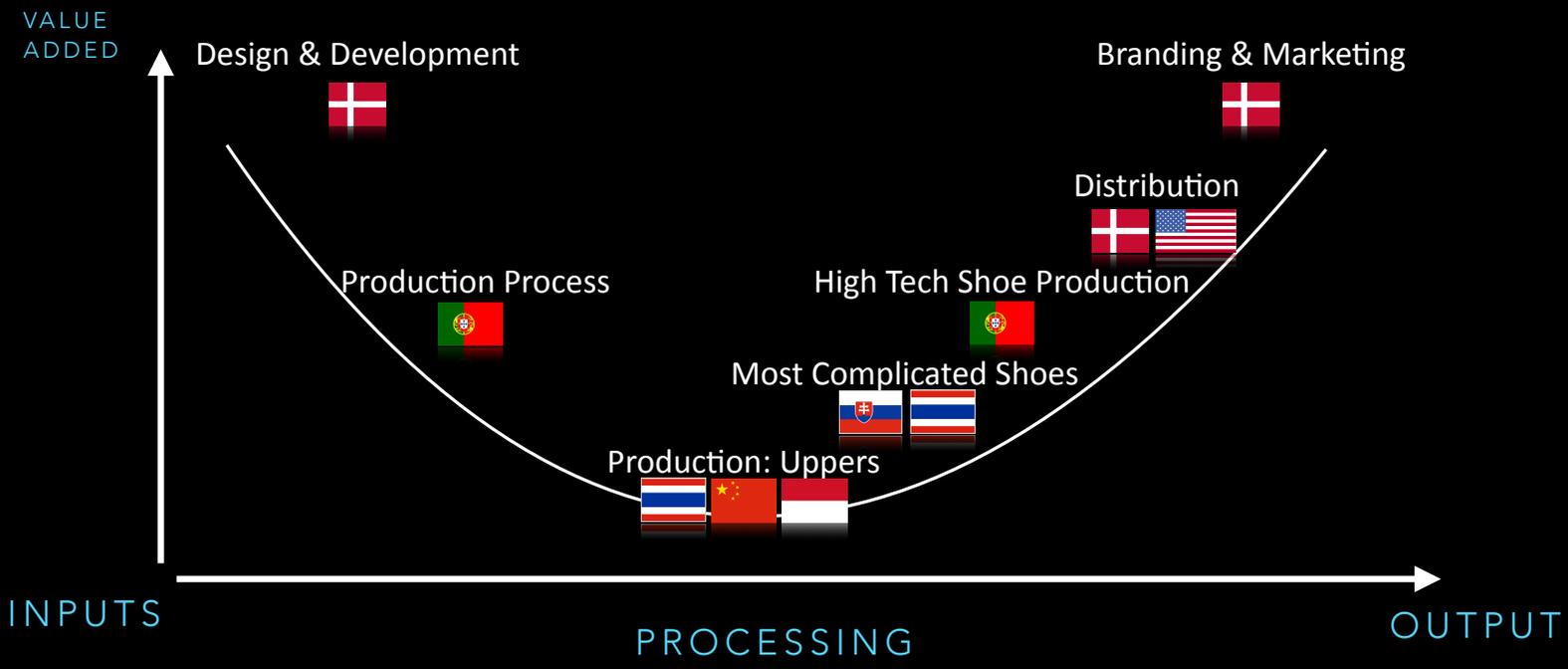
HIGH TECH: APPLE'S IPHONE*



VALUE CHAIN DISAGGREGATION

THE FIRM LEVEL

LOW TECH: ECCO SHOES*



CONNECTIVITY IN CONTEXT

- Our research is fundamentally about ideas and innovation.
- Where that innovation occurs, how, by whom, and in which context - are all key lines of inquiry at the intersection of International Business, Economic Geography, and Innovation.
- Connectivity represents the potential **recombination** of ideas from diverse locations. Recombination is a valuable ingredient of innovation.
- Clusters are repositories of knowledge. The **mechanisms** knowledge spillovers are what drives our research.

THE TEMPLE UNIVERSITY KNOWLEDGE MAPS PROJECT

Main data source: the US PTO database.

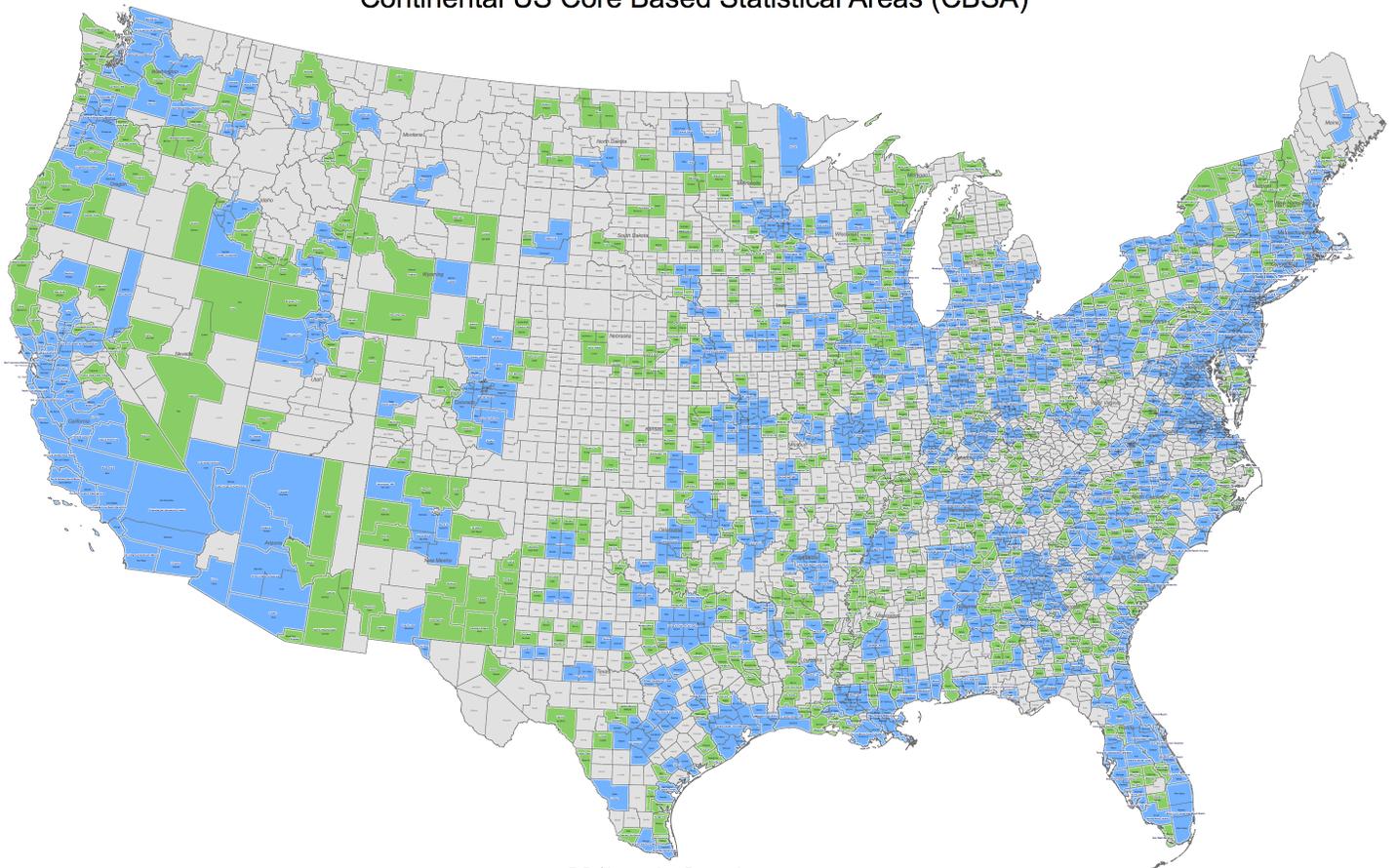
Analysis of over 7 million records.

Ancillary analysis based on Compustat, U.S. Census Bureau

Mapped to the 917 Core-based Statistical Areas (CBSAs) designated by the U.S. Office of Management and Budget (OMB).

CORE BASED STATISTICAL AREAS (CBSA)

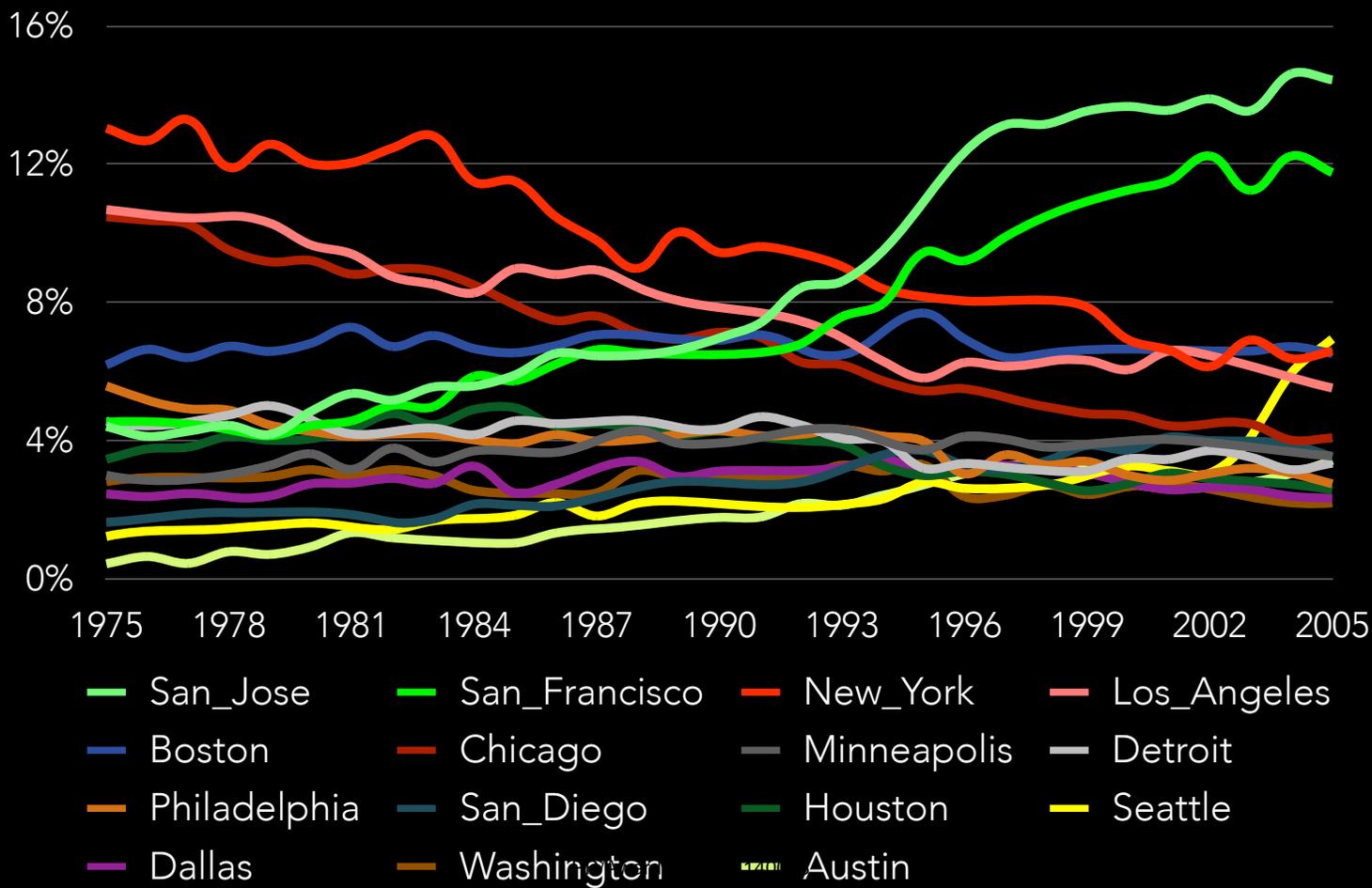
Continental US Core Based Statistical Areas (CBSA)



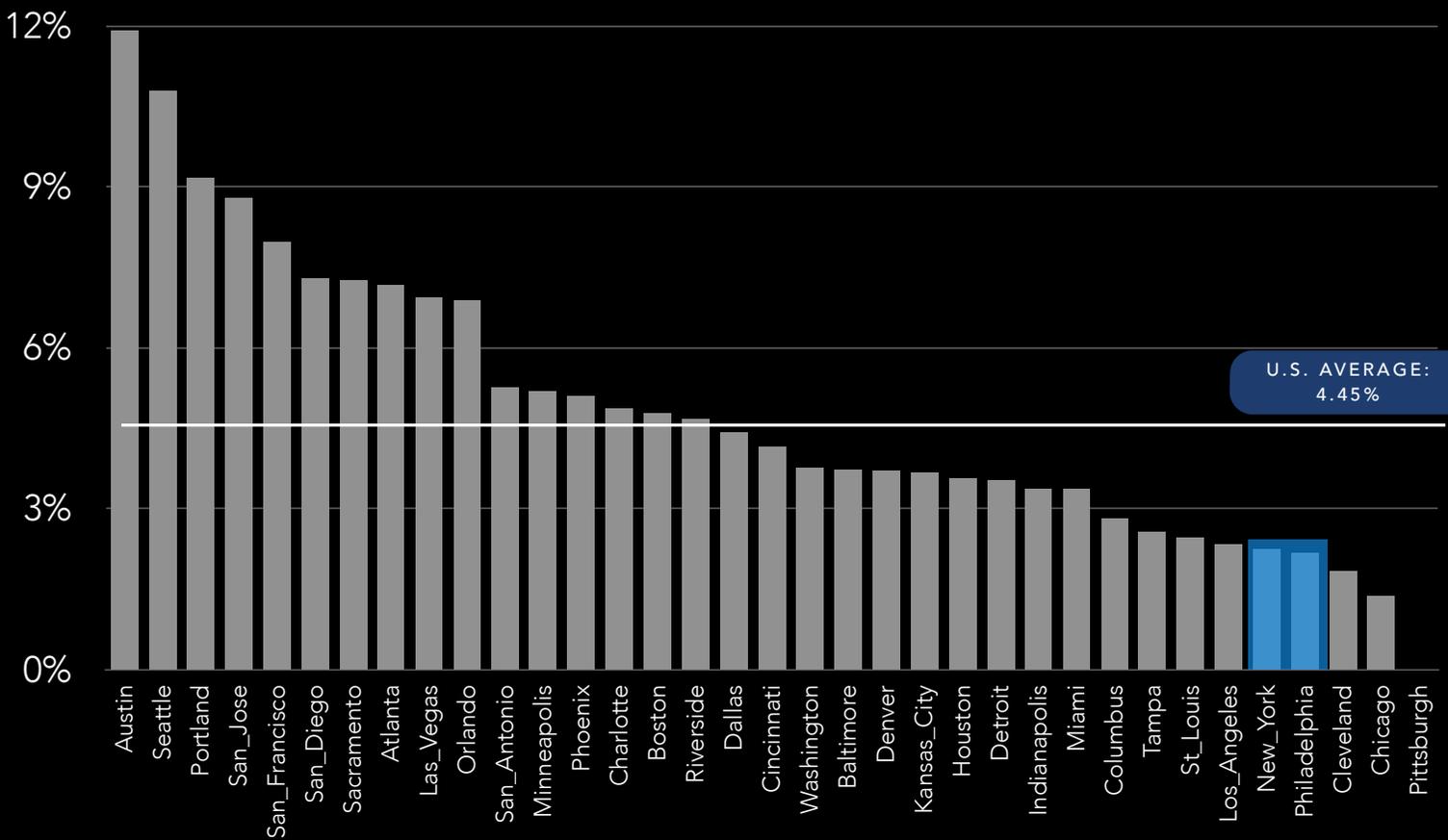
PR/Award # P220A140038

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TOP 15 CBSAS: % SHARE OF U.S. INVENTORS



TOP 35 CBSAS – GROWTH IN NUMBER OF INVENTORS (CAGR, 1975-2005)

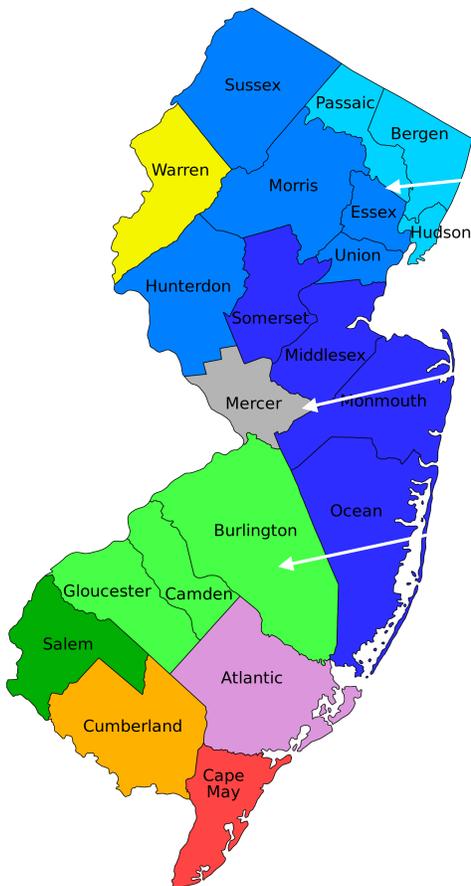


TOP 10, BOTTOM 10 CBSAS

GROWTH IN NUMBER OF INVENTORS (CAGR, 1975-2005)



THE TEMPLE KNOWLEDGE MAPS PROJECT



NEW YORK CBSA:
NJ COUNTIES: BERGEN, MIDDLESEX, ESSEX, HUDSON, MONMOUTH, OCEAN, PASSAIC, MORRIS, SUSSEX, HUNTERDON

TRENTON CBSA
NJ COUNTIES: MERCER

PHILADELPHIA CBSA
NJ COUNTIES: CAMDEN, BURLINGTON, GLOUCESTER, SALEM

OTHER NJ CBSAS
ALLENTOWN-BETHLEHEM-EASTON
ATLANTIC CITY-HAMMONTON
OCEAN CITY
VINELAND-BRIDGETON

SUMMARY FINDINGS

GROWTH, NUMBER PATENTS (CAGR, 1975-2005)

NEW YORK:
1.40%

PHILADELPHIA:
1.00%

TRENTON/PRINCETON:
0.99%

35 CBSA AVERAGE:
4.32%

GROWTH, NUMBER INVENTORS (CAGR, 1975-2005)

NEW YORK:
2.26%

PHILADELPHIA:
2.18%

TRENTON/PRINCETON:
2.57%

35 CBSA AVERAGE:
5.02%

% OF PATENTS WITH INTERNATIONAL CONNECTIONS (1975-2005)

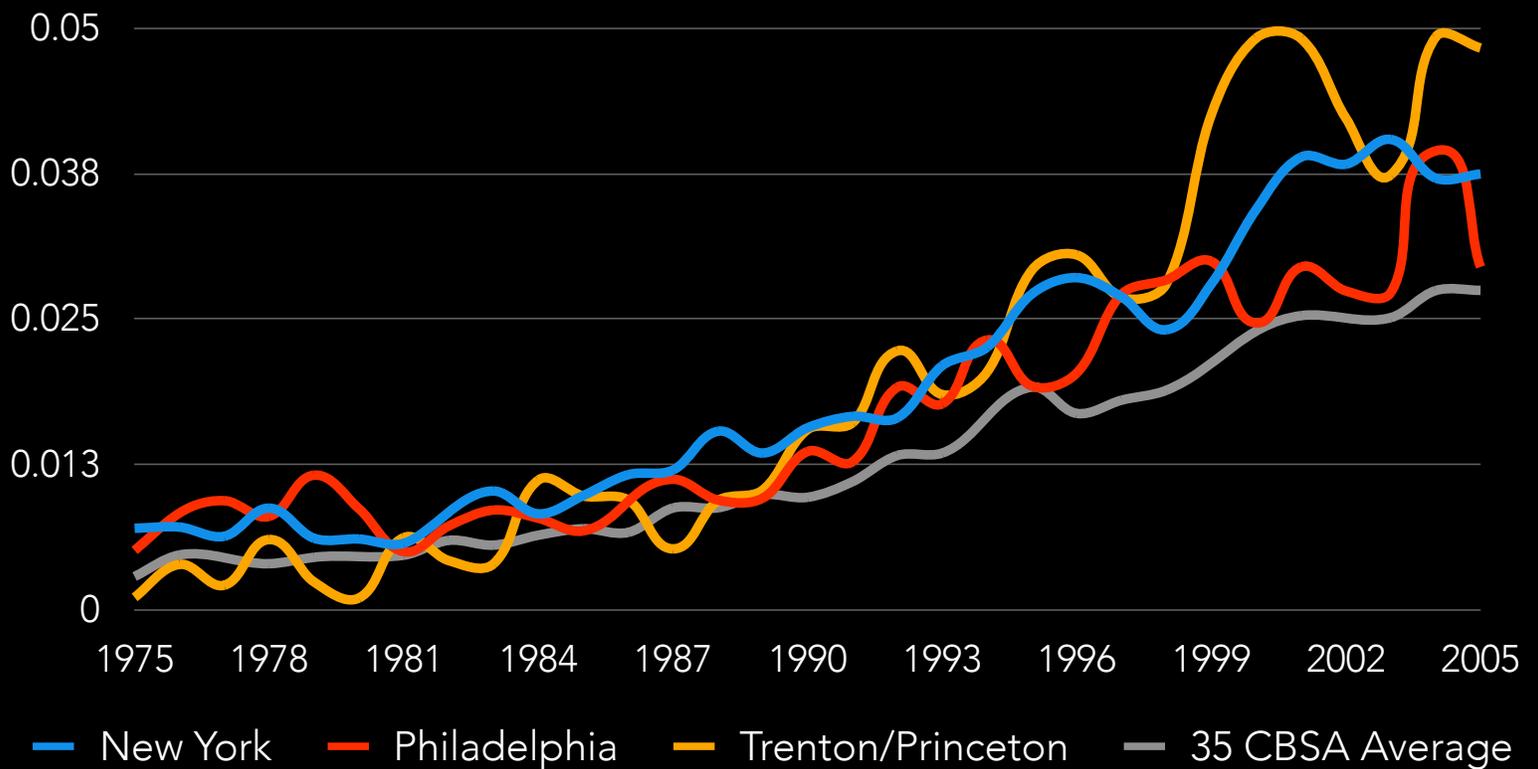
NEW YORK:
7.74%

PHILADELPHIA:
7.46%

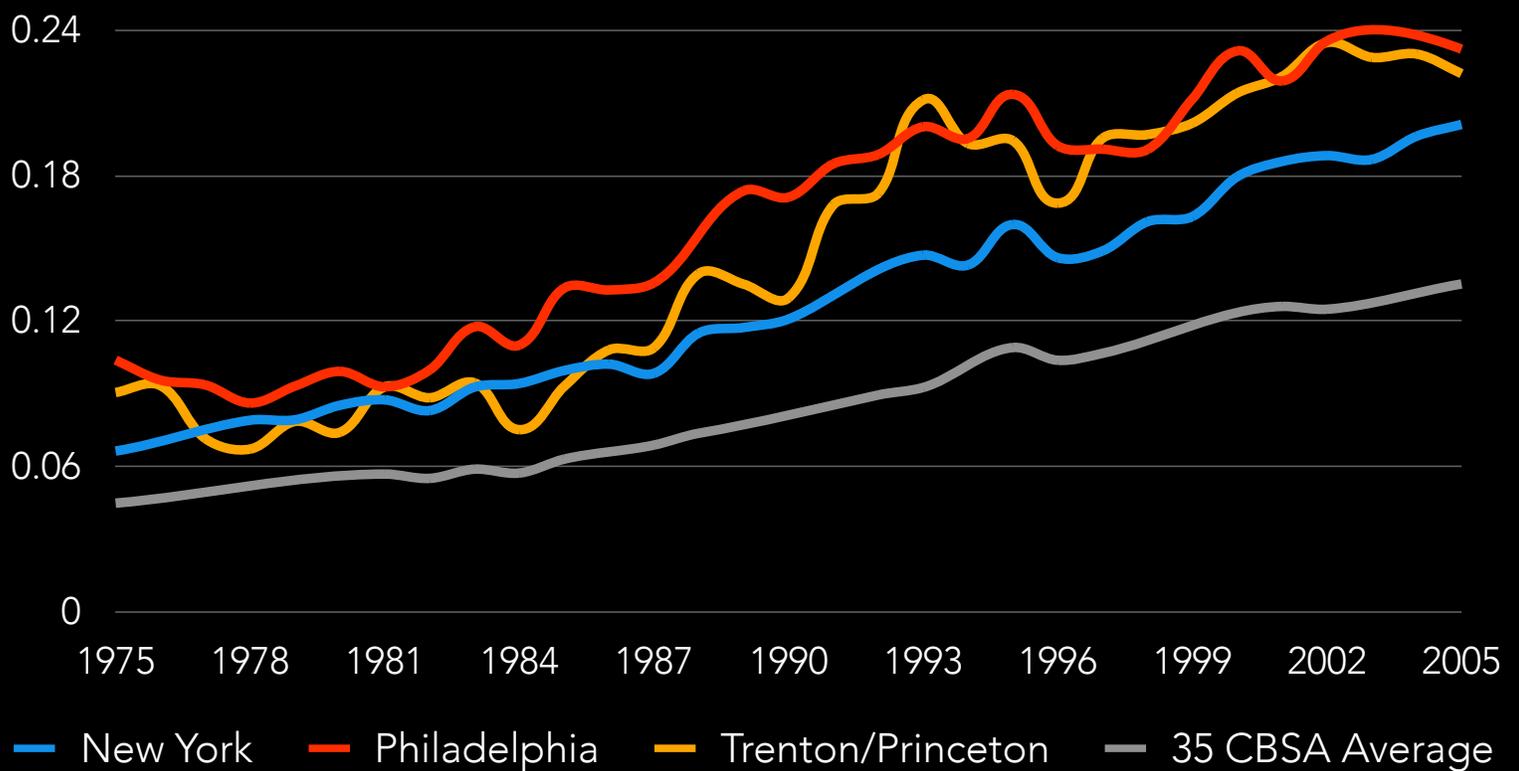
TRENTON/PRINCETON:
11.38%

35 CBSA AVERAGE:
6.93%

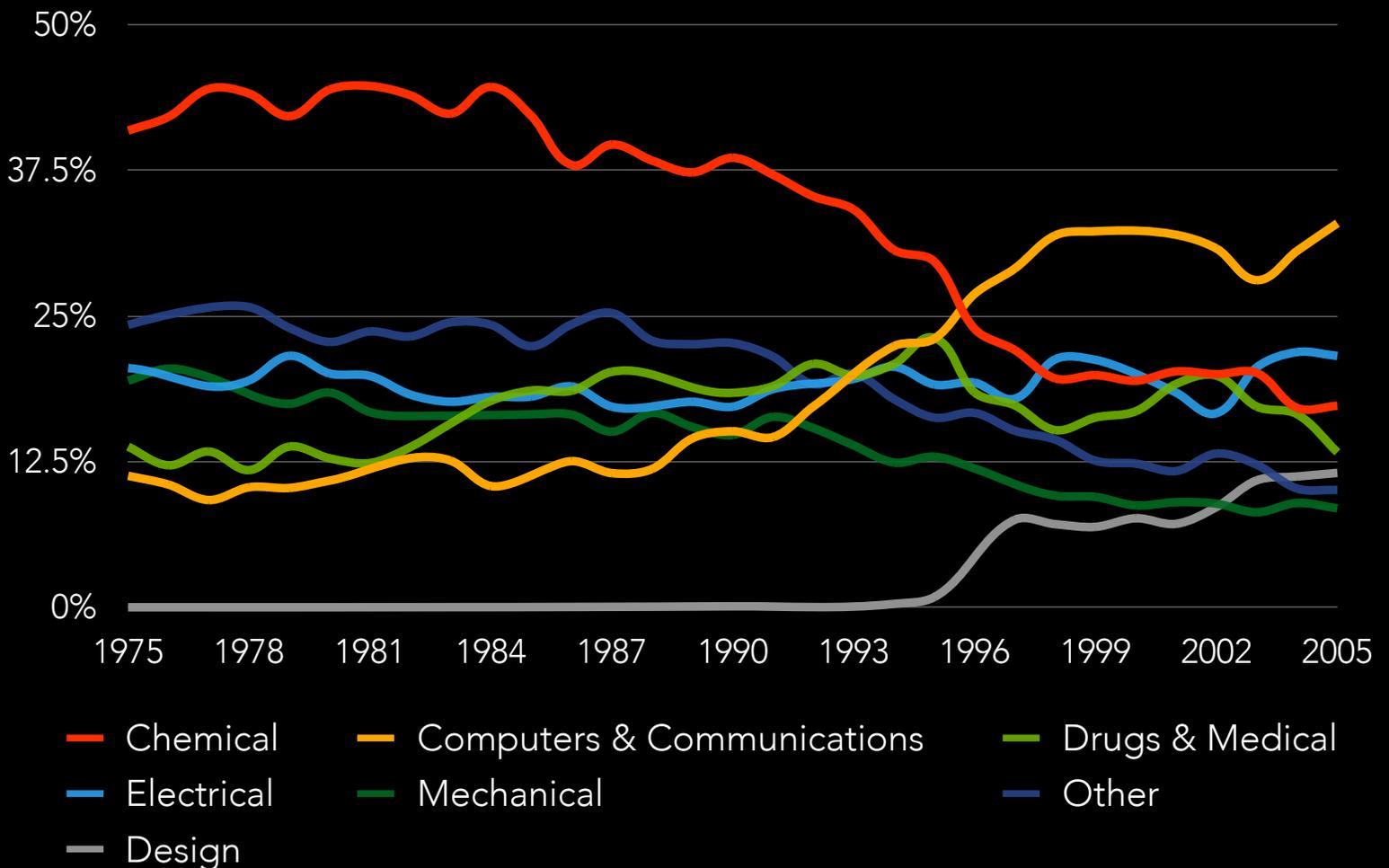
INTERNATIONAL COLLABORATION: COUNTRY DISPERSION INDEX BY CBSA, 1975-2005



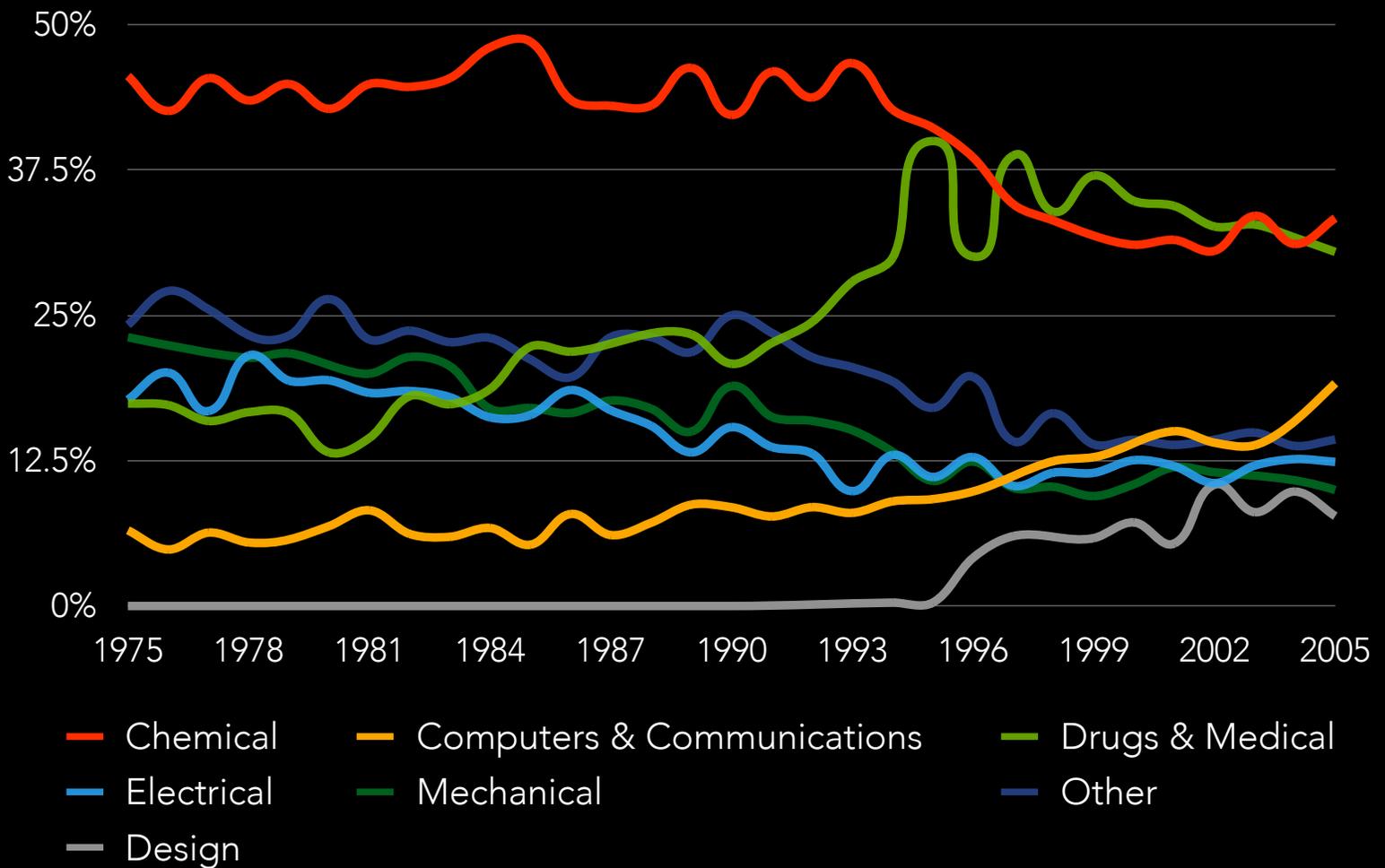
DOMESTIC COLLABORATION: U.S. STATE DISPERSION INDEX BY CBSA, 1975-2005



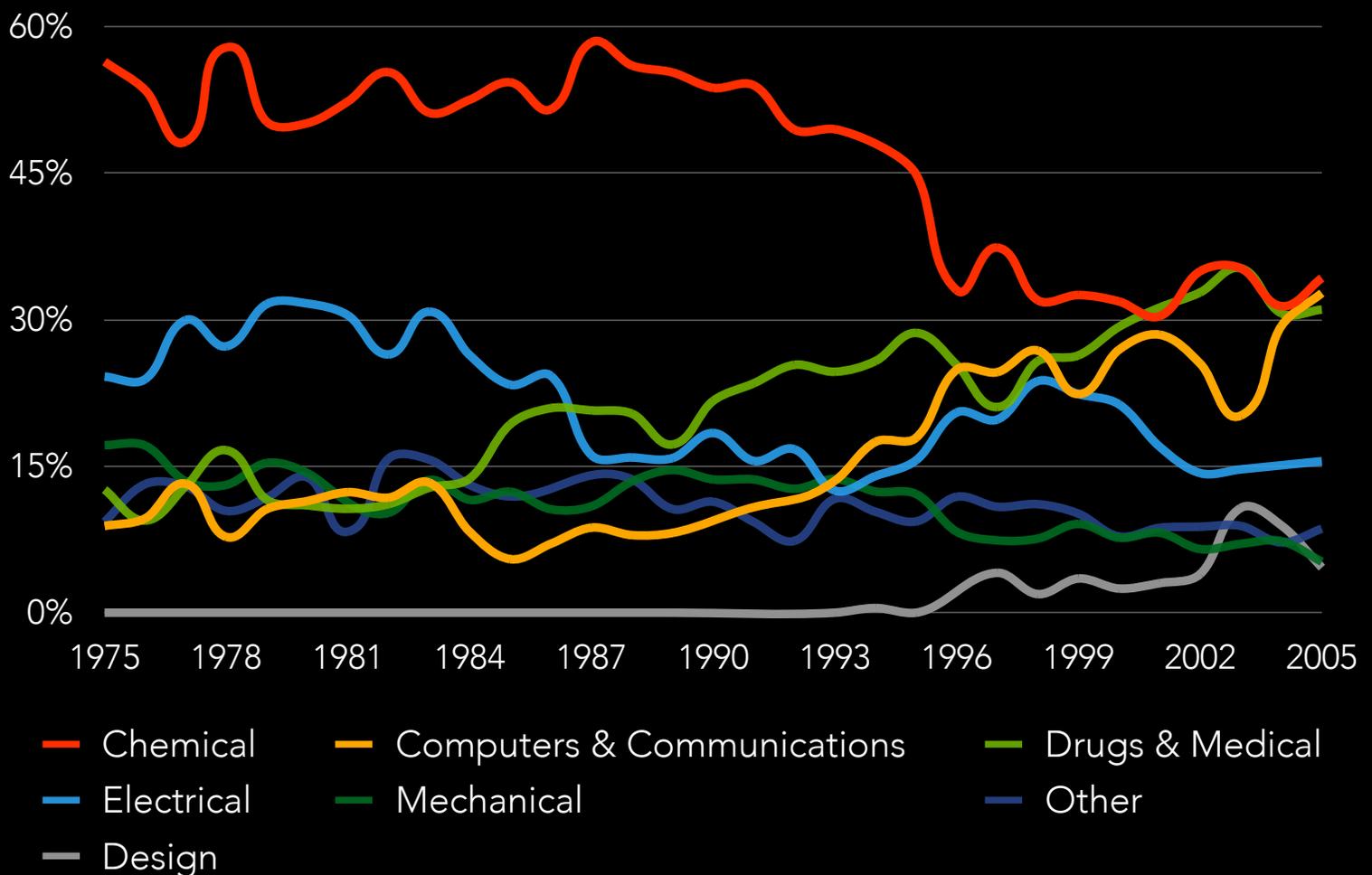
NEW YORK PATENTS, % BY CATEGORY



PHILADELPHIA PATENTS, % BY CATEGORY



TRENTON PATENTS, % BY CATEGORY



KEY TAKEAWAYS

- A dramatic shift is underway in the **volume** and **nature** of innovative activity in the United States.
- An **interdependent** world, not “us vs. them”
- Global **connectivity** is the key to retaining and enhancing local innovation systems.
- Mapping the innovative connections of inventor networks gives us a picture of the dependence and linkages of a location in terms of **other locations industries** and **individuals**.
- New Jersey Area CBSAs epitomize many of these trends: shifts in **sectoral innovation** flattening **inventor bases** increased **collaborative activity**.
- Knowledge is **resilient** & linkages crucial component of **cluster health**

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Newsletter

Periodic News June 11, 2014



The U.S. Cluster Mapping Project is a national initiative that provides open data about regional clusters and economies to support U.S. business, innovation and policy.

The project is led by Professor Michael Porter through Harvard Business School's Institute for Strategy and Competitiveness and sponsored by the U.S. Department of Commerce's Economic Development Administration.

PRESS RELEASE: U.S. Secretary of Commerce Penny Pritzker Announces Launch of New U.S. Cluster Mapping Website

"This tool reinforces the federal government's commitment to promote America's clusters and provide businesses and organizations with the data and strategies they need to capitalize on their region's assets," said U.S. Secretary of Commerce Penny Pritzker. [Read more](#)

Please note that this is the **Beta** version of a website that is still being refined and developed. If you would like to share how this tool has impacted your work, please contact us.

VISIT  www.clustermapping.us

In the News

VISIT  www.clustermapping.us



HARVARD | BUSINESS | SCHOOL
Institute for Strategy & Competitiveness

EDA
U.S. ECONOMIC DEVELOPMENT ADMINISTRATION



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U.S. Cluster Mapping Project | Harvard Business School | Boston | MA | 02163

<http://campaign.r20.constantcontact.com/render?ca=df0d9280-bcde-45fa-8a1d-198dce219...> 6/29/2014

FACULTY	INTERNATIONAL EXPERTISE
FOX SCHOOL OF BUSINESS	
WILLIAM AARONSON Risk, Insurance and Healthcare Management	Global healthcare management. Research interest health system efficiency and innovation; global flow of patients and healthcare labor.
JOAN ALLATTA Strategic Management	Research interests include knowledge networks, organizational capabilities and communication technologies.
DWIGHT CAREY Strategic Management	Sits on the boards of domestic and international organizations and is an active member of the Committee for Monetary Research and Education and the vonMises Institute at Auburn University
RAJ CHAGANTI Strategic Management	Founding Executive Director of the Institute of Global Management Studies at Temple University
Vice Dean RAJAN CHANDRAN International Marketing	International marketing strategy; product and distribution strategies
HUA CHEN Risk, Insurance and Healthcare Management	International risk management
JAY CHOI International Finance	International corporate finance, global capital markets, global risk management, emerging market business and finance
MARK COHEN International Business	Government, political economy and doing business in East Asia and South Asia
NICOLAS DAHAN Strategic Management	Non-market strategies, international corporate lobbying, corporate governance, corporate social responsibility
MERCEDES DELGADO Strategic Management	Relationship between industry clusters and the performance of firms, regions, and countries; the agglomeration patterns of innovative firms; and country competitiveness
ANGELIKA DIMOKA International Marketing	Modeling of information pathways in the brain, functional neuroimaging and applications to management decision making, and quantitative analysis of online decision making
TONY DiBENEDETTO International Marketing	New product development, international marketing strategy, product launch and launch timing
ERIC EISENSTEIN International Marketing	Managerial and consumer decision-making, decision support systems, decision aids, de-biasing methods, and learning and the development of expertise

KEVIN FANDL Legal Studies	International trade and law
SUSAN FEINBERG Strategic Management	Research explores how changes in countries' economic and policy environments impact the location and operating decisions of US multinational firms
JANE FRANKEL Strategic Management	Academic research is focused on entrepreneurship, small businesses and their viability.
ELIZABETH GORDON Accounting	International financial reporting standards
ROBERT HAMILTON Strategic Management	Academic research has focused on strategic management, industry competitive interaction and the control of multinational enterprises.
THEODORE L. HILL Strategic Management	Research interests include governance of knowledge intensive organizations and social ventures, organizational boundaries, the social and institutional concept of entrepreneurship
DONALD HOPKINS Strategic Management	Business policy, strategic management, international business, merger and acquisitions, organizational behavior, career management and industry analysis
JAMES HUTCHIN Strategic Management	Small and entrepreneurial businesses, large and global corporations, financial services.
HAROLD KLEIN Strategic Management	Strategic planning methodology, management cognition, scenario planning techniques and neurocognitive aspects of strategic thinking
MASAAKI "MIKE" KOTABE Global Strategy	Global Sourcing Strategy, Export Promotion, R&D, manufacturing, and marketing interfaces; Develop export promotion programs for state, federal, and international agencies
SEOK-WOO KWON Strategic Management	Entrepreneurship, technology management, organization theory
NANDINI LAHIRI Strategic Management	Business strategy, corporate strategy, global strategy, technology strategy and international business
ANDREW MAXWELL Strategic Management	Technology entrepreneurship, innovation management, clusters and university-industry interactions.

ROBERT McNAMEE Strategic Management	Knowledge exchange, creativity, innovation and organizational learning
JAMES C. MOUSTAFELLOS Management Information Systems	Design thinking, innovation and entrepreneurship, including digital entrepreneurship.
RAM MUDAMBI Global Entrepreneurship	Comparative institutional environment of entrepreneurship. International new ventures. Initial public offerings.
DAVID NASH Strategic Management	Business strategy, finance, supply chain manufacturing, logistics operations, IT, global business.
ARVIND PARKHE International Business and Management	Global Strategic Alliances; Int'l Joint Ventures; Qualitative Research Methods; Global Strategy
PAUL PAVLOU Management Information Systems	Online auction marketplaces, electronic commerce, and information systems strategy
Dean M. MOSHE PORAT International Risk Management	Captives and their use in risk management, self-insurance and other financial topics
MB SARKAR Global Strategy	Issues in the context of innovation, technology entrepreneurship, and emerging economies
ANTHONY SEETON Strategic Management	Global financial services, operations, product development and risk management.
GUNTRAM WERTHER Strategic Management	Emerging regional and global change dynamics, forecasting emerging trends, implications for strategy and the management of international operations of emerging conflict styles
SHERYL WINSTON-SMITH Strategic Management	Strategic management, entrepreneurial strategy, corporate venture in innovation and competitive strategy
YOUNGIN YOO Strategic Management	Digital innovation, design and experiential computing. Director of Center for Design + Innovation at Temple University.

FACULTY	INTERNATIONAL EXPERTISE
COLLEGE OF LIBERAL ARTS	
HIRAM ALDARANDO Chair, Multilingual Business and Government Program	Business Spanish; Spanish language, literature and culture; Spanish for healthcare professionals; interpreting and translation
KHALID BLANKINSHIP Chair, Religion Department	Muslim religious and political history; the influence of rhetoric on the interpretation of the Qur'an and its translation into English; Muslim law
SANJOY CHAKRAVORTY Chair, Geography and Urban Studies	Issues of development and distribution as they relate to spatial and social change
RICHARD DEEG Political Science	Politics of financial market regulation in the US and Europe, and the comparative study of national systems of capitalism
LOUIS MANGIONE Chair, Critical Languages	Linguistics, semantics, language training and Asian Studies
KATHLEEN UNO Chair, Asian Studies	Asian language, literature and culture; comparative social Asian studies
RON WEBB Chair, Latin American Studies Program	Spanish; Cultural Anthropology; Physical Anthropology; Archaeology; and Intellectual Heritage
COLLEGE OF EDUCATION	
ANETA PAVLENKO Assoc. Professor of TESOL, Director, ITA Program	Foreign/Second Language Education, Bilingualism, and Cross-Cultural Communication. Fluency in Russian, Ukrainian, Polish, French and Spanish.
SCHOOL OF COMMUNICATIONS AND THEATER	
PRICSILLA MURPHY Strategic and Organizational Communication	
SCHOOL OF TOURISM AND HOSPITALITY MANAGEMENT	
CERIDWYN KING Tourism and Hospitality Management	Destination and hospitality management
EDWARD MCWILLIAMS Tourism and Hospitality Management	Tourism management
COLLEGE OF ENGINEERING	
KEYA SADEGHIPOUR Dean	Biomechanical Engineering; Dental Materials;
GEORGE BARAN Associate Dean	Composites, novel filler surface treatments, ordered filler arrangements, predictive modeling of mechanical properties; Tissue engineering, Bioreactor design; Orthopedics, UHMWPE wear, spinal implants, finite element modeling of bone.

FACULTY	INTERNATIONAL EXPERTISE
PARTNER INSTITUTIONS	
MARIAN McGORRY Assistant Dean, Business & Technology, Community College of Philadelphia	Students retention, persistence, and first-year experiences particularly at the community college level
MOHAMED LATIB Dean, Gwynedd-Mercy College	Consulted with WHO, World Bank and several International Corporations. Built collaborative international programs with several European countries and Mexico. Speaks several languages.
ALDO PATANIA International Business Internships/Professor, Temple University Rome	Transitional economies; single European market; international economics; IB internships
OSWALD RICHARDS Chair, Business and IT, Lincoln University	Management, finance, information technology, international business education, and Latin American/Caribbean history
UDAY SALUNKHE Dean, Welingkar Institute of Management and Technology	Turnaround strategies; productivity techniques
AMIT SINGH Dean, Business & Computer Science, Montgomery County Community College	World economy, financial markets, and entrepreneurship
HILARY L. LINK Dean, Temple University Rome	20 years of experience as a Dean; international artist; sculpture, design, and drawing

CHAKA FATTAH
2ND DISTRICT, PENNSYLVANIA

WASHINGTON OFFICE:
2301 RAYBURN HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
(202) 225-4001

DISTRICT OFFICE:
2401 N. 54TH STREET
PHILADELPHIA, PA 19131
(215) 871-4455



Congress of the United States
House of Representatives

COMMITTEE:

COMMITTEE ON APPROPRIATIONS

COMMERCE, JUSTICE, SCIENCE, AND
RELATED AGENCIES SUBCOMMITTEE
RANKING MEMBER

ENERGY AND WATER DEVELOPMENT
SUBCOMMITTEE

MILITARY CONSTRUCTION, VETERANS'
AFFAIRS, AND RELATED AGENCIES
SUBCOMMITTEE

June 10, 2014

Timothy Duvall
Program Officer
International and Foreign Language Education (IFLE)
U.S. Department of Education
1990 K Street, NW, 6th Floor, Room 6069
Washington, D.C. 20006-8521

Dear Dr. Duvall:

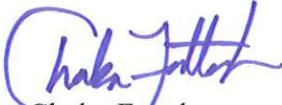
I write in strong support of the Temple University Fox School of Business and Management's application for an FY14 Centers for International Business Education (CIBE) grant. Our global competitiveness as a country depends on the vibrancy of a business sector always at the forefront of trade and commerce, the skills and knowledge-base of its workforce, and the institutions of higher education that equip them. Since its founding, the Temple University Fox School of Business and Management has effectively equipped its students for participation in American business and contributed to its vibrancy. Through the Temple Center for International Business Education and Research (CIBER), the school has assisted in maintaining our leadership position in the international marketplace.

Since 2002, the center has served as a national resource for international business research and training. One of only 33 CIBE funded centers in the country, the center collaborates with other universities and offers faculty development programs and training. The center has also worked with minority-serving institutions (MSIs) in developing an international business curriculum so that underrepresented populations in business may fully participate on a global scale. The Center for International Business Education and Research also provides short-term study abroad programming in several countries helping students to better understand existing and emerging markets. In addition, CIBER is exploring the possibility of expanding its study abroad programming to Vietnam, Brazil, and the Middle East and North Africa (MENA).

Temple's Center for International Business Education and Research benefits not only our nation, but the Southeastern Pennsylvania region as well. Seeking to better prepare students for study in international business, CIBER works with local high school students and teachers in understanding the international context in which we live and the importance of international business to the country's global competitiveness. In this way, the Center for International Business Education and Research is not only a national resource, but a local one as well. For this

reason, I respectfully ask for the favorable consideration of the Temple University Fox School of Business and Management's application for an FY14 CIBE grant.

Very truly yours,

A handwritten signature in blue ink, appearing to read "Chaka Fattah". The signature is stylized and written in a cursive script.

Chaka Fattah
Member of Congress

ROBERT A. BRADY
1ST DISTRICT, PENNSYLVANIA

COMMITTEES:
HOUSE ADMINISTRATION
RANKING MEMBER
ARMED SERVICES
SUBCOMMITTEE ON MILITARY PERSONNEL

Congress of the United States
House of Representatives
Washington, DC 20515-3801

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FAX: (215) 389-4636

1350 EDMONT AVE.
SUITE 2575
CHESTER, PA 19013
(610) 874-7094
FAX: (484) 816-0029

2630 MEMPHIS STREET
PHILADELPHIA, PA 19125
(215) 426-4616
FAX: (215) 426-7741

2637 EAST CLEARFIELD STREET
PHILADELPHIA, PA 19134
(267) 519-2252
FAX: (267) 519-2262

www.brady.house.gov

June 11, 2014

Timothy Duvall
Program Officer
International and Foreign Language Education (IFLE)
U.S. Department of Education
1990 K Street, NW, 6th Floor, Room 6069
Washington, D.C. 20006-8521

Dear Dr. Duvall:

I write today in support of the application by Temple University Fox School of Business and Management for the U.S Department of Education (DOE) Centers for International Business Education grant competition.

I understand that since 2002, Temple University has received funding from the DOE that has allowed them to establish and administer the Temple Center for International Business Education (CIBE). The goal of Temple University's application is to secure funding which will allow for the continued success of this center.

I am a strong advocate of the Temple CIBE program, and have continued to follow its tremendous successes and educational benefits. Ever since the Center's inception, the CIBE program has proven to be beneficial to not only Temple students, but the Southeastern Pennsylvania region as a whole. I also understand that through the CIBE program, hundreds of Temple University students have been afforded the opportunity to study abroad in places such as Mexico City, Rome, and Tokyo, with others visiting locations such as Ghana and India. I am told that the educational benefits of the center are not only apparent at the College level, but have extended to more than a thousand high school students and teachers.

It is with these successes and regional talent-building benefits in mind that I write to request that you give the Temple University Fox School of Business and Management application all due consideration.

Sincerely,



Robert A. Brady
Member of Congress



CITY OF PHILADELPHIA

OFFICE OF THE MAYOR
215 City Hall
Philadelphia, PA 19107
(215) 686-2181
FAX (215) 686-2180

MICHAEL A. NUTTER
Mayor

June 30, 2014

Dr. Timothy Duvall
Senior Program Officer
International and Foreign Language Education (IFLE)
U.S. Department of Education
1990 K Street, NW, 6th Floor, Room 6069
Washington, D.C. 20006-8521

Dear Dr. Duvall:

I am writing to provide my strong support and endorsement for the grant application submitted by Temple University Center for International Business Education and Research (CIBE) for funding under Title VI. Temple University CIBE has made its mark in the city and tri-state area as a valuable source of intellectual capital for international jobs and exports.

They have had measurable successes through their study abroad programs that have vastly expanded the local knowledge base of talent in the international business area. Since the establishment of the CIBE program, over 400 Fox School students have studied abroad in Mexico City, Rome, Tokyo, and Paris, to name a few locations. More than 70 students have visited India in its two-week study abroad program, and more than 30 students will do go to Ghana in 2015. Further, their K-12 programming has reached more than 1,000 area high school students and teachers.

They have also expanded their international business research into areas focusing on the knowledge based industries and global competitors of the United States and U.S. companies.

It is important to mention that Temple CIBE has reached out and organized talks, conferences and symposiums to improve practices and implement new global strategies. Presently they are involved in enhancing the competitive strengths of business and industry in the Greater Philadelphia region through their outreach programs with important Philadelphia organizations such as: The World Trade Center of Greater Philadelphia, The World Affairs Council, Lincoln University, Community College of Philadelphia, and the Global Interdependence Center.

In addition to bringing cross-sector expertise and resources, they have also partnered with the City of Philadelphia over the years and presently have a representative from the City Department of Commerce that serves on their board.

Temple University CIBE needs your help in allowing them to continue the good work that they are doing for the future, and I therefore; encourage you to endorse their grant application for refunding to sustain their program. I fully support the Temple University CIBE program, and believe they are a valuable contributor to the city and region.

Thank you your consideration.

Sincerely,



Michael A. Nutter
Mayor

June 11, 2014

Dr. Timothy Duvall
Program Officer
International and Foreign Language Education (IFLE)
U.S. Department of Education
1990 K Street, NW, 6th Floor, Room 6069
Washington, D.C. 20006-8521

Dear Dr. Duvall,

On behalf of Temple University, I would like to express my support and endorsement of the Temple Center for International Business Education and Research (CIBE) program. In line with Temple's new academic strategic priorities, Temple CIBE helps to increase the global competency of students, expands international education and study abroad opportunities, and enhances faculty development opportunities leading to global engagement and international exposure.

Since the establishment of the Temple CIBE program in 2002, study abroad by Fox School of Business students has increased by over 80 percent and expanded to more than a dozen countries including India, Brazil and China. Temple CIBE's short-term intensive study abroad program during winter break is the first of its kind at the university and attracts students that are highly under-represented in study abroad, especially students of color, men and those majoring in accounting and engineering.

Temple CIBE's multi-disciplinary certificates of specialization are delivered in collaboration with Temple University's College of Liberal Arts and feature coursework in international business, area studies and critical languages. The Global Business Project offers graduate students an opportunity to participate in an international consulting project with students from 12 different schools and requires the use of Portuguese, Mandarin, Polish, Russian and Japanese language skills as student teams produce strategic advice for client companies. These skills are critical in developing the necessary expertise for our graduates to compete in the global market.

Dr. Timothy Duvall
June 11, 2014
Page -2-

The Annual International Business Research Forum sponsored by Temple CIBE attracts top notch researchers to present on an emerging topic in our international business competitiveness and results in a special issue publication in Temple's *Journal of International Management*. Professor Ram Mudambi's work on knowledge clusters in the U.S. and its implications for enhancing the competitive position of the U.S. is very innovative. It has the potential to truly be a national resource. Ongoing research fellowships for faculty and Ph.D. students fund lines of inquiry that will enhance the competitiveness of U.S. businesses in global markets.

Temple CIBE supports community engagement through its many programs with outreach partners including the Pennsylvania Small Business Development Center, the Global Interdependence Center, the World Trade Centers in Philadelphia and Delaware, and the World Affairs Council. Temple CIBE also supports engagement with community colleges, and predominantly minority universities in the region. The center's K-12 programming has reached more than 1,000 area high school students and teachers in our region.

Temple CIBE has made its mark in the tri-state area as a valuable source of intellectual capital for the economic development of the region. I enthusiastically support the Fox School of Business' application for continued funding of Temple CIBE. I urge you to give this application your full consideration for funding approval.

Sincerely,



Neil D. Theobald
President



U.S. Department of Commerce
U.S. Commercial Service
601 Walnut Street, Suite 580 West
Philadelphia, PA 19106
Tel: (215) 597-6101
Fax: (215) 597-6123

June 23, 2014

Rebecca Geffner
Temple CIBER
1510 Cecil B Moore Ave
Philadelphia, PA 19121

Dear Rebecca,

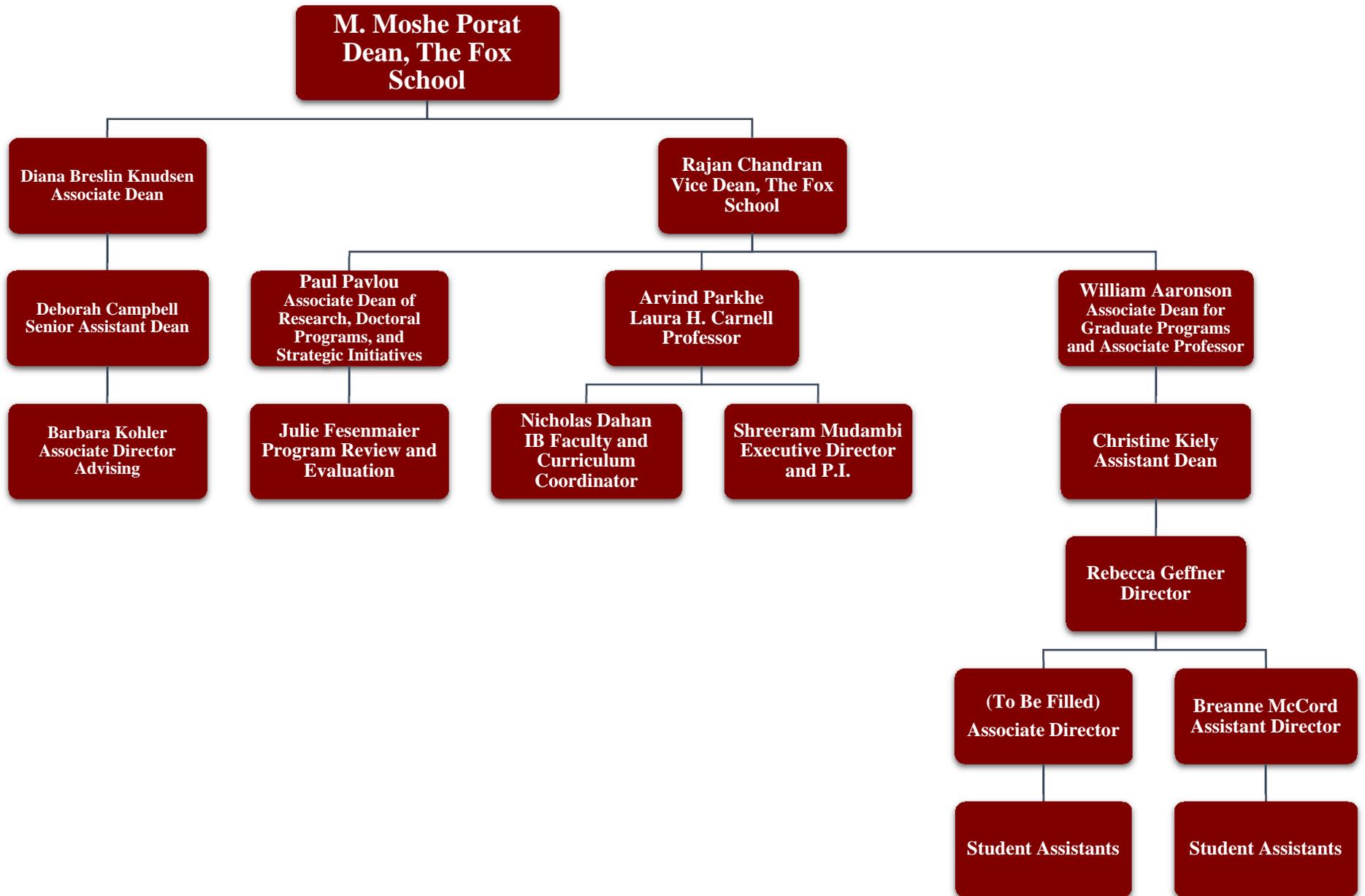
On behalf of the Philadelphia U.S. Export Assistance Center of the U.S. Commercial Service, we thank you for supporting our Automated Export System Compliance Seminar and allowing our visitor from headquarters to experience the planning and execution of a local trade event. DOC Africa Trade Specialist Saliha Loucif's two-week visit to Philadelphia was part of a Liaison Program designed to integrate and fully leverage the organization's trade resources in headquarters and the field on behalf of US exporters. Therefore, your meeting with Saliha not only fulfilled the goals of the program in showing our internationally-focused colleagues the work we do domestically, but also contributed to the efforts of the Doing Business in Africa Initiative.

We appreciate your support and dedication to helping local businesses compete globally. Our effectiveness depends on your willingness to participate in these educational events, which encourage these small- to medium-sized companies to utilize the available local, state, and federal level export resources. I look forward to our continued partnership in trade initiatives to stimulate economic growth and create jobs in Pennsylvania.

Best Regards,

A handwritten signature in blue ink that reads "Tony Ceballos".

Tony Ceballos
Director, Philadelphia U.S. Export Assistance Center
U.S. Commercial Service
601 Walnut Street, Ste 580 W.
Philadelphia, PA 19106
Ph: 215-597-7141
Fax: 215-597-6123



Appendix 12 TEMPLE UNIVERSITY CIBE ADVISORY BOARD MEMBERS

William Aaronson
Associate Dean, Graduate Programs
Fox School of Business, Temple University

Gabe Battista
Chairman of the Board
Talk America

Richard Bendis
President and CEO
Bendis Investment Group LLC

Khalid Y. Blankinship
Professor of Religion
Temple University

Carol Brooks
Manager of International Trade & Diplomatic Liaison
City of Philadelphia Department of Commerce

Rachel Carson
President/ CEO
Helicopter Tech, Inc.

Linda Mysliwy Conlin
President
World Trade Center of Greater Philadelphia

Matthew J. DiDomenico, Sr.
President
John Matthew Realtors

Rebecca Faber
Executive Director
World Trade Center Delaware

Tom Fung
Adjunct Business Professor
Cumberland County Community College

Galen Godbey
Director of Government Relations
DeSales University

Ben Craig
Executive Director
Global Interdependence Center

Simon Herriott
President, Asia Pacific
DuPont Safety Resources

Mohamed Latib
Professor and Dean
School of Business & Center for Lifelong Learning
Gwynedd-Mercy College

Christina Martey-Ocholo
President & Co-founder
US-Kenya Chamber of Commerce

Craig Snyder
President
World Affairs Council of Philadelphia

Marian McGorry
Asst. Dean, Business & Technology
Community College of Philadelphia

Peter O'Neil
Executive Director
PA Dept of Community & Economic Development

M. Moshe Porat
Dean, Fox School of Business
Temple University

Oswald H. Richards
Chair and Associate Professor
Department of Business & IT
Lincoln University

Joanna Savvides
President
Transworld Ventures LLC

Amit Singh
Dean, Business & Computer Science Division
Montgomery County Community College

Ronald Webb
Chairperson, Latin American Studies Program
Temple University

Antonio Ceballos
Director, Philadelphia Export Assistance Center
U.S. Commercial Service

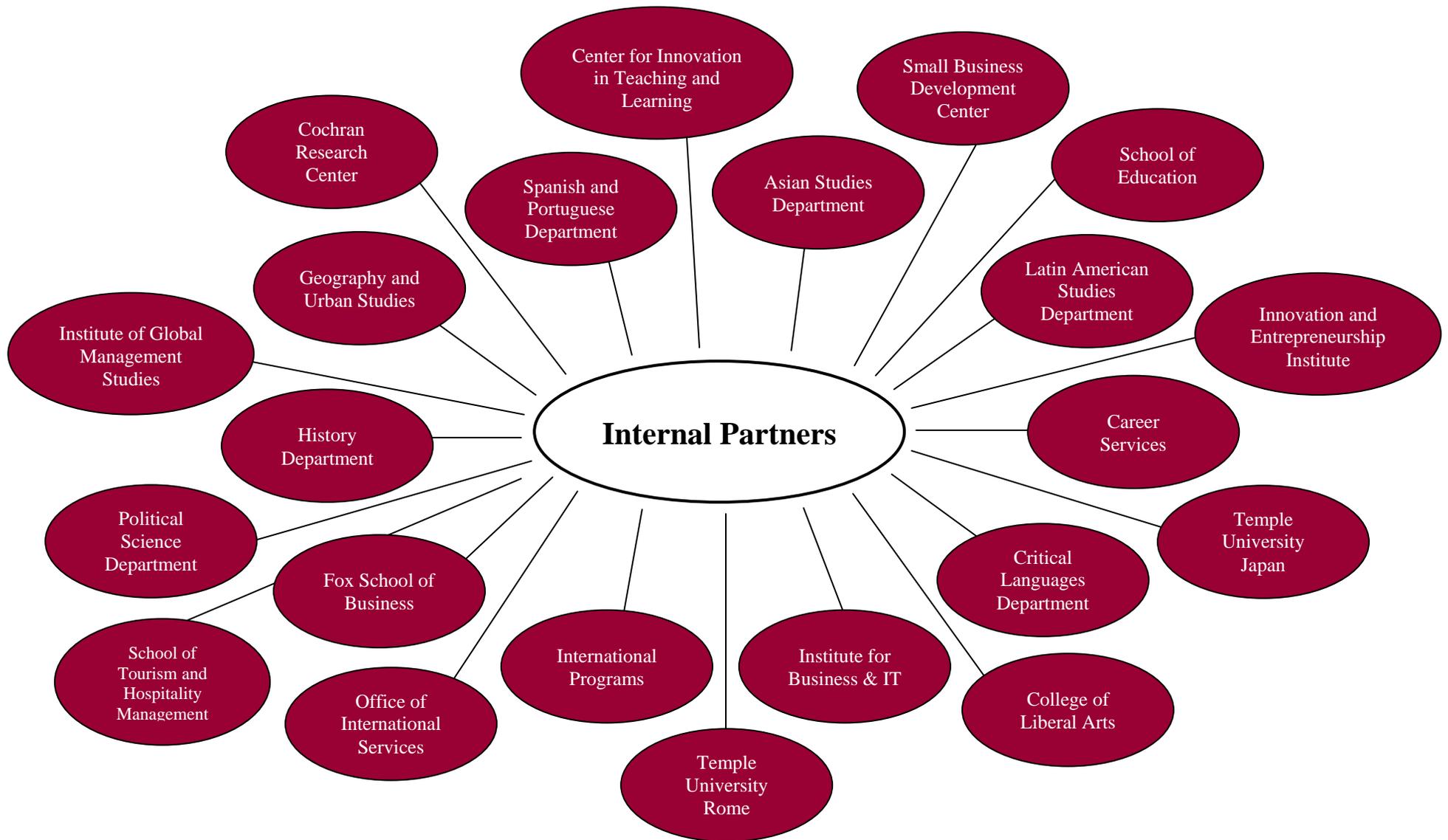
Masaaki "Mike" Kotabe
Professor, International Business & Marketing
Temple University

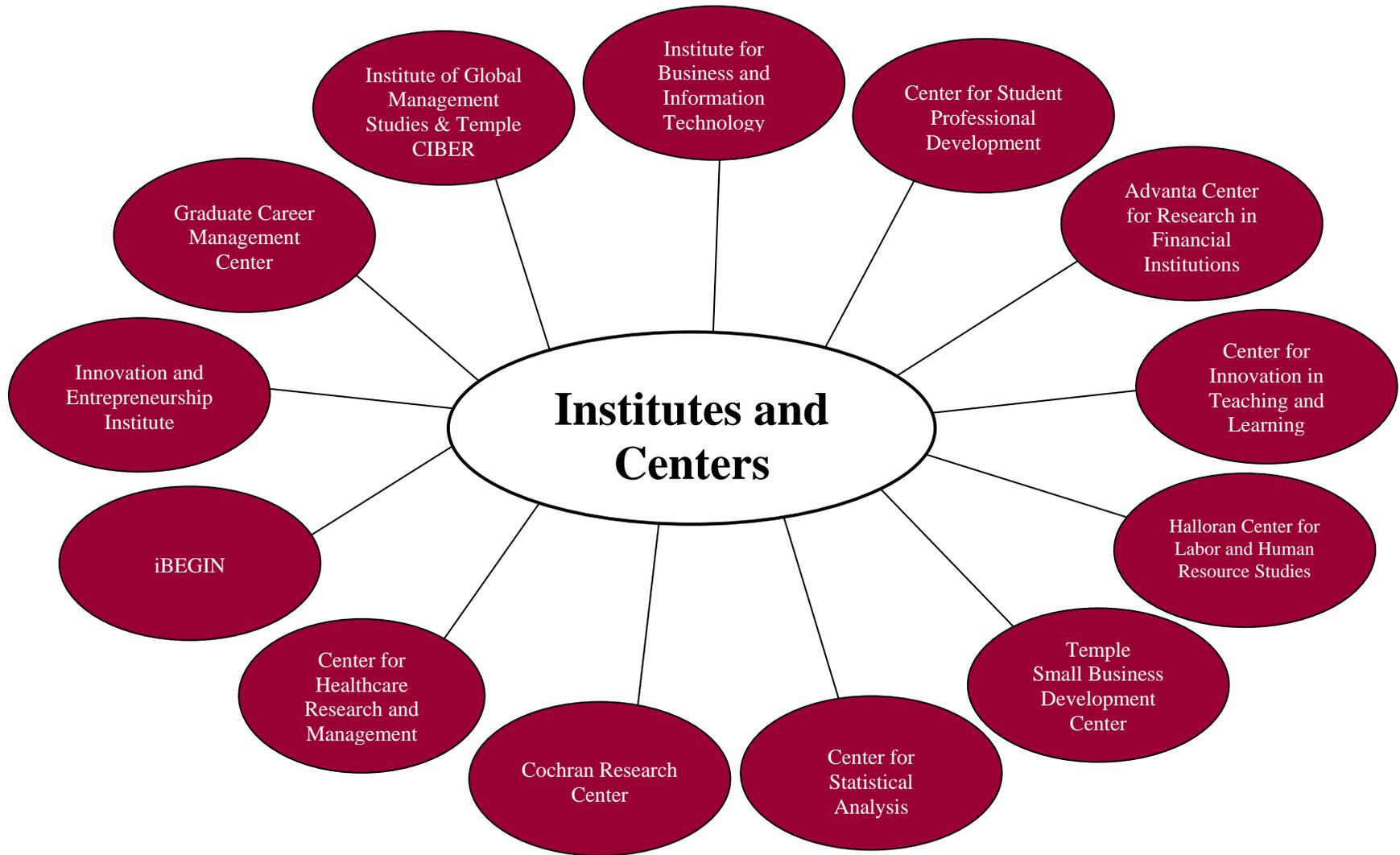
Louis Mangione
Professor and Chair
Critical Languages Department
Temple University

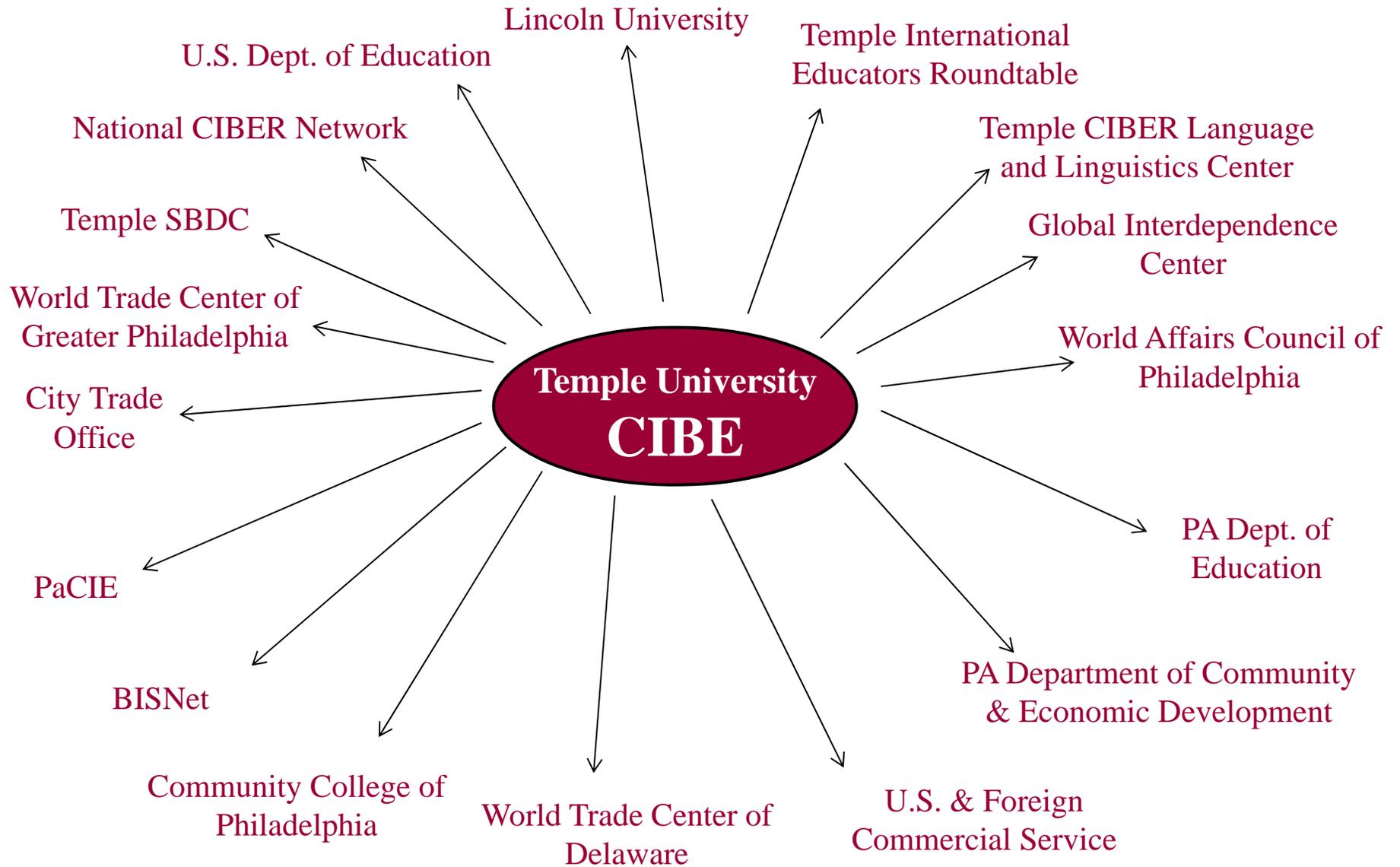
The Center Advisory Council shall include:

- (1) One representative of an administrative department or office of the institution of higher education (or a combination of these institutions); **M. Moshe Porat, Dean, Fox School of Business**
- (2) One faculty representative of the business or management school or department of the institution (or a combination of these institutions); **William Aaronson, Mike Kotabe**
- (3) One faculty representative of the international studies or foreign language school or department of the institution (or a combination of these institutions); **Louis Mangione, Critical Languages, Ron Webb, Latin American Studies**
- (4) One faculty representative of another professional school or department of the institution (or a combination of these institutions), as appropriate; **Galen Godbey (DeSales University), Mohamed Latib (Gwynedd-Mercy College), Oswald Richards (Lincoln University)**
- (5) One or more representatives of local or regional businesses or firms; **Gabe Battista, Carol Brooks, Rachel Carlson, Linda Conlin, Matthew DiDomenico, Rebecca Faber, Erin Hartshorn, Simon Herriott, Christina Martey-Ocholo, Claudia McBride, Peter O'Neil, Joanna Savvides**
- (6) One representative appointed by the Governor of the State in which the institution (or a combination of these institutions) is located whose normal responsibilities include official oversight or involvement in State-sponsored trade-related activities or programs; **Peter O'Neil, PA Department of Community and Economic Development, Antonio Ceballos, U.S. Commercial Service**
- (7) Such other individuals as the institution of higher education (or a combination of these institutions) deems appropriate such as a representative of a community college in the region served by the center. **Tom Fung (Cumberland County Community College) Marian McGorry (Community College of Philadelphia), Amit Singh (Montgomery County Community College)**

CIBER Advisory Board Meeting Schedule: October 30, 2014; October 30, 2015; October 28, 2016; October 30, 2017; individual or interest group meetings as needed







Temple CIBE as a regional resource

- **Research**
 - Knowledge Maps Project
 - Emerging Markets Project
 - Faculty and PhD Fellows Research Awards Program
 - Annual IB Research Forum, *Journal of International Management* Special Issue
- **Faculty Development**
 - Faculty Development in International Business (FDIB) programs
 - Internationalizing Community Colleges and Lincoln University (HBCU)
 - Temple Language and Linguistics Seminar Series
 - New India Seminar Series
 - Language/Area Studies Faculty Development Support
- **Curriculum Development**
 - Certified Global Business Professional training and certification
 - Study abroad and international internships and consulting projects
 - Pennsylvania Council for International Education (PaCIE) conference support
 - BISNet (Business in International Studies Network)
 - Study Tour/Trade Mission with World Trade Center of Greater Philadelphia
- **Business Outreach Programs**
 - Going Global Seminar Series
 - World Trade Center Seminar Series
 - World Affairs Council Conferences
 - Global Interdependence Center Seminar Series

APPENDIX 15: Temple University CIBE Timeline

Development ✕ Implementation ⓘ Ongoing ▶▶

Activities

	Year 1	Year 2	Year 3	Year 4
Mandate 1: Be national resources for the teaching of improved business techniques, strategies, and methodologies that emphasize the international context in which business is transacted.				
(1.1) Revise content and deliver IB Basic Course On-line to CCs and MSIs to facilitate easy transfer	✕	ⓘ	ⓘ	ⓘ
(1.2) Revise UG IB Major and Implement New Concentrations to Facilitate Student Employability	✕	ⓘ	ⓘ	ⓘ
(1.3) Launch a new "Experiential" IB Major Capstone Course for UGs	✕	ⓘ	ⓘ	ⓘ
(1.4) Offer UG Cross-Disciplinary Certificates in Language and Area Specialization	✕	ⓘ	ⓘ	ⓘ
(1.5) Provide Business and Entrepreneurship Courses to students in Language and Area Studies	✕	ⓘ	ⓘ	ⓘ
(1.6) Expand Graduate Capstone Enterprise Management Consulting Project	▶▶	▶▶	▶▶	▶▶
(1.7) Develop Graduate Interdisciplinary Course in "Managing Cyber Security Risks to Maintain Competitiveness"	✕	ⓘ	ⓘ	ⓘ
(1.8) Develop UG and Graduate level Courses on "Comparative International Healthcare Systems"	✕	ⓘ	ⓘ	ⓘ
(1.9) Deliver two workshops on promoting "Destination Philadelphia/USA" for tourism, hospitality and recreation for students and travel agencies	✕	ⓘ	ⓘ	ⓘ
(1.10) Launch Workshops on "Design Thinking in A Global Context"	✕	ⓘ	ⓘ	ⓘ
(1.11) Collaborate with the University of Technology in Australia on Graduate Virtual International Team Projects	▶▶	▶▶	▶▶	▶▶
(1.12) Provide opportunities for Temple Faculty and Faculty from Local Universities to teach in our programs abroad	ⓘ	▶▶	▶▶	▶▶
	Year 1	Year 2	Year 3	Year 4
Mandate 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.				
(2.1) Improve Instruction and student enrollment in Critical Languages	▶▶	▶▶	▶▶	▶▶
(2.2) Integrate Foreign Language and Cultures into UG IB Major and Certificate Programs	✕	ⓘ	ⓘ	ⓘ
(2.3) Support Language and Applied Linguistics Seminar Series in a Global Context	▶▶	▶▶	▶▶	▶▶
(2.4) Host a State Department/FBI Panel on Critical Languages	✕	ⓘ	ⓘ	ⓘ
(2.5) Sponsor Summer Business Communications Institute for Language Faculty	▶▶	▶▶	▶▶	▶▶
(2.6) Host the Annual CIBE Business Language Conference	▶▶	▶▶	▶▶	▶▶
(2.7) Fund Faculty Development Fellowships for Business Language Faculty, Students and Teachers	ⓘ	▶▶	▶▶	▶▶
(2.8) Host an Annual Symposium to Build Trust in Cross-national Student Teams	✕	ⓘ	ⓘ	ⓘ
(2.9) Use Technology as a Resource for Learning Languages, Cultures and Customs	✕	ⓘ	ⓘ	ⓘ
(2.10) Offer Culture 'Apps' for International Business in collaboration with UPS	✕	ⓘ	ⓘ	ⓘ
	Year 1	Year 2	Year 3	Year 4
Mandate 3: Provide research and training in the international aspects of trade, commerce, and other fields of study.				
(3.1) Temple Knowledge Maps Project to study Global connectivity as the basis for local innovation and enhancing competitiveness	✕	✕	ⓘ	ⓘ
(3.2) Study on Advancing U.S. Competitiveness in the Context of new Emerging Innovation Models	✕	✕	ⓘ	ⓘ
(3.3) Fund a Doctoral Seminar on Knowledge Maps and Global Connectivity in Clusters	▶▶	▶▶	▶▶	▶▶
(3.4) Organize Annual IB Research Forum	▶▶	▶▶	▶▶	▶▶
(3.5) Award Faculty Grants for Research and Knowledge Development	▶▶	▶▶	▶▶	▶▶
(3.6) Plan training workshop for Pennsylvania Minority Business Enterprise Center (MBEC) to identify grant opportunities	✕	ⓘ	ⓘ	ⓘ
(3.7) Support SBDC International Consulting Projects	▶▶	▶▶	▶▶	▶▶
	Year 1	Year 2	Year 3	Year 4

Mandate 4: Provide training to students enrolled in the institution, or combinations of institutions, in which a center is located.				
(4.1) Train graduate students in International Case writing	✘	ⓘ	ⓘ	ⓘ
(4.2) Fund Short-term Study Abroad	▶▶	▶▶	▶▶	▶▶
(4.3) Support Semester Study Abroad and Build Additional Partnerships for Increased Options	▶▶	▶▶	▶▶	▶▶
(4.4) Sponsor Graduate "Overseas" Live-Consulting Business Projects	▶▶	▶▶	▶▶	▶▶
(4.5) Support Emerging Markets Immersion Program for all MBA Students	✘	ⓘ	ⓘ	ⓘ
(4.6) Hold CIBE/CUIBE International Case Competition for UG students	▶▶	▶▶	▶▶	▶▶
(4.7) Sponsor Student Led Global Lecture Series	▶▶	▶▶	▶▶	▶▶
(4.8) Hold New India Seminar Series	✘	ⓘ	ⓘ	ⓘ
	Year 1	Year 2	Year 3	Year 4
Mandate 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.				
(5.1) Hold internship and employment fairs for IB-competent graduates to meet needs of regional businesses	✘	ⓘ	ⓘ	ⓘ
(5.2) Provide research and consultation services on Cyber Security to local SMEs	✘	ⓘ	ⓘ	ⓘ
(5.3) Offer half-a-day Annual Seminar on Automated Export System (AES) and Compliance	▶▶	▶▶	▶▶	▶▶
(5.4) Offer half a day Annual Workshop on Electronic Filing for Exports	▶▶	▶▶	▶▶	▶▶
(5.5) Present a Show and Symposium to Help Stop Counterfeits	▶▶	▶▶	▶▶	▶▶
(5.6) Offer half a day Workshop on Managing Export Risks and Financing	▶▶	▶▶	▶▶	▶▶
(5.7) Partner with the World Affairs Council on offering a Symposium Series	✘	ⓘ	ⓘ	ⓘ
(5.8) Support Temple's Small Business Development Center's "Going Global Series"	▶▶	▶▶	▶▶	▶▶
(5.9) Host a Symposium on Philadelphia Metro Business Cluster with regional DEC's	✘	ⓘ	ⓘ	ⓘ
	Year 1	Year 2	Year 3	Year 4
Mandate 6: Serve other faculty, students and institutions of higher education located within their region				
(6.1) Internationalize Minority Serving Institutions (MSI)	▶▶	▶▶	▶▶	▶▶
(6.2) Internationalize curriculum and faculty at Community Colleges	▶▶	▶▶	▶▶	▶▶
(6.3) Host an IB Case Competition with Regional Colleges/Universities	✘	ⓘ	ⓘ	ⓘ
(6.4) Hold Intra-Temple Global Conference	▶▶	▶▶	▶▶	▶▶
(6.5) Sponsor an International Educators Academy	▶▶	▶▶	▶▶	▶▶
(6.6) Bring Foreign Scholars into the Classroom via Technology	✘	ⓘ	ⓘ	ⓘ
(6.7) Link MBA Students with World Trade Center visiting Missions to learn Customs and Cultures	▶▶	▶▶	▶▶	▶▶
(6.8) Host Half a Day Workshop to Explore Career Options for Veterans in IB, Languages and Area Studies	✘	ⓘ	ⓘ	ⓘ

**William E. Aaronson, Associate Dean, Graduate Programs
Fox School of Business, Temple University**

EDUCATION: PhD in Health Administration, Temple University

PROFESSIONAL EXPERIENCE: Dr. Aaronson has been the recipient of a Robert Wood Johnson Faculty Fellowship and a J. William Fulbright Senior Teaching Scholarship at the University of Matej Bel, Banska Bystrica, Slovakia. He has worked in long-term care management as a licensed nursing home administrator, been a consultant to hospitals and long-term care organizations, and served on boards of directors for long-term and primary care organizations. Dr. Aaronson's research has appeared in top-tier research journals such as Medical Care Research and Review, Medical Care, Health Services Research, The Gerontologist, Journal of Health Politics, Policy and Law, Journal of Healthcare Management and Journal of Allied Health.

Dr. Aaronson has also had extensive experience providing healthcare executive training in the former Soviet Union and the transitional nations of Central and Eastern Europe. Recently, Dr. Aaronson completed a 5-year, \$1.4 million USAID funded partnership project to develop a system of community-based primary healthcare in Kyiv, Ukraine. Dr. Aaronson's current interests include the study of the efficiency and effectiveness of hospitals and clinics in transitional and emerging economies.

Gabriel A. Battisita, Executive Chairman, Talk America. Inc.;
Chairman of the Board, Temple CIBER

EDUCATION: BSEE, Villanova University; MSEE, Drexel University; MBA from Temple University. He is also a registered professional engineer in the state of Pennsylvania.

PROFESSIONAL EXPERIENCE: In January 1999, Mr. Battista joined Talk America (NASDAQ:TALK) as its President, Chairman and Chief Executive Office. The company has successfully changed its strategy and repositioned itself as a successful CLEC providing local and long distance services to residential and small business customers. Mr. Battista served as the Executive Chairman in 2004, responsible for operational oversight and formulation of the on going strategic direction of Talk America. Previously, Mr. Battista served as Chief Executive Office of Network Solutions, Inc. Under his leadership, Network Solutions became a public company on the NASDAQ in September of 1997. Prior to joining Network Solutions, Mr. Battista served as CEO of Cable & Wireless, Inc., the nation's largest telecommunications services provider that exclusively served businesses. He was credited with leading the worldwide Cable and Wireless group in the development of a global Internet Infrastructure. Mr. Battista has had significant experience in serving as a board member for publicly traded companies and institutions of higher education. In June of 2004, Mr. Battista was named the Greater Washington Area Communications Entrepreneur of the Year by Ernst & Young.

Richard A. Bendis, President & CEO, Innovation America

PROFESSIONAL EXPERIENCE: Mr. Bendis has distinguished himself as a successful entrepreneur, corporate executive, venture capitalist, investment banker, innovation and technology based economic development leader, international speaker and consultant in the technology, healthcare and innovation development industries. He currently serves as the founding President and CEO of Innovation America (IA), a national 501c3 not for profit, private/public partnership focused on accelerating the growth of the entrepreneurial innovation economy in America. Mr. Bendis is a Senior Fellow with the American Society of Mechanical Engineers and founded the Bendis Investment Group LLC, (BIG), a financial intermediary and consulting firm which has a joint venture with the Fortress Investment Group (NYSE, FIG) and is responsible for deal origination located in BIG's Network. Mr. Bendis recently provided interim CEO consulting services to the National Association of Seed and Venture Funds (NASVF). Previously, Mr. Bendis served as President and CEO of True Product ID, Inc., and he founded and served as the President and CEO of Innovation Philadelphia (IP) Mr. Bendis successfully leveraged a career in the private sector (with Quaker Oats, Polaroid, Texas Instruments, Marion Laboratories and Kimberly Services) and the venture capital industry (RAB Ventures) to lead the Kansas Technology Enterprise Corporation (KTEC). Mr. Bendis also successfully built an Inc. 500 healthcare software company, Continental Healthcare Systems, Inc. In addition, Mr. Bendis manages his own angel investment fund. Mr. Bendis is a frequent consultant and speaker and serves as a board member on several regional and national Boards. He was the 1996 recipient of the Regional Ernst and Young Entrepreneur of the Year Award.

**Carol Brooks, Manager of International Trade, Diplomatic Liaison,
City of Philadelphia Department of Commerce**

EDUCATION: Masters in Government Administration, University of Pennsylvania; BA in Urban and Regional Planning, University of Pittsburgh.

PROFESSIONAL EXPERIENCE: In January 1993, Carol Brooks began her employment with the City of Philadelphia Department of Commerce and is currently the Manager of International Trade and Diplomatic Liaison. Ms. Brooks assisted in forming the Philadelphia Trade Office and structuring the International Division. Her office facilitates business relationships for firms seeking to expand into international markets, and helps identify local firms for international businesses seeking to do business in the US. Her office seeks to attract foreign investment in Philadelphia, conducts trade seminars, workshops and trade missions. Appointed in 1997, Ms. Brooks became the City/State partner for the Export Import Bank of the United States a/k/a Ex-Im Bank for the Southeastern region of the Greater Philadelphia. Ms. Brooks oversees matters concerning international protocol and works closely with the consulates serving the Greater Philadelphia region. She is a charter board member of Protocol & Diplomacy International and has served on many other boards in the region. Ms. Brooks serves on the Mayors Commission for African and Caribbean Immigrant Affairs and is the co-chair for the Business and Trade Committee. She previously served as an Economic Development Program Monitor, Enterprise Zone Manager and an Empowerment Zone Coordinator for West Philadelphia. Ms. Brooks has over 15 years of professional experience in economic development experience and has traveled throughout West Africa, Southern Africa, Asia, Central America and Europe, representing the City of Philadelphia.

Rachel Carson, President/CEO, Helicopter Tech, Inc.

EDUCATION: BBA, Organization & Management, Emory University; Helicopter Mechanics Apprentice, East Coast Helicopters; ISO9001:2000 Quality Management System Training & ISO 9001 Internal Auditor Training; AS9100 Quality Management System Training

PROFESSIONAL EXPERIENCE: Ms. Carson founded Helicopter Tech, Inc. (King of Prussia, PA) in 1995 and is the President and CEO. She is a hands on leader of this Aerospace Supply Chain Management company directing complex projects from inception through successful completion; meeting quality requirements on-time and within budgets. She has expanded the corporate mission to embrace the entire aviation industry including both rotor and fixed wing aircraft for both commercial and military applications. Ms. Carson dramatically increased the HTI customer base to exceed 300 companies in over 23 countries. Ms. Carson has worked closely with the Small Business Administration, Philadelphia U.S. Export Assistance Center, the World Trade Center of Greater Philadelphia and their International trade specialists to further increase sales of aircraft parts into the European Union and Asia. She was the driving force in HTI being awarded the Export Achievement Award by the Department of Commerce in 2006. HTI was nominated and recognized by Pennsylvania's Small Business Administration (SBA), as 'Woman Owned Small Business Exporter of the Year' in 2005. Congressman Joe Sestak nominated Ms. Carson as one of the '50 Best Women in Business' award for the state of Pennsylvania in 2009. She was also nominated as an 'Emory University Distinguished Alumni' in 2009.

Antonio Ceballos, Director, Philadelphia U.S. Export Assistance Center

EDUCATION: Mr. Ceballos received his Master's of Arts in International Studies from the Claremont Graduate University. Mr. Ceballos also holds a Bachelor of Arts in Political Science with a Minor in International Relations from the University of California, Riverside.

PROFESSIONAL EXPERIENCE: As the Director the Philadelphia U.S. Export Assistance Center, Tony Ceballos oversees programs in Pennsylvania and Delaware, which provide customized overseas services to evaluate global opportunities, identify and qualify potential business partners. Mr. Ceballos also establishes program partnerships with state and federal agencies and other public and private sector entities to create an efficient export assistance network for U.S. companies. Mr. Ceballos transferred from the West Los Angeles office, where he developed the services sector-a primary industry concentration in the LA area. Prior to Los Angeles, Mr. Ceballos was based in the Ontario, Calif. area, where he assisted rural-based companies in Riverside and San Bernardino counties access USFCS services.

Jay Choi, Carnell Professor of Finance and International Business
Fox School of Business, Temple University

EDUCATION: Dr. Jay Choi is a graduate of Seoul National University and has an MBA and Ph.D. from New York University.

PROFESSIONAL EXPERIENCE: Dr. J. Jay Choi teaches international finance, capital markets, and corporate finance. As an author of over fifty articles and several books and over one hundred presentations, he is an internationally renowned scholar in international financial management, international investment, exchange risk management, and emerging market finance. He is a founding editor of *International Finance Review*, an editor of *Journal of Economics and Business*, and is on the editorial boards for a number of journals. He is a former President of Korea-America Finance Association and a trustee of Multinational Finance Society. At Temple, he is a former chair of finance, a current doctoral advisor in international business, and a member of Faculty Council for the Institute of Global Management Studies and CIBER. He is a recipient of Musser Award for Excellence in Leadership and Distinguished Faculty Alumni Research Fellowship, and an inductee of Research Roundtable. He has been a visiting faculty at University of Hawaii, University of Pennsylvania (Wharton), NYU (Stern), International University of Japan, and Korea Advanced Institute of Science and Technology.

Linda Conlin, President, World Trade Center of Greater Philadelphia

EDUCATION: BA, French Literature and Russian Studies, University of Massachusetts; Junior Year Abroad, Paris, France; Graduate coursework in French and Russian, Indiana University; Executive Education Program, Harvard University.

PROFESSIONAL EXPERIENCE: As president, Linda Conlin oversees the day-to-day operation and program development of the World Trade Center of Greater Philadelphia (WTCGP), a non-profit, membership-driven organization, dedicated to advancing the global competitiveness of area companies and the region as a whole. In this capacity, she is responsible for establishing and executing key goals, objectives and strategies for the WTCGP. Linda most recently served as vice chair and a member of the Board of Directors of the Export-Import Bank of the United States where she led efforts to expand financing to U.S. exporters, including small and medium-sized businesses, predominantly in emerging markets, through direct loan, loan guarantee, and export credit insurance programs. As a Member of the Board, she chaired the Audit Committee and also was responsible for the Bank's program to expand financing of environmentally beneficial, including renewable energy, exports. With over 25 years experience in international trade, trade finance and public policy, Linda's career includes serving as assistant secretary for trade development with the U.S. Department of Commerce and as executive director for travel and tourism in New Jersey's Commerce and Economic Growth Commission. She also served as Assistant Secretary of Commerce for Tourism Marketing at the U.S. Travel and Tourism Administration, and held positions at the U.S. Department of State, and the U.S. Information Agency. Linda began her earlier career owning and operating a successful small family business in Western Massachusetts.

Ben Craig, Executive Director, Global Interdependence Center

EDUCATION: Ben has a master's degree from the University of Pennsylvania and his Bachelor of Arts from Birmingham-Southern College.

PROFESSIONAL EXPERIENCE: Prior to his becoming executive director of GIC, Ben spent the past ten years of his career in the capital markets, working for American exchanges in corporate development and strategic planning roles. During his tenure at Nasdaq, he served as the president of the NASDAQ OMX Futures Exchange (NFX), as well as vice president of strategy & US futures. At the Philadelphia Stock Exchange, he served as the first vice president of corporate development, where in addition to his corporate development responsibilities, he led government relations for the exchange.

**Nicolas Dahan, Associate Professor of International Business and Curriculum Coordinator
Fox School of Business, Temple University**

EDUCATION: BA in Business Administration, Delaware State University

PROFESSIONAL EXPERIENCE: Professor Dahan's teaching and research areas include international business and strategic management. He is also Academic Director of the Fox International Business undergraduate major. In the academic year 2012-13, he was a Visiting Associate Professor of Business Administration with Rouen Business School (RBS), a top 10-business school in France. Prior to his current position, he was a full-time faculty member in the USA for seven years, with the following business schools: most recently at St Mary's College of CA, in Moraga CA; Long Island University - CW Post campus (where he received the Beta Gamma Sigma Professor of the Year 2011 award), in Brookville NY for three years; as well as Ramapo College of New Jersey for the three years prior. Before his seven years in the USA, he was a faculty member at Marne-la-Vallée State University (a French State university, East of Paris) for the previous six years. His research interests focus mainly on the area of non-market strategies (in particular, international corporate lobbying as well as corporate social responsibility). His scholarly work has appeared in international refereed outlets such as Long Range Planning, Business & Society, Journal of Business Ethics, Human Relations, International Studies of Management and Organization, Journal of Public Affairs. He has also presented papers at many international and French conferences, and has organized a number of international research conferences pertaining to corporate political strategies and interest groups. He is also member of three journal editorial boards (JWB, B&S, JPA).

Anthony Di Benedetto, Professor of Marketing
Fox School of Business, Temple University

EDUCATION: Dr. Di Benedetto holds a Ph.D degree in Administration, M.B.A. and a B. Sc. degree in Chemistry, all from McGill University in Montreal, Canada.

PROFESSIONAL EXPERIENCE: Prof. Di Benedetto is an authority in product development and management. He is co-author with Merle Crawford of the text *New Products Management*, published by Irwin/McGraw-Hill, and is also Editor of the *Journal of Product Innovation Management*. He is a certified New Product Development Professional (NPDP) and has been an active member of the Product Development & Management Association (PDMA), having previously served as Vice President of Publications, Abstracts Editor of JPIM, and on the PDMA Board of Directors. His work has been published in the *Journal of Product Innovation Management*, *Strategic Management Journal*, *Journal of International Business Studies*, *IEEE Transactions on Engineering Management*, and elsewhere. Prof. Di Benedetto teaches in Temple's MBA, International MBA, Executive MBA, and Ph. D. programs, and in the International Business Summer Program at Temple's Rome campus. He is a recipient of Temple University's Great Teacher Award, the Lindback Award for teaching excellence, and the Lynne A. Cronfeld Research Award/Grant, and has been named to the Dean's Research Honor Roll.

Matthew M. DiDomenico, Sr., President, John Matthew Realtors

EDUCATION: Graduate of the Realtors Institute and attended the Real Estate National Marketing Institute and Pennsylvania State University

PROFESSIONAL EXPERIENCE: Mr. DiDomenico serves as President of John Matthews Realtors, a full service commercial and residential real estate and marketing firm in Devon, PA. He also sits as President of Devon Financial Services, a full service mortgage brokerage firm. In addition to his business responsibilities, Mr. DiDomenico is dedicated and committed to the Italian American community both locally and on a national level. In 1991, he was appointed Regional Vice President of the National Italian American Foundation (NIAF) for the lower Mid-Atlantic Region serving Pennsylvania, Southern New Jersey and Delaware. Throughout his tenure, he helped raise nearly one million dollars in grants from the state of Pennsylvania. In 1999, Mr. DiDomenico was elected National Executive Vice President of the NIAF. Under his leadership, NIAF has sponsored numerous events and conferences. Mr. DiDomenico serves/has served on numerous boards, is active in many local community organizations, and has received countless awards for his community service including Citizen of the Year, Exemplary Citizen Citation, and the Il Circolo Italiano Award for promoting Italian Language and Culture, to name only a few.

Rebecca C. Faber, Executive Director, World Trade Center Delaware

EDUCATION: BA, Political Science with an International Concentration, Gettysburg College

PROFESSIONAL EXPERIENCE: Ms. Faber has been with WTC Delaware since 1999 and is responsible for the development and coordination of initiatives to facilitate trade and global awareness in Delaware and the region. The WTC staff initiates, develops and implements programs to assist businesses and organizations including educational and networking events, market research, and consulting. The World Trade Center Delaware is a non-profit organization that assists small and medium-sized companies to expand their markets overseas, as well as raising awareness of international issues and their importance in regards to international growth.

Prior to this position Ms. Faber worked in the International Section of the Delaware Economic Development Office. Ms. Faber also serves on the Mid-Atlantic District Export Council and the Delaware Commission for Women; is a member of the Board of Directors of the Port of Wilmington Maritime Society, Delaware Chapter of the National Association of Women Business Owners (NAWBO), Delaware Chapter of People to People International; and is a member of the World Affairs Council of Wilmington, Women's International Trade Association, the World Trade Association of Philadelphia and the Wilmington Rotary Club. In addition she is actively involved with Reins of Life, a therapeutic horseback riding program for special-needs children and young adults.

**Julie Fesenmaier, Director of Research Administration and Strategic Initiatives
Fox School of Business, Temple University**

EDUCATION: MA in Economic Geography, University of Oklahoma

PROFESSIONAL EXPERIENCE: Ms. Fesenmaier has expertise in stakeholder driven evaluation design and has directed many programmatic evaluations including an assessment of a variety of teaching and outreach organizations and telecommunications projects. She has directed the evaluation of the Temple Center for International Business Education and Research over the life of the project. She directed the stakeholder analysis of the Wireless Philadelphia initiative which contributed to the business plan created for Philadelphia's innovative and important project. Additionally she led the evaluation of the Temple University International Educators Academy 2010; The Franklin Visitor Evaluation 2008; Women Leading in Technology Focus Groups, 2008; King Tut in Philadelphia: Evaluating the Visitor Experience, 2007; World Trade Center of Greater Philadelphia Key Issues Workshop. 2007; Wireless Philadelphia Stakeholder Evaluation and Assessment. 2005. Within the past 20 years, Ms. Fesenmaier has generated more than \$800,000 in research grants; has published 40 papers and technical reports; and has presented at more than 50 professional conferences and workshops.

Prior to coming to the Fox School of Business, Ms. Fesenmaier was Sr. Research Specialist for the Laboratory for Community and Economic Development at the University of Illinois at Urbana-Champaign. She directed the survey and evaluation lab for University of Illinois Extension. She is the creator of the Community Development (online) Toolbox featuring user driven economic development tools to help community leaders conduct surveys, benchmark progress on economic development initiatives; assess local telecommunications infrastructure, evaluate community Internet sites, and create strategic development plans. Her contribution to Internet product development has

earned her the 1999 University of Illinois, College of Agricultural, Consumer and Environmental Sciences Innovative Staff Award.

Thomas T. Fung, Adjunct Professor of Business, Cumberland County College

EDUCATION: MS Organizational Dynamics, University of Pennsylvania, 2007; MS eBusiness , Temple Fox School, 2002; MBA Marketing, Temple Fox School, 1993; BS Chemical Engineering, Rensselaer Polytechnic Institute, 1977; BS Chemistry, Rensselaer Polytechnic Institute, 1976.

PROFESSIONAL EXPERIENCE: Tom recently retired from Campbell Soup Company after 29 years of service. Formerly as Director of Operations for North American Foodservice Division, Tom managed all aspects of the supply chain, with direct impact to profit and loss. He was a key liaison between product development and marketing with over 30 manufacturing plants in North America, supporting line extension and product commercialization, capacity & business continuity planning, capital budgeting, technology assessment, and productivity cost improvements. Since joining Campbell, Tom has held positions of increasing responsibility within various corporate functions: Engineering, Packaging, Strategic Planning, Competitive Analysis, Logistics and Operations; as well as overseas assignments in United Kingdom, Japan and South Korea.

Tom is on the Board of Directors of the Institute of Industrial Engineers - South Jersey Delaware Valley, and does volunteer work with various community service groups. He was the chair of the Asian Network of Campbell, and served on the Corporate Diversity Advisory Council of Campbell Soup Company for three years.

**Rebecca B. Geffner, Director, International and Executive Programs
Fox School of Business, Temple University**

EDUCATION: BA in French and European Studies, Vanderbilt University, and MA of International Affairs, Columbia University.

PROFESSIONAL EXPERIENCE: Geffner is the Director of International and Executive Programs, the Center for International Business Education and Research (CIBER) and the Institute of Global Management Studies (IGMS) at Temple University's Fox School of Business. In this role, she manages international initiatives, partnerships and programs that meet the CIBER mandates as well as the global vision of the Fox School. She is responsible for the management of undergraduate and graduate study abroad and global immersion, the international Executive MBA portfolio of programs in the US, Colombia, France, Japan and Singapore, and domestic, corporate and community engagement and outreach related to CIBER and IGMS activities.

Prior to coming to Philadelphia, Rebecca worked at Skadden, Arps, Slate, Meagher & Flom, LLP and the Aspen Institute's Justice and Society Program with a focus on international human rights law and its application in national jurisprudence. Her graduate internship work included time at New York City Global Partners, Inc., part of the Mayor's Office, Human Rights First and the American Council on Africa. She has also consulted for the Welcoming Center for New Pennsylvanians and the John Templeton Foundation.

Galen Godbey, Director of Government Relations, DeSales University

EDUCATION: BA and MA, Penn State University; PhD, University of Pennsylvania

PROFESSIONAL EXPERIENCE: Dr. Godbey is responsible to the President and V.P. for Institutional Advancement for the development and pursuit of the University's public policy positions; for the coordination and development of proposals for state and federal support for capital projects and academic programs; and for developing and maintaining positive relations with legislative and executive branch officials in Harrisburg and Washington. He supports and coordinates the work of the University's lobbying firm. Immediately prior to his new role, Godbey served for six years as Associate to the President for Globalization. Dr. Godbey is one of the nation's leading practitioners and students of educational collaboration. He is past President of the Association for Consortial Leadership, the national organization of post-secondary consortium directors, affiliated with the Association of Governing Boards and the American Council on Education. From 1993 to 2003, he co-founded and served as Executive Director of a Community of Agile Partners in Education (CAPE). From 1980-1999, Godbey served as Executive Director of the Lehigh Valley Association of Independent Colleges (LVAIC). Godbey served from 1972 – 78 in the legislative and executive branches of state government in Pennsylvania and has published and lectured extensively on public policy and higher education. Godbey is a member of numerous Boards and serves as President of the Pennsylvania Council for International Education (PaCIE).

**Robert D. Hamilton, III, Ph.D., Professor of Strategic Management
Fox School of Business, Temple University**

EDUCATION: His academic training includes a bachelor's degree from Cornell University, his M.B.A. degree from the Darden School of the University of Virginia and his Ph.D. from Northwestern University.

PROFESSIONAL EXPERIENCE: Professor Hamilton has extensive academic research, consulting and teaching expertise in both domestic and international arenas. He has been a faculty member in the General and Strategic Management Department at Temple University since 1981. He has won four awards for outstanding teaching: The Great Teacher Award; the Lindback Award for Outstanding Teaching; the MBA Student Association Award for Excellence in Instructional Innovation and the Asher Award for Outstanding Faculty. His academic research has focused on industry competitive analysis and managerial control, particularly the control of multinational enterprises. He has published more than 21 articles in journals such as Management International Review, Long Range Planning, IEEE Transactions on Engineering Management, R and D Management and the International Journal of Organizational Analysis. He has made 18 presentations at various conferences, is a 2004 recipient of the Dean's Research Honor Roll and has been active in executive education and consulting to business and government. He has taught more than 125 managerial development sessions in more than 40 different cities in four different countries over the past fifteen years. These seminars have covered a diverse set of management topics. He brings to both his teaching and research, the benefits of managerial experience in long range planning, development of new organizational structures and implementing strategic change at a variety of businesses and non-profit organizations.

Simon Herriot, President, Asia Pacific, Dupont Safety Resources

EDUCATION: B.Sc, University of Durham, Post-Graduate Diploma in Marketing, Chartered Institute of Marketing, Masters in International Management, McGill University

PROFESSIONAL EXPERIENCE: A General Manager with over 17 years of experience in the global chemical industry, Simon has spent most of his career in International Sales, Marketing and Supply Chain roles, before moving into a general business management position in January 2000.

A native of the U.K., Simon was first recruited by ICI plc into their Core Graduate Development Program and completed his first business roles in Manufacturing Resource Planning, Sales and International Marketing product management. In 1996 he became Regional Commercial Director for Zeneca's (now Astra Zeneca) Biocides business in Europe, Middle East and Asia Pacific and traveled extensively in the regions. In 1998, Simon moved to the US to become Global Marketing Director of Zeneca's Pool & Spa Products business, before becoming General Manager in 2000.

In April 2004, Simon joined the DuPont company to lead their International Recreational Water Treatment business. In 2009, Simon was promoted to President, Asia Pacific Dupont Safety Resources.

**Christine Kiely, Assistant Dean, MBA, MS and International Programs
Fox School of Business, Temple University**

EDUCATION: BA in Anthropology, Linguistics and Psychology, Binghamton University (formerly SUNY Binghamton) and MBA, University of Georgia

PROFESSIONAL EXPERIENCE: Ms. Kiely manages a complicated set of logistics in a 20-person division, containing 4 domestic MBA programs (Global, Professional, Online and Executive) and 10 specialized master's programs (9 MS programs and MAcc). In addition, Christine's portfolio includes Fox's international programs and activities, comprised of 4 international Executive MBA programs (Tokyo, Japan; Paris, France; Cali, Colombia; and Singapore), undergraduate exchange programs, graduate and undergraduate short-term study abroad, and the Center for International Business Education and Research (CIBER).

Prior to joining the Fox School of Business, Christine was Executive Director of MBA Programs at The George Washington University where she was tasked with unifying a fragmented graduate division, consisting of 5 MBA programs and encompassing more than 1200 students. Before that, Christine worked in economic development as the head of a global, private, volunteer organization, operating under the auspices of USAID's private sector initiative. The organization sent recently graduated MBAs to emerging markets to consult with local companies, advisory centers and business support organizations to aid in the growth and development of the private sector.

Christine cut her teeth in international publishing in Manhattan in the late 80's. She is a collaborative, high energy leader who brings to her work considerable management expertise and analytical ability, combined with excellent communication skills, a strong work ethic, an appreciation for diversity and a passion for program development, implementation and improvement.

**Masaaki “Mike” Kotabe, Washburn Chair Professor of International Business and
Marketing Fox School of Business, Temple University**

EDUCATION: Ph.D. in Marketing and International Business, Michigan State University, 1987; MBA. in Marketing, Michigan State University, 1980; BS in Economics and Law, The University of Chiba, Japan, 1976.

PROFESSIONAL EXPERIENCE: Dr. Kotabe holds the Washburn Chair Professorship in International Business and Marketing, and is Director of Research at the Institute of Global Management Studies and Temple CIBER. Prior to joining Temple University in 1998, he was Ambassador Edward Clark Centennial Endowed Fellow and Professor of Marketing and International Business at the University of Texas at Austin. Dr. Kotabe served as the Vice President of the Academy of International Business in 1997-98. He has lectured widely at various business schools around the world, including Austria, Germany, Finland, Brazil, Colombia, Mexico, China, Japan, Korea, Indonesia, and Turkey. He has worked closely with leading companies such as AT&T, NEC, Nissan, Philips, Sony, and Seven-Eleven.

Dr. Kotabe has written many scholarly publications in quarterly journals and has published seven textbooks. He serves as the Editor of the *Journal of International Management*, and also serves/has served on numerous journal editorial boards. He is as an Advisor to the Institute of Industrial Policy Studies (IPS) National Competitiveness Report. In 1998, he was elected a Fellow of the Academy of International Business for his significant contribution to international business research and education. He is the recipient of the 2002 Musser Award for Excellence in Research at Temple University.

**Mohamed A.S. Latib, Dean, School of Business and Center for Lifelong Learning,
Gwynedd-Mercy College**

EDUCATION: MBA and a Ph.D in Business Administration, Fox School of Business, Temple University, as well as degrees in psychology, political science and economics.

PROFESSIONAL EXPERIENCE: Dr. Latib oversees the School of Business and Center for Lifelong Learning at Gwynedd-Mercy College. He is in the process of developing new undergraduate and graduate programs and leading the migration of all programs to hybrid and online formats. Previously, he served as Vice President for Program and Strategic Development at DeSales University where he oversaw the Lehigh Valley’s oldest and largest continuing education programs on six campuses. He was also responsible for establishing relationships with community organizations, businesses and sister institutions, locally, nationally and internationally.

Dr. Latib has more than 30 years of academic and business experience. Also an entrepreneur, he co-founded PeriscopeIQ, a web based company that provides predictive intelligence services to numerous Fortune 500 clients. He co-developed the Global Competence Aptitude Assessment instrument and is known as a pioneer in 360-degree feedback systems for family enterprises. He serves as a consultant for many clients in the United States, Canada and Europe in the areas of strategic planning, metrics development and performance management. Dr. Latib serves on multiple advisory and editorial boards and is the author of many articles and professional papers.

Louis Mangione, Associate Professor, Center for Critical Languages, Temple University

EDUCATION: Ph.D. in linguistics, Cornell University, 1982; M.A. in linguistics, Cornell University, 1978; B.A. in linguistics, Georgetown University, 1976.

PROFESSIONAL EXPERIENCE: Louis Mangione has been a faculty member of Temple University's center for critical languages since 1985, where he teaches Mandarin. He served as the co-director of the center for critical languages from the spring of 2003 until the summer of 2005 and is now the director of that center. In the academic year 1997-98 he taught composition and linguistics in what was then the department of foreign languages at Zhejiang Normal University. Since then he has returned each summer except for the year 2003 to Zhejiang Normal University to teach applied linguistics for six weeks to M.A. students in what is now the College of Foreign Languages. He has also occasionally given lectures to undergraduates about foreign language teaching methodology and intercultural communication during his summer visits there. Recently his interests have included (1) the Chinese print media with a focus on its coverage of the events leading up to the Iraq war and (2) an on-going project on traditional ballads from southern and central Zhejiang province.

**Christine Martey-Ochola, President of the USA-Kenya Chamber of Commerce (USKCC)
and founding member of Kenyans in the Diaspora for Peace Coalition (KEDPEC)**

EDUCATION: Christine holds a doctorate in Pharmaceutical Biochemistry from Lehigh University, bachelors in biochemistry and a diploma in Food Science and Technology. She has taught at Shippensburg University of Pennsylvania and Villanova University.

PROFESSIONAL EXPERIENCE: Christine is Co-Founder of Avoglobal Ltd, an infrastructure development consulting company, and also Head of Research at Advent Beauty. She currently sits on the boards of The Logiri Women's Group, Kikobade Community Development Group and The Association of Kenyan Women in Science (AKWIS). She is actively engaged in community development in the US and Kenya, and is currently managing an HIV/AIDS awareness program in rural and disenfranchised populations in Kenya. In the US, Christine addresses "At Risk Middle and High School Students" via workshops on areas such as entrepreneurship, health, empowerment, reality checks, tertiary education and leadership. She also sits on the business and development committee of the Philadelphia Mayor's Commission on African and Caribbean Affairs.

**Breanne McCord, Assistant Director, International and Executive Programs
Fox School of Business, Temple University**

EDUCATION: B.S. Finance, Florida State University and is nearing completion of the M.S. in Innovation Management and Entrepreneurship, Temple University.

PROFESSIONAL EXPERIENCE: McCord is the Assistant Director of International and Executive programs, covering the Institute for Global Management Studies and the Center for International Business Education and Research, at the Fox School of Business within Temple University. After several years as an accounting professional in sunny South Florida, Ms. McCord traveled extensively throughout Central America and secured a Work and Holiday Visa in order to live, work, and travel throughout Australia for a year. Upon returning to the U.S., Ms. McCord relocated to Philadelphia, PA to begin her career in academia, pursue her master's, and to experience what

it's like to live with four distinct seasons. So far, she has survived two winters and has developed a strong appreciation for faux fur lined coats.

**Marian E. McGorry, Assistant Dean, Business and Technology Division,
Community College of Philadelphia, Philadelphia, PA**

EDUCATION: A.B.D. Leadership for Higher Education, Capella University, August 2009. Ed.M. Business Education, Temple University, May 1983. B.S. Business Education, Temple University, May 1978. A.A.S. Secretarial Science, Community College of Philadelphia, May 1975

PROFESSIONAL EXPERIENCE: Ms. McGorry has been in the education field for over 30 years. In her present role as Assistant Dean for the Business and Technology Division, she has responsibility for three academic departments offering 16 degrees and one certificate with over 100 full- and part-time faculty. Ms. McGorry is the fund manager for grants that include a Department of Transportation Eisenhower Fellowship and a 2+2+2 Workforce Leadership Grant funded by the Pennsylvania Department of Community and Economic Development in partnership with Communities In Schools of Philadelphia, Inc. She is co-project director on the recently awarded Title VI(b) Business and International Education Program grant, *Area Studies Approach to Strengthening International Business Education at Community College of Philadelphia: China*.

Prior to joining CCP, Ms. McGorry was an Associate Professor of Computer Technologies, Coordinator for the Cooperative Learning Project, and Coordinator for the noncredit Career Development Opportunities for Adults program. Ms. McGorry has served as Department Head for the Office Administration Department and as Acting Department Head for the Marketing and Management and Economics and Accounting Departments. She was Co-Chair on the College's Middle States Institutional Self Study on General Education, served on the Academic Affairs Master Plan and is an alumna of the College's first Leadership Institute.

**James Moustafellos, Associate Director, Center for Design and Innovation and
Assistant Professor of Management Information Systems
Fox School of Business, Temple University**

EDUCATION: He holds a Master of Architecture degree from Princeton University and a Bachelor of Arts degree from Columbia University.

PROFESSIONAL EXPERIENCE: As co-founder and Associate Director of the Center for Design+Innovation, Mr. Moustafellos is transforming management education through programs for students, executives and professionals. In 2011 he co-founded the annual Fox Design Challenge, a regional civic innovation competition to identify and propose solutions to pressing urban challenges. He also co-founded the annual inciteXchange conference on innovation at the intersection of design, technology and management, leads cD+i's Executive Education programs and facilitates innovation workshops for corporate, institutional and non-profit organizations. Mr. Moustafellos is also a founding faculty member of the Urban Apps & Maps Studios, a University-wide interdisciplinary program to create civic start-ups for local, neighborhood-focused community engagement and economic development. His current research includes "An Architectural Theory of Change and Innovation," a collaborative project analyzing architectural

case studies as models for institutional change and innovation. His book chapter, “The Architecture of Service Innovation,” will be published in The Handbook of Service Innovation in 2014. Mr. Moustafellos’ design work has been exhibited and published extensively and has won numerous awards and distinctions. His work is in the collection of the Philadelphia Museum of Art and his design work for the architectural firm Francois de Menil Architect received an Honor Award from the American Institute of Architects and was exhibited at the Museum of Modern Art.

**Ram Mudambi, Professor of Strategy and International Business
Fox School of Business, Temple University**

EDUCATION: Dr. Mudambi received his Ph.D. in industrial organization economics and applied game theory from Cornell University and his Masters degree from the London School of Economics in England.

PROFESSIONAL EXPERIENCE: In addition to teaching strategy at the MBA and PhD level, he has extensive experience in executive education programs in the US, Europe and Asia. He has taught and conducted executive programs at Weatherhead Executive Education, Case Western Reserve University, Cleveland, Ohio; Temple Executive Education, Philadelphia, Pennsylvania; Temple University (Japan) – Tokyo; The International Securities Market Association (Zurich); The Henley Management College, England and The Chartered Institute of Purchasing and Supply, England. He has also worked with a number of corporate and government clients. Professor Mudambi’s research is in the area of international corporate strategy, and his current work uses game theoretic approaches to examine corporate decision-making in areas such as MNC knowledge management and the initial public offering process. His research has appeared in a number of academic journals, including the Strategic Management Journal, the Journal of Political Economy, the Journal of International Business Studies, the Journal of Business Venturing and the Journal of Applied Statistics. Professor Mudambi serves on the boards of the Journal of International Business Studies, the Asia Pacific Journal of Management and the Journal of International Management. The results of his work have also appeared in a number of practice-oriented articles in outlets such as Long Range Planning and Purchasing & Supply Management.

**Peter C. O’Neill, Executive Director, Center for Trade Development,
Pennsylvania Department of Community & Economic Development**

EDUCATION: M.I.M in International Business Management, University of Maryland, June 1994; B.A. in International Relations, University of California at Davis, June 1981; select coursework in Arabic language and developmental economics, American University in Cairo, 1981.

PROFESSIONAL EXPERIENCE: Mr. O’Neill oversees the Commonwealth of Pennsylvania’s export promotion programs, services and network of 10 in-state regional partners and 16 foreign offices. The CTD’s mission is to expand the reach and capability of Pennsylvania’s exporting community, with a particular focus on small to mid-sized businesses. From 1994 to 2004, Mr. O’Neill served as Director of the State of Maryland’s Office of International Business, responsible for planning and executing the state’s export assistance programs. He has counseled the business community on international market opportunities with a specific focus on northern Asia and the Arab Gulf states. He has led state trade missions throughout Asia, Africa, and the Middle East, and

has worked closely with Maryland environmental technology firms seeking market assistance in markets throughout Asia. From 1982 to 1989, Mr. O'Neill provided project management and training support to a US defense contractor and a computer systems integrator in Riyadh, Saudi Arabia, under modernization programs of the Saudi Arabian Ministries of Defense & Aviation, Finance and National Economy, and the Royal Saudi Air Force.

**Arvind Parkhe, Professor and Chair of Strategy and International Business
Cochran Senior Research Fellow, Fox School of Business, Temple University**

EDUCATION: PhD in International Business, Temple University, July 1989; MBA in Marketing, Georgia State University, May 1979; M.S. in Chemical Engineering, Georgia Institute of Technology, December 1971; B. Tech. in Chemical Engineering, Indian Institute of Technology, June 1970.

PROFESSIONAL EXPERIENCE: Academic Director of the Fox School's MBA Programs. He has been a faculty member at Fox since 2003, and teaches in the areas of strategic management, international business, and global strategy. His research focuses on the topics of strategic alliances, global networks, and effective management of inter-firm cooperation. Previously, Dr. Parkhe served on the faculty at Indiana University (Bloomington) from 1989 through 2003. He has published articles in top-tier scholarly journals, including Strategic Management Journal, Journal of International Business Studies, Academy of Management Journal, Academy of Management Review, and Organization Science. His corporate management experience prior to entering academia was in Europe and the United States, with Gruner & Jahr AG, a multibillion dollar German multinational company in the printing and publishing industry.

**Dr. Aneta Pavlenko, Associate Professor
College of Education, Temple University**

EDUCATION: Ph.D. in General Linguistics, Cornell University, 1997; M.A. in General Linguistics, Cornell University, 1995; B.A. in French and Applied Linguistics, Ukrainian University of Linguistics, 1986.

PROFESSIONAL EXPERIENCE: Language Program Director for CIBER. A faculty member at Temple since 1998, she teaches graduate courses (master's and doctoral level) in the areas of foreign and second language teacher education and second language acquisition. Her research examines the intersection between bilingualism, emotions, and cognition; the relationship between second language learning and identity; and critical pedagogy in foreign and second language education. Her work has appeared in edited volumes and numerous scientific journals, including Applied Linguistics, Bilingualism: Language and Cognition, International Journal of Bilingualism, International Journal of Bilingual Education and Bilingualism, Journal of Multilingual and Multicultural Development, Language Learning, Multilingua, and Pragmatics and Cognition. She is the author of many books including Emotions and multilingualism (Cambridge University Press, 2005).

M. Moshe Porat, Dean, Fox School of Business, Temple University

EDUCATION: He received his undergraduate degree in economics and statistics (with distinction) from Tel Aviv University. His M.B.A. (Magna Cum Laude) is from the Recanati Graduate School of Management at Tel Aviv University. He completed his doctoral work at Temple University.

PROFESSIONAL EXPERIENCE: Dr. Porat is the Dean of the Fox School of Business and the School of Tourism and Hospitality at Temple University. He is also the Chairholder of the Joseph E. Boettner Professorship in Risk Management & Insurance and the former Chairman of the Risk Management, Insurance and Actuarial Science department. Prior to his academic work, Dr. Porat served as deputy general manager of Ihud Insurance Group, a large international risk management and insurance firm and as an economic and financial consultant. Dr. Porat authored several monographs and numerous articles on captives and their use in risk management, self-insurance and other financial topics. He has served as an expert witness and as a consultant to governments and many public and private organizations. Dr. Porat serves on the Board of Directors of Penn-America Group Inc., and Global Technologies, Inc. He is also a Board Member of America-Israel Chamber of Commerce, the Philadelphia Workforce Investment Board, The Pennsylvania Economy League and High Tech High Charter School. He also served on the Board of Advisers of Samsung Fire and Marine Insurance Company of Korea. Dr. Porat was chairperson for the Mayor of Philadelphia Transition Committee on the new economy and economic growth for the city and the region. Dr. Porat holds the CPCU professional designation and is a member of ARIA, IIS, RIMS and the Society of CPCU. Dr. Porat has won several awards for excellence in research and the 1998 Philadelphia Mayor's Citation for his activities in connection with international programs. He was selected as the 2001 "International Dean of the Year" by the Academy of International Business and was also awarded the 2002 Adam Smith Leadership Award for Academic Excellence and Educational Leadership by Economic Pennsylvania.

**James D. Portwood, Professor of Human Resources
Fox School of Business, Temple University**

EDUCATION: Ph.D. Organizational Behavior University of Michigan, 1975, MBA Organization and Management University of Kansas 1971, BA Psychology (With Honors) University of Kansas

PROFESSIONAL EXPERIENCE: Dr. Portwood is currently Director of the Temple University Center for European Studies and since 1993, has been an adjunct Professor of Management at the Central European University Business School, Budapest, Hungary. Dr. Portwood was a Fulbright Fellow in Hungary in 1990-91, and has since led projects promoting economic and social transformation in Eastern Europe funded by the United States Agency for International Development, United State Information Agency, the Soros Foundation, the Ukrainian Federation of America, and the World Bank. He has also worked as a consultant with such international companies as Ford Motor Company (Europe), Dominion Textiles (Canada), McKinsey & Co. (Japan), NEC (Japan), General Electric, Pioneer Seed (Hungary), Ogilvy & Mather Advertising (Britain), and MOL-Hungarian Oil Company. His research and writings have appeared in such journals as the Academy of Management Journal, Human Resource Planning, Industrial and Labor Relations Review, and Labor Law Journal. He has been a member of the editorial board of Human Resource Planning, President of the Careers Division of the National Academy of Management, and a peer reviewer for a variety of journals and professional associations. He has taught internationally

in England, Italy, France, and Japan, as well as Hungary. Dr. Portwood's current interests include tracking trends in international labor markets, especially the increasing use of contingent workers. Most recently, Dr. Portwood has been working on a project to develop business curricula for Ukrainian Universities, funded by the Ukrainian Federation of America.

**Michael R. Powers, Professor of Risk, Insurance, and Healthcare Management
Fox School of Business, Temple University**

EDUCATION: Ph.D. in Statistics, Harvard University, March 1987; M.A. in Statistics, Yale University, June 1982; B.S. in Applied Mathematics, Yale University, June 1982.

PROFESSIONAL EXPERIENCE: Michael R. Powers is a professor of risk, insurance, and healthcare management, and director of the Advanta Center for Financial Services Studies, at Temple University's Fox School of Business and Management. He also serves as editor of the Journal of Risk Finance. His research covers a wide range of regulatory and public policy issues including insurer profitability and solvency, the tax treatment of hedging instruments and other risk transfers, and no-fault automobile insurance legislation. Dr. Powers has edited two scholarly books and is the author of *Icons*, a science-fiction/fantasy novel. He has contributed to many academic journals and proceedings, and has received awards for outstanding research from the Journal of Risk and Insurance, the Risk and Insurance Management Society, and the International Insurance Society. He is a former chairman of Temple's Department of Risk, Insurance, and Healthcare Management, as well as a past editor of the Risk Management and Insurance Review. Prior to joining Temple, Dr. Powers was Deputy Insurance Commissioner for the Commonwealth of Pennsylvania. He has consulted for numerous clients in both the public and private sectors, and currently serves on the Philadelphia Mayor's Auto Insurance Task Force.

**Oswald H. Richards, Ph.D., Chairman and Associate Professor, Department of Business and
Information Technology, Lincoln University**

EDUCATION: BS, MS, MBA degrees; Ph.D. from the University of Pennsylvania.
PROFESSIONAL EXPERIENCE: Dr. Richards is Director of the Master of Science in Administration program at the Graduate Center campus in Philadelphia, Pennsylvania. Prior to his transition to academia, Dr. Richards was employed as a senior banking and financial services executive with several banks and a brokerage house in the Northeast, USA. Dr. Richards has worked as a management and information technology consultant to install information technology systems at 14 U.S. government agencies. He has broad corporate leadership and management expertise in Trust, investment management and brokerage industries; mergers and acquisitions; conversions and integration; management consulting; project management; job re-engineering; due diligence; product marketing; strategic management; information technology and systems analysis; computer programming; feasibility studies; corporate training and education/development programs; entrepreneurship; and workshop and seminar planning and execution. In addition, Dr. Richards has taught at the kindergarten, middle, and high school levels. He was Visiting Scholar in Residence at New York University in Spring 2008. Dr. Richards' research interests are in the areas of management, finance, information technology, international business education, and Latin American/Caribbean history.

Joanna Savvides, President, Transworld Ventures LLC

EDUCATION: Bachelor's in Industrial Engineering and a Masters in Industrial production of Food from the University of Belgrade

PROFESSIONAL EXPERIENCE: Joanna Savvides, a pioneer among women in the field of global business, is a scientist, a businesswoman, an entrepreneur, an educator and a community leader. She is the President of Transworld Ventures LLC, an international business consulting firm. In addition to her strong and proven management, planning and implementation skills, Joanna speaks six languages and possesses an outstanding and innate cross-cultural rapport. Joanna has worked for major multinational corporations including IBM, Heinz and Campbell Soup Company where she held a number of managerial positions in the international division. She has conducted business in over 100 countries. Joanna was the founding president of the World Trade Center of Greater Philadelphia (WTCGP). In the seven years of her tenure, the economic impact of the WTCGP services on the region resulted in over \$350 million in incremental sales, equating to nearly 4,000 new jobs in the area. Double-digit growth in the export of goods was recorded for both states served by the WTCGP, Pennsylvania and New Jersey. Joanna is an adjunct professor of Global Business Strategy and International Marketing at Saint Joseph's University. She holds numerous board positions and has received several awards including the Women of Distinction Award from the Philadelphia Business Journal, the Global Leadership Award from the Consular Corps Association of Philadelphia, the Global Business Award from the United Nations Association of Greater Philadelphia, the Cyprus Culture and Heritage Preservation Award from the Cyprus Society of Greater Philadelphia, the Artemis Award from the European American Business Council, and Woman of the Year (2009) award from WIN (Women's Issues Network) in New York.

**Amit Singh, Dean, Business & Computer Science Division,
Montgomery County Community College**

EDUCATION: MA in Economics, MBA, MS in Finance and Ph.D. in Economics

PROFESSIONAL EXPERIENCE: Dr. Singh is the dean of the Business and Computer Science Division at Montgomery County Community College. Before joining this institution in August 2007, he was a Professor of Business, Economics & Finance and the Assistant Dean of the Business and Social Science Division at Darton College, a unit of the University System of Georgia. In the past, he worked as an investment analyst at a brokerage firm and as a senior financial analyst for a consulting firm. He also taught at Michael J. Coles School of Business at Kennesaw State University in Georgia. Amit is a member of the Chartered Financial Analyst Institute, Atlanta Society of Financial Analyst and member and past president of the Georgia Association of Economics & Finance. He also served on the board of Water, Gas & Light Commission and Leadership Albany.

Craig Snyder, President and CEO, World Affairs Council

EDUCATION: B.A. Philosophy and Political Economy, Summa Cum Laude, University of Pennsylvania and J.D. Temple University School of Law

PROFESSIONAL EXPERIENCE: After a successful career in government, and as the founder and CEO of a Washington, D.C.-based lobbying group, Craig Snyder has returned to his hometown to lead the World Affairs Council of Philadelphia. Craig was confirmed in December 2012 as the Council's President and CEO, overseeing the region's premier educational organization dedicated to fostering public understanding of national and international policy issues. Snyder began his career at the Council more than twenty-five years ago, but left to spend nearly twenty years in politics—as a candidate for United States Congress, Chief of Staff to Senator Arlen Specter, a lobbyist and a political consultant. Craig's knowledge of legislative and foreign affairs, coupled with his passion for promoting civil discourse, provide the ideal set of qualifications for advancing the organization to the next level of success.

Ronald W. Webb, Director, Latin American Studies Center, Temple University

EDUCATION: B.A., History; B.A., Anthropology; M.A., Anthropology; Ph.D.-ABD, Anthropology, Penn State University

PROFESSIONAL EXPERIENCE: Professor Webb has taught at Temple University, Penn State University and at John Cabot University-Rome, Italy. He has taught courses in Spanish, Cultural Anthropology, Physical Anthropology, Archaeology and Intellectual Heritage. Professor Webb has conducted Anthropological & Archaeological studies in the western US (Utah, North Dakota), Italy (Umbria, Sardinia), Mexico (Veracruz, Morelos, Yucatan, Chiapas), Guatemala and Honduras. He has several articles/book reviews in journals and books and is the co-editor of a volume on Mesoamerican Archaeology published by the University of Utah Press (2002). Professor Webb speaks four languages - English, Spanish, Catalan and Italian – and has lived for extended periods of time in England, Mexico, Honduras, Spain and Italy. He has visited more than 20 other nations in Europe and Latin America.

APPENDIX 17a: Temple University CIBE Budget

Proposed 2014-2018 Funding

	YEAR 1 (2014-2015)			YEAR 2 (2015-2016)			YEAR 3 (2016-2017)			YEAR 4 (2017-2018)			2014-2018		
	USDE	MATCH	TOTAL	USDE	MATCH	TOTAL									
1. PERSONNEL															
A. Key Administrators - 28.3% Fringe															
Principal Investigator: Dr. Ram Mudambi - 25%	0	57,500	57,500	0	56,650	56,650	0	58,350	58,350	0	60,100	60,100	0	232,599	232,599
Director: Rebecca Beeman Geffner - 20%	0	20,000	20,000	0	20,600	20,600	0	21,218	21,218	0	21,855	21,855	0	83,673	83,673
Associate Director: New Hire - 80%	0	42,400	42,400	0	43,672	43,672	0	44,982	44,982	0	46,332	46,332	0	177,386	177,386
Assistant Director: Breanne McCord - 20%	0	8,600	8,600	0	8,858	8,858	0	9,124	9,124	0	9,397	9,397	0	35,979	35,979
FSBM Undergraduate Study Abroad Advising: Barbara Kohler - 5%	0	2,750	2,750	0	2,833	2,833	0	2,917	2,917	0	3,005	3,005	0	11,505	11,505
Research Director: Arvind Parkhe - 5%	0	11,476	11,476	0	11,820	11,820	0	12,175	12,175	0	12,540	12,540	0	48,011	48,011
Assistant Dean: Christine Kiely - 5%	0	6,000	6,000	0	6,180	6,180	0	6,365	6,365	0	6,556	6,556	0	25,102	25,102
Subtotal: Key Administrators	0	148,726	148,726	0	150,613	150,613	0	155,131	155,131	0	159,785	159,785	0	614,255	614,255
B. Program Specific Personnel - 28.3% Fringe															
20% IT staff time (Chris Miano) for management of virtual courses and webinars	0	10,100	10,100	0	10,403	10,403	0	10,715	10,715	0	11,037	11,037	0	42,255	42,255
Nick Dahan (17% Course Release, 2 semesters)	18,700	18,700	37,400	19,261	19,261	38,522	19,839	19,839	39,678	20,434	20,434	40,868	78,234	78,234	156,468
Subtotal: Program Specific Personnel	18,700	28,800	47,500	19,261	29,664	48,925	19,839	30,554	50,393	20,434	31,471	51,905	78,234	120,488	198,722
C. Doctoral Students - Fall and Spring Semesters - 20.5% Fringe															
3.1 Knowledge Map Faculty/doctoral student research team (17,500 students for 2 students)	0	35,000	35,000	0	35,000	35,000	0	35,000	35,000	0	35,000	35,000	0	140,000	140,000
Subtotal: Program Specific Personnel	0	35,000	35,000	0	140,000	140,000									
D. Graduate Research Assistant for Evaluation - 16.9% Fringe															
CIBER Part-time graduate research assistant (Evaluation)	0	22,000	22,000	0	22,660	22,660	0	23,340	23,340	0	24,040	24,040	0	92,040	92,040
Subtotal: Graduate Research Assistant for Evaluation	0	22,000	22,000	0	22,660	22,660	0	23,340	23,340	0	24,040	24,040	0	92,040	92,040
E. Hourly Students, Doctoral Students - Summer & Faculty Stipends - 8.2% Fringe															
CIBER Part-time student worker	5,168	0	5,168	5,168	0	5,168	5,168	0	5,168	5,168	0	5,168	20,672	0	20,672
3.1 Knowledge Map Faculty/doctoral student research team (Summer stipend \$4500/2 students)	9,000	0	9,000	9,270	0	9,270	9,548	0	9,548	9,835	0	9,835	37,653	0	37,653
4.2 Short Term Study Abroad - Destination Series - Faculty Lead Stipends (2 3-credit courses)	12,000	0	12,000	12,000	0	12,000	12,000	0	12,000	12,000	0	12,000	48,000	0	48,000
17 Graduate Interdisciplinary Course in Managing Cyber Security Risks Annual faculty stipend	6,000	0	6,000	6,000	0	6,000	6,000	0	6,000	6,000	0	6,000	24,000	0	24,000
17 Graduate Interdisciplinary Course in Managing Cyber Security Risks Faculty course development stipend	3,500	0	3,500	0	0	0	0	0	0	0	0	0	3,500	0	3,500
19 Course and Modules on Comparative Intl Healthcare Systems - Course Development Stipend (Stuart Fine)	0	3,500	3,500	0	0	0	0	0	0	0	0	0	3,500	3,500	3,500
10 Design Thinking in a Global Context Consultant (2 Workshops - at Temple + CC)	3,000	3,000	6,000	3,000	3,000	6,000	3,000	3,000	6,000	3,000	3,000	6,000	12,000	12,000	24,000
Subtotal: Hourly Students, Doctoral Students - Summer & Faculty Stipends	38,668	6,500	45,168	35,438	3,000	38,438	35,716	3,000	38,716	36,003	3,000	39,003	145,825	15,500	161,325
TOTAL PERSONNEL	57,368	206,026	263,394	54,699	205,937	260,636	55,555	247,025	302,580	56,437	218,296	274,732	224,059	877,283	1,101,341
2. FRINGE BENEFITS															
Key Administrators and Program Specific Personnel Fringe (28.3%)	5,292	50,240	55,532	5,451	51,018	56,469	5,614	52,549	58,163	5,783	54,125	59,908	22,140	207,932	230,072
Doctoral Students Fall and Spring Semesters (20.5%)	0	7,175	7,175	0	7,175	7,175	0	7,175	7,175	0	7,175	7,175	0	28,700	28,700
Graduate Research Assistant for Evaluation (16.9%)	0	3,718	3,718	0	3,830	3,830	0	3,944	3,944	0	4,063	4,063	0	15,555	15,555
Hourly Students, Doctoral Students - Summer, and Faculty Stipends (8.2%)	3,171	533	3,704	2,906	246	3,152	2,929	246	3,175	2,952	246	3,198	11,958	1,271	13,229
TOTAL FRINGE BENEFITS	8,463	61,666	70,129	8,357	62,269	70,626	8,543	63,914	72,457	8,735	65,609	74,344	34,098	253,458	287,556
TOTAL PERSONNEL AND FRINGE	65,831	267,692	333,523	63,056	268,206	331,262	64,098	310,939	375,037	65,172	283,905	349,076	258,156	1,130,741	1,388,897
3. TRAVEL															
1.4 Undergraduate Cross-Disciplinary Certificates of Language and Area Specialization TUJ & Other Asian Countries	45,000	0	45,000	45,000	0	45,000	45,000	0	45,000	45,000	0	45,000	180,000	0	180,000
1.12 Faculty Development in International Business: Sponsor one each from partner MSIs and CCs and one from Temple	10,500	0	10,500	10,500	0	10,500	10,500	0	10,500	10,500	0	10,500	42,000	0	42,000
1.27 Faculty Development Fellowships for Business Language Faculty, Students, Teachers															
Funding for attendance at annual conferences (3 fellowships at 1000 each - 1 CC, 1 MSI, 1 Temple)	3,000	0	3,000	3,000	0	3,000	3,000	0	3,000	3,000	0	3,000	12,000	0	12,000
3.2 Advancing U.S. Competitiveness in the Context of Emerging Innovation Models															
Travel expenses to research and collect data (1 trip, airfare + per diem = 3500 per year)	3,500	0	3,500	3,500	0	3,500	3,500	0	3,500	3,500	0	3,500	14,000	0	14,000
4.2 Short Term Study Abroad - Destination Series: Two immersions/year (one UG, 1 grad, 15 students per trip)															
1 Faculty Airfare, T&E, & Program Fee per trip + 1 Admin Lead Airfare, T&E, & Program Fee per trip	18,800	0	18,800	18,800	0	18,800	18,800	0	18,800	18,800	0	18,800	75,200	0	75,200
Two scholarships for PCC & Lincoln students (Airfare & Program Fee)	7,400	0	7,400	7,400	0	7,400	7,400	0	7,400	7,400	0	7,400	29,600	0	29,600
4.3 Semester Study Abroad (5 partnership locations + development)	5,000	0	5,000	5,000	0	5,000	5,000	0	5,000	5,000	0	5,000	20,000	0	20,000
4.4 Undergraduate and Graduate Overseas Live-Consulting Business Projects															
Two trips (Israel and Korea, 5 students per trip, airfare)	15,000	0	15,000	15,000	0	15,000	15,000	0	15,000	15,000	0	15,000	60,000	0	60,000
Project manager lead (airfare)	1,500	0	1,500	1,500	0	1,500	1,500	0	1,500	1,500	0	1,500	6,000	0	6,000
4.5 Emerging Market Immersion Program for MBA Students (Faculty & Admin Air/T&E/Program Fee per trip)	0	37,600	37,600	0	37,600	37,600	0	37,600	37,600	0	37,600	37,600	0	150,400	150,400
4.6 CIBER/CUIBE Intl Case Competition for UG Students	1,500	0	1,500	1,500	0	1,500	1,500	0	1,500	1,500	0	1,500	6,000	0	6,000
4.6 CIBER Directors & AD Meetings	3,000	0	3,000	3,000	0	3,000	3,000	0	3,000	3,000	0	3,000	12,000	0	12,000
6.1 Internationalizing Minority Serving Institutions (MSI).	2,500	0	2,500	2,500	0	2,500	2,500	0	2,500	2,500	0	2,500	10,000	0	10,000
TOTAL: TRAVEL	116,700	37,600	154,300	466,800	150,400	617,200									
4. EQUIPMENT															
Computers, Servers and Printers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

APPENDIX 17a: Temple University CIBE Budget

Proposed 2014-2018 Funding

	YEAR 1 (2014-2015)			YEAR 2 (2015-2016)			YEAR 3 (2016-2017)			YEAR 4 (2017-2018)			2014-2018		
	USDE	MATCH	TOTAL	USDE	MATCH	TOTAL									
TOTAL: EQUIPMENT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5. SUPPLIES AND MATERIALS															
1.8 "Destination Philadelphia" for Tourism, Hospitality, Sports, & Recreation	1,000	0	1,000	1,000	0	1,000	1,000	0	1,000	1,000	0	1,000	4,000	0	4,000
1.9 Course and Modules on Comparative Intl Healthcare Systems	1,000	0	1,000	1,000	0	1,000	1,000	0	1,000	1,000	0	1,000	4,000	0	4,000
1.10 Design Thinking in a Global Context	3,000	0	3,000	3,000	0	3,000	3,000	0	3,000	3,000	0	3,000	12,000	0	12,000
2.1 Half Day Seminar on Korean Business Culture & Linguistics	500	0	500	500	0	500	500	0	500	500	0	500	2,000	0	2,000
2.8 2 - Annual Half Day Conference to Build Trust in Cross-national Student Teams (G+UG)	1,000	0	1,000	1,000	0	1,000	1,000	0	1,000	1,000	0	1,000	4,000	0	4,000
2.9 Using Technology for Learning Languages, Cultures & Customs - Half Day Conference	500	0	500	500	0	500	500	0	500	500	0	500	2,000	0	2,000
3.2 Advancing U.S. Comp. Emerging Innovation Models - Bi-annual symposium	0	0	0	500	0	500	0	0	0	500	0	500	1,000	0	1,000
3.4 Annual IB Research Forum - Full Day	500	0	500	500	0	500	500	0	500	500	0	500	2,000	0	2,000
3.7 SBDC International Consulting Projects - Supplies and Materials	1,000	0	1,000	1,000	0	1,000	1,000	0	1,000	1,000	0	1,000	4,000	0	4,000
4.1 Training Graduate Students in International Case Writing - 2 Half Day Workshops	500	0	500	500	0	500	500	0	500	500	0	500	2,000	0	2,000
4.8 New India Seminar Series (2 Half Day Seminars)	500	0	500	500	0	500	500	0	500	500	0	500	2,000	0	2,000
5.1 Meeting the IB Competence - Fall internship fair in IB	700	0	700	700	0	700	700	0	700	700	0	700	2,800	0	2,800
5.1 Meeting the IB Competence - Spring placement fair	700	0	700	700	0	700	700	0	700	700	0	700	2,800	0	2,800
5.2 One day seminar on cyber security to local businesses	500	0	500	500	0	500	500	0	500	500	0	500	2,000	0	2,000
5.6 Annual Half Day Workshop on Managing Export Risks and Financing	500	0	500	500	0	500	500	0	500	500	0	500	2,000	0	2,000
5.9 Symposium on Philadelphia Metro Business Cluster with District Export Councils	500	0	500	500	0	500	500	0	500	500	0	500	2,000	0	2,000
6.3 International Competition with Regional Colleges/universities	350	0	350	350	0	350	350	0	350	350	0	350	1,400	0	1,400
6.3 International Competition with Regional Colleges/universities- Prize for Winner	0	500	500	0	500	500	0	500	500	0	500	500	0	2,000	2,000
TOTAL: SUPPLIES AND MATERIALS	13,050	500	13,550	13,550	500	14,050	13,050	500	13,550	13,550	500	14,050	53,200	2,000	55,200
6. CONTRACTUAL (N/A)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL: CONTRACTUAL	0	0	0	0	0	0									
7. CONSTRUCTION (N/A)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL: CONSTRUCTION	0	0	0	0	0	0									
8. OTHER															
A. Registration Fees															
2.5 Summer Business Communications Institute for Language Faculty	3,000	0	3,000	3,000	0	3,000	3,000	0	3,000	3,000	0	3,000	12,000	0	12,000
2.6 Annual CIBE Business Language Conference	1,000	0	1,000	1,000	0	1,000	1,000	0	1,000	1,000	0	1,000	4,000	0	4,000
4.6 CIBE/CUIBE Intl Case Competition for UG Students	2,500	0	2,500	2,500	0	2,500	2,500	0	2,500	2,500	0	2,500	10,000	0	10,000
6.1 Internationalizing Minority Serving Institutions (MSI)	5,000	0	5,000	5,000	0	5,000	5,000	0	5,000	5,000	0	5,000	20,000	0	20,000
Association Memberships (AIB, CUIBE, BISNet, CIBERweb)	0	5,500	5,500	0	5,500	5,500	0	5,500	5,500	0	5,500	5,500	0	22,000	22,000
Subtotal: Registration Fees	11,500	5,500	17,000	46,000	22,000	68,000									
B. Conference Services & Support															
1.8 "Destination Philadelphia" for Tourism, Hospitality, Sports, & Recreation	1,000	0	1,000	1,000	0	1,000	1,000	0	1,000	1,000	0	1,000	4,000	0	4,000
1.9 Course and Modules on Comparative Intl Healthcare Systems	700	0	700	700	0	700	700	0	700	700	0	700	2,800	0	2,800
2.1 Half Day Seminar on Korean Business Culture & Linguistics	350	0	350	350	0	350	350	0	350	350	0	350	1,400	0	1,400
2.3 Language and Applied Linguistics Seminar Series in a Global Context	2,000	0	2,000	2,000	0	2,000	2,000	0	2,000	2,000	0	2,000	8,000	0	8,000
2.8 2 - Annual Half Day Conference to Build Trust in Cross-national Student Teams (G+UG)	700	0	700	700	0	700	700	0	700	700	0	700	2,800	0	2,800
2.9 Using Technology for Learning Languages, Cultures & Customs - Half Day Conference	350	0	350	350	0	350	350	0	350	350	0	350	1,400	0	1,400
3.2 Advancing U.S. Comp. Emerging Innovation Models - Bi-annual symposium	0	0	0	350	0	350	0	0	0	350	0	350	700	0	700
3.4 Annual IB Research Forum - Full Day - Set-Up	350	0	350	350	0	350	350	0	350	350	0	350	1,400	0	1,400
4.1 Training Graduate Students in International Case Writing - 2 Half Day Workshops	350	0	350	350	0	350	350	0	350	350	0	350	1,400	0	1,400
4.7 Student Led Global Lecture Series	1,000	0	1,000	1,000	0	1,000	1,000	0	1,000	1,000	0	1,000	4,000	0	4,000
4.8 New India Seminar Series (2 Half Day Seminars)	350	0	350	350	0	350	350	0	350	350	0	350	1,400	0	1,400
5.2 One day seminar on cyber security to local businesses	350	0	350	350	0	350	350	0	350	350	0	350	1,400	0	1,400
5.3 Annual Seminar on Automated Export System (AES) Compliance	500	3,000	3,500	500	3,000	3,500	500	3,000	3,500	500	3,000	3,500	2,000	12,000	14,000
5.4 Annual Workshop of Electronic Filing for Exports	0	500	500	0	500	500	0	500	500	0	500	500	0	2,000	2,000
5.5 Stopping Counterfeits (aka StopFakes Roadshow)	750	0	750	750	0	750	750	0	750	750	0	750	3,000	0	3,000
5.6 Annual Half Day Workshop on Managing Export Risks and Financing	350	0	350	350	0	350	350	0	350	350	0	350	1,400	0	1,400
5.7 World Affairs Council Symposium Series	5,000	5,000	10,000	5,000	5,000	10,000	5,000	5,000	10,000	5,000	5,000	10,000	20,000	20,000	40,000
5.8 Temple Small Business Development Center "Going Global Series"	5,000	0	5,000	5,000	0	5,000	5,000	0	5,000	5,000	0	5,000	20,000	0	20,000
5.9 Half day symposium to discuss Knowledge Maps Project findings	350	0	350	350	0	350	350	0	350	350	0	350	1,400	0	1,400
6.4 Intra-Temple Global Conference	2,000	0	2,000	2,000	0	2,000	2,000	0	2,000	2,000	0	2,000	8,000	0	8,000
6.5 International Educators' Academy	2,000	0	2,000	2,000	0	2,000	2,000	0	2,000	2,000	0	2,000	8,000	0	8,000
Subtotal: Conferences Services & Support	23,450	8,500	31,950	23,800	8,500	32,300	23,450	8,500	31,950	23,800	8,500	32,300	94,500	34,000	128,500
C. Workshops, Conferences and Meetings															
1.8 "Destination Philadelphia" for Tourism, Hospitality, Sports, & Recreation	0	1,800	1,800	0	1,800	1,800	0	1,800	1,800	0	1,800	1,800	0	7,200	7,200
1.9 Course and Modules on Comparative Intl Healthcare Systems - Catering	0	1,800	1,800	0	1,800	1,800	0	1,800	1,800	0	1,800	1,800	0	7,200	7,200

APPENDIX 17a: Temple University CIBE Budget

Proposed 2014-2018 Funding

	YEAR 1 (2014-2015)			YEAR 2 (2015-2016)			YEAR 3 (2016-2017)			YEAR 4 (2017-2018)			2014-2018		
	USDE	MATCH	TOTAL	USDE	MATCH	TOTAL									
2.1 Half Day Seminar on Korean Business Culture & Linguistics - Catering		450	450		450	450		450	450		450	450		450	1,800
2.8 2 - Annual Half Day Conference to Build Trust in Cross-national Student Teams (G+UG)	0	900	900	0	900	900	0	900	900	0	900	900	0	900	3,600
2.9 Using Technology for Learning Languages, Cultures & Customs - Half Day Conference		450	450		450	450		450	450		450	450		450	1,800
3.2 Advancing U.S. Comp. Emerging Innovation Models - Bi-annual symposium	0	0	0	0	900	900	0	0	0	0	900	900	0	1,800	1,800
3.4 Annual IB Research Forum - Full Day		900	900		900	900		900	900		900	900		900	3,600
4.1 Training Graduate Students in International Case Writing - 2 Half Day Workshops		900	900		900	900		900	900		900	900		900	3,600
4.8 New India Seminar Series (2 Half Day Seminars)		900	900		900	900		900	900		900	900		900	3,600
5.2 One day seminar on cyber security to local businesses		900	900		900	900		900	900		900	900		900	3,600
5.6 Annual Half Day Workshop on Managing Export Risks and Financing		450	450		450	450		450	450		450	450		450	1,800
5.9 Symposium on Philadelphia Metro Business Cluster with District Export Councils		450	450		450	450		450	450		450	450		450	1,800
6.3 International Competition with Regional Colleges/universities		60	60		60	60		60	60		60	60		60	240
6.3 International Competition with Regional Colleges/universities - Post Competition Reception		500	500		500	500		500	500		500	500		500	2,000
Subtotal: Reception Expenses	0	10,460	10,460	0	11,360	11,360	0	10,460	10,460	0	11,360	11,360	0	43,640	43,640
D. Research and Development															
3.5 CIBE Faculty Fellows Research and Development Grants	25,000	0	25,000	25,000	0	25,000	25,000	0	25,000	25,000	0	25,000	100,000	0	100,000
Subtotal: Research and Development Support	25,000	0	25,000	100,000	0	100,000									
E. Consultants and Evaluators															
Evaluation Coordinator	5,000	0	5,000	5,000	0	5,000	5,000	0	5,000	5,000	0	5,000	20,000	0	20,000
1.8 "Destination Philadelphia" for Tourism, Hospitality, Sports, & Recreation - Speakers	2,400	0	2,400	2,400	0	2,400	2,400	0	2,400	2,400	0	2,400	9,600	0	9,600
1.9 Course and Modules on Comparative Intl Healthcare Systems - Speaker Honorariums	2,400	0	2,400	2,400	0	2,400	2,400	0	2,400	2,400	0	2,400	9,600	0	9,600
2.1 Half Day Seminar on Korean Business Culture & Linguistics - Speakers	600	0	600	600	0	600	600	0	600	600	0	600	2,400	0	2,400
2.8 2 - Annual Half Day Conference to Build Trust in Cross-national Student Teams (G+UG) - Speakers	1,200	0	1,200	1,200	0	1,200	1,200	0	1,200	1,200	0	1,200	4,800	0	4,800
2.9 Using Technology for Learning Languages, Cultures & Customs - Half Day Conference - Speakers	600	0	600	600	0	600	600	0	600	600	0	600	2,400	0	2,400
3.2 Advancing U.S. Comp. Emerging Innovation Models - Bi-annual symposium - Speakers	0	0	0	1,200	0	1,200	0	0	0	1,200	0	1,200	2,400	0	2,400
3.4 Annual IB Research Forum - Full Day - Speakers	1,200	0	1,200	1,200	0	1,200	1,200	0	1,200	1,200	0	1,200	4,800	0	4,800
3.7 SBDC International Consulting Projects - Consultant	1,000	0	1,000	1,000	0	1,000	1,000	0	1,000	1,000	0	1,000	4,000	0	4,000
4.1 Training Graduate Students in International Case Writing - 2 Half Day Workshops - Speakers	1,200	0	1,200	1,200	0	1,200	1,200	0	1,200	1,200	0	1,200	4,800	0	4,800
4.8 New India Seminar Series (2 Half Day Seminars) - Speakers	1,200	0	1,200	1,200	0	1,200	1,200	0	1,200	1,200	0	1,200	4,800	0	4,800
5.2 One day seminar on cyber security to local businesses - Speakers	1,200	0	1,200	1,200	0	1,200	1,200	0	1,200	1,200	0	1,200	4,800	0	4,800
5.6 Annual Half Day Workshop on Managing Export Risks and Financing - Speakers	600	0	600	600	0	600	600	0	600	600	0	600	2,400	0	2,400
5.9 Symposium on Philadelphia Metro Business Cluster with District Export Councils	600	0	600	600	0	600	600	0	600	600	0	600	2,400	0	2,400
Subtotal: Consultants and Evaluators	19,200	0	19,200	20,400	0	20,400	19,200	0	19,200	20,400	0	20,400	79,200	0	79,200
TOTAL: OTHER EXPENSES	79,150	24,460	103,610	80,700	25,360	106,060	79,150	24,460	103,610	80,700	25,360	106,060	319,700	99,640	419,340
9. TOTAL DIRECT COSTS	274,731	330,252	604,983	274,006	331,666	605,671	272,998	373,499	646,497	276,122	347,365	623,486	1,097,856	1,382,781	2,480,637
10. INDIRECT COSTS (8% OF MODIFIED TOTAL DIRECT COST BASE)	21,978	26,420	48,399	21,920	26,533	48,454	21,840	29,880	51,720	22,090	27,789	49,879	87,829	110,622	198,451
11. TRAINING STIPENDS (N/A)	0	0	0	0	0	0									
12. TOTAL COST	296,709	356,672	653,381	295,926	358,199	654,125	294,838	403,379	698,217	298,211	375,154	673,365	1,185,685	1,493,403	2,679,088

Temple CIBE Budget Narrative**YEAR 1**

The ratio between requested and matching funds in Year 1 is 45.4% to 54.6%.

Senior Personnel

DOE funds are not requested to fund senior personnel. The following individuals are match only. These in-kind salaries are associated with a fringe benefit rate of 28.3%.

1) Shreeram Mudambi, the Principal Investigator will direct the mission of the Temple CIBE and will contribute 25% effort to the program. 2) Ms. Rebecca Geffner will supervise the day-to-day operations of the Temple CIBE and plan CIBE activities with partners. Ms. Geffner will contribute 25% effort to Temple CIBE. 3) Associate Director will be hired to manage day to day CIBE activities. The Associate Director will contribute 80%. 4) Ms. Breanne McCord is responsible for the implementation of planned activities. Ms. McCord will contribute 20% effort. 5) Barbara Kohler serves as the advisor for undergraduate study abroad; she contributes 5% effort to Temple CIBE. 6) Arvind Parkhe serves as research director for Temple CIBE, contributing 5% effort. Christine Kiely contributes to the development of the CIBE mission and interfaces with the Board of Advisors. 7) Christine Kiely has oversight of the CIBE staff and of all CIBE activities. She contributes 5% effort.

Other Personnel (Program Specific)

Chris Miano, will support classroom technology and virtual projects at 20% effort and is matched by the Fox School. Also includes a 28.3% fringe benefit rate.

Nick Dahan will coordinate programs 1.2, 1.4, 1.5, 2.1, 2.2, 4.8, and 6.3 as identified in the Meeting the Statues narrative. He will receive a course release (17% of annual salary) each semester (2 each year). Fringe benefits are calculated at 28.3%. The project requests funding for one course release (at 17%) and the Fox School will match one course release (at 17%).

Two Graduate Research Assistants (GRA) for the fall and spring semesters at \$17,500 each are matched by the school during the life of the program. Fringe benefits calculated at 20.5%.

One Graduate Research Assistant for 12 months (\$22,000 plus 16.9% fringe benefits) to conduct evaluation activities is matched for each year of the grant award.

Funding for a student worker to support programs is calculated at 16 hours/week at \$8.50/hour for 38 weeks each year with a fringe benefit rate of 8.2%.

Two summer stipends are requested for Graduate Research Assistants at \$4,500 each with an 8.2% fringe benefit rate to support the Knowledge Map Project (3.1).

Faculty Stipends

Course development stipends of \$3,500 (plus 8.2% fringe benefits) each is requested for the following courses in year 1 only: Managing Cyber security Risks (Richard Flanagan); and Comparative International Healthcare Systems (Stuart Fine).

James Moustafellos will receive \$3,000 per day stipend to deliver two full day “Design Thinking in a Global Context” workshops. We request funding for 1 workshop to deliver to a group of area community colleges and Minority Serving Institution faculty and area businesses with an expected attendance of about 50 and the Fox School will cover the workshop he will deliver at Temple University faculty, graduate students and local businesses. Attendance will be limited to 50.

To support the Short Term Study Abroad Destination Series, two faculty stipends at \$6,000 (plus 8.2% fringe benefits) each per year for one graduate and one undergraduate course is budgeted.

We request funding for one \$6,000 (plus 8.2% fringe benefits) stipend to support the delivery of the course in Managing Cyber Security Risks each year of the proposed program.

Total (Personnel and Fringe): Request \$65,831; Match \$267,692; Year 1: \$333,523

Travel

- 1.4: Undergraduate Cross-Disciplinary Certificates of Language and Area Specialization. Temple CIBE requests funding for 15 students for an in country language and cultural immersion program. \$3,000 allocated for lodging, meals and in country transportation.
- 1.12: Faculty Development in International Business. To support efforts to internationalize faculty, we request funding to support travel expenses for 2 faculty members from our community college and a minority serving institution partners, and 1 junior faculty member from Temple University.
- 2.7: Faculty Development Fellowships for Business Language Faculty, Students, Teachers. Funding requested to support attendance at annual conferences for 3 fellowships at \$1000 each representative from our community college, a minority serving institution, and from Temple University.
- 3.2: Advancing U.S. Competitiveness in the Context of Emerging Innovation Models. Funding (\$3,500) requested for Dr. MB Sarkar to support airfare, lodging, and per diem for on site data collection with multinational corporations.
- 4.2: Short Term Study Abroad (two, 10-day programs each year) \$18,800 each year for airfare, lodging, *per diem*, in country transportation, for 2 faculty and 2 staff members each year.) Additional \$7,400 each year to cover travel expenses for two students – 1 from a community college and one from Minority Serving Institution.
- 4.3: Semester Study Abroad. Temple CIBE requests \$5,000 to cover travel expenses for staff site visit to five partner locations each year.
- 4.4: Undergraduate and Graduate Overseas Live-Consulting Business Projects: Request funding for \$15,000 each year to support the airfare for 10 students (\$1,500 each). \$1,500 is also requested to support airfare for the project manager.
- 4.5: Emerging Market Immersion Program for MBA students. Matching funds from the Fox School for \$37,600 for four programs (25 students per program) each year. Funds cover airfare, lodging, per diem, in country transportation.
- 4.6: CIBE Directors and Associate Directors Meetings. Request funding to support travel (including lodging and per diem) to two annual meetings at \$1,500 each.

- 4.6: CIBE/CUIBE Case Competition. Request funding for \$1,500 each year to support travel for a five student case team.
- 6.1: Internationalizing Minority Serving Institutions (MSI). Requesting \$2,500 to sponsor 1 faculty from MSI to attend the annual Case Workshop.

Total (Travel): Request \$116,700; Match \$37,600; Year 1 \$154,300

Supplies and Materials

Request funding for miscellaneous supplies, marketing collateral and print materials to support conferences, workshops, competitions and other events outlined in the budget. Specifically, funding is requested for :1) 3, full day workshops offered two times per year; 2) 1, half day workshop offered two times per year; 3) 5 half day workshops offered one time per year; 4) two internship and job placement fairs; 5) to support the SBDC's consulting projects.

The Fox School will provide a \$500 cash award for the winner of the International Competition with Regional Colleges and Universities (6.3).

Total (Supplies and Materials): Request \$13,050; Match \$500; Year 1 \$13,550

Other Direct Costs

A. Registration Fees – Program Participation with Other CIBE and Consortium Agreements

- 2.5: Summer Business Communications Institute for Language Faculty. Requesting \$3,000 to co-sponsor this Language Institute.
- 2.6: Annual CIBE Business Language Conference. Requesting \$1,000 to sponsor this Conference.
- 4.6: CIBE/CUIBE Intl Case Competition for UG Students. Requesting \$2,500 to sponsor this event.
- Association Memberships (AIB, CUIBE, BISNet, CIBERweb). Matching funds of \$5,500 allocated each year to support memberships.

Total (Registration Fees): Request \$11,500; Match \$5,500; Year 1 \$17,000

B. Conference Services and Support

To support partnerships/collaboration in developing and delivering program activities externally – External Activity. We are requesting \$18,250 to support 9 events: 1) the 10 lectures for the Temple University College of Education Language and Applied Linguistics Seminar Series; 2) Student Led Global Lecture Series; 3) Seminar on Automated Export Systems Compliance; 4) Electronic Filing for Exports Workshop; 5) Stopping Counterfeits Workshop; 6) World Affairs Council Symposium Series; 7) Temple Small Business Development Center "Going Global Series"; 8) Intra Temple Global Conference; 9) International Educators Academy.

In addition, the Fox School will provide an \$8,500 match to support the Seminar on Automated Export Systems Compliance; Electronic Filing for Exports Workshop; and the World Affairs Council Symposium Series.

To support new program implementation and delivery internally – Internal Activity. We are requesting \$5,200 to support 11 events: 1) Destination Philadelphia; 2) Comparative International Health Care Systems; 3) Korean Business Culture & Linguistics; 4) Building Trust in Cross-national Student Teams (G+UG); 5) Using Technology for Learning Languages, Cultures & Customs; 6) Annual IB Research Forum; 7) Training Graduate Students in International Case Writing; 8) New India Seminar Series; 9) Cyber Security Businesses Workshop; 10) Workshop on Managing Export Risks and Financing; 11) Knowledge Maps Symposium.

Total (Conference Services and Support): Request \$23,450; Match \$8,500; Year 1 \$31,950

C. Workshops, Conferences, and Meetings

All funding for catering is provided through matching funds from Temple University. Catering is calculated for 30 participants at \$15/person for a half day workshop and \$30/person for a full day workshop. Match is provided for :1) 3, full day workshops offered two times per year; 2) 1, half day workshop offered two times per year; 3) 5, half day workshops offered one time per year; 4) reception and luncheon for the International Competition with Regional Colleges and Universities.

Total (Workshops/Conferences/Meetings): Request \$0; Match \$10,460; Total Year 1 \$10,460

D. Research and Development

CIBE Faculty Fellows Research and Development Grants (3.5). Request funding of \$5,000 for research projects in Year 1.

Total (R&D): Request \$25,000; Match 0; Total Year 1 \$25,000

E. Consultants and Evaluator

Funding is requested to support speaker honoraria for the following conferences and workshops. Honoraria are calculated at \$300/speaker. We estimate the need for 2 speakers for a half day workshop and 4 speakers for a full day workshop. Honoraria is offered for the following 11 events: 1) Destination Philadelphia; 2) Comparative International Health Care Systems; 3) Korean Business Culture & Linguistics; 4) Building Trust in Cross-national Student Teams (G+UG); 5) Using Technology for Learning Languages, Cultures & Customs; 6) Annual IB Research Forum; 7) Training Graduate Students in International Case Writing; 8) New India Seminar Series; 9) Cyber Security Businesses Workshop; 10) Workshop on Managing Export Risks and Financing; 11) Knowledge Maps Symposium.

In addition, we request a \$1,000 for honorarium for International Trade Specialist for the SBDC International Consulting Projects and \$5,000 to contract the external independent Evaluation Coordinator.

Total (Consultants and Evaluator): Request \$19,200; Match \$ 0; Total Year 1 \$19,200

Indirect Costs

Indirect cost rate of 8% is applied to all direct costs.

Total (Indirect Costs): Request \$21,978; Match \$26,420; Total Year 1 \$48,399

Total Year 1

Request \$296,709; Match \$356,672; Total \$653,381

YEAR 2

The ratio between requested and matching funds in Year 2 is 45.2% to 54.8%.

Senior Personnel

DOE funds are not requested to fund senior personnel. The senior personnel outlined in Year 1 will continue in their roles at the specified level of effort for Year 2. Salaries are increased by 3% to incorporate a cost of living increase. These in-kind salaries are associated with a fringe benefit rate of 28.3%.

Other Personnel (Program Specific)

Chris Miano, will continue to serve Temple CIBE at 20% effort. His salary continues as match and will increase by 3% and includes a 28.3% fringe benefit rate.

Nick Dahan will continue in the program and will receive one course release each semester (one to be funded by Temple CIBE and one from the Fox School). He is budgeted for a 3% increase from Year 1. His salary includes a fringe benefit rate of 28.3%

Two Graduate Research Assistants (GRA) for the fall and spring semesters at \$17,500 each are matched by the school. Fringe benefits calculated at 20.5%.

One Graduate Research Assistant for 12 months (\$22,600 plus 16.9% fringe benefits) to conduct evaluation activities is matched for each year of the grant award.

Funding for a student worker to support programs is calculated at 16 hours/week at \$8.50/hour for 38 weeks each year with a fringe benefit rate of 8.2%.

Two summer stipends requested for Graduate Research Assistants increased by 3% from Year 1 and includes an 8.2% fringe benefit rate to support the Knowledge Map Project (3.1).

Faculty Stipends

James Moustafellos will receive \$3,000 per day stipend to deliver two full day “Design Thinking in a Global Context” workshops. As in previous years, we request funding for 1 workshop and the Fox School will match one workshop.

To support the Short Term Study Abroad Destination Series, two faculty stipends at \$6,000 (plus 8.2% fringe benefits) each per year for one graduate and one undergraduate course is budgeted.

We request funding for one \$6,000 (plus 8.2% fringe benefits) stipend to support the delivery of the course in Managing Cyber Security Risks each year of the proposed program.

Total (Personnel and Fringe): Request \$63,056; Match \$268,206; Year 2: \$331,261

Travel

To support all Temple CIBE programs and events, the travel budget is consistent in Year 2.

Total (Travel): Request \$116,700; Match \$37,600; Year 2 \$154,300

Supplies and Materials

Request funding for miscellaneous supplies, marketing collateral and print materials to support conferences, workshops, competitions and other events outlined in the budget. Specifically, funding is requested for :1) 3, full day workshops offered two times per year; 2) 1, half day workshop offered two times per year; 3) 6 half day workshops offered one time per year; 4) two internship and job placement fairs; 5) to support the SBDC's consulting projects.

The Fox School will provide a \$500 cash award for the winner of the International Competition with Regional Colleges and Universities (6.3).

Total (Supplies and Materials): Request \$13,550; Match \$500; Year 2 \$14,050

Other Direct Costs

A. Registration Fees -- Program Participation with Other CIBE and Consortium Agreements

- 2.5: Summer Business Communications Institute for Language Faculty. Requesting \$3,000 to co-sponsor this Language Institute.
- 2.6: Annual CIBE Business Language Conference. Requesting \$1,000 to sponsor this Conference.
- 4.6: CIBE/CUIBE Intl Case Competition for UG Students. Requesting \$2,500 to sponsor this event.
- Association Memberships (AIB, CUIBE, BISNet, CIBERweb). Matching funds of \$5,500 allocated each year to support memberships.

Total (Required Fees): Request \$11,500; Match \$5,500; Year 2 \$17,000

B. Conference Services and Support

To support partnerships/collaboration in developing and delivering program activities externally – External Activity. We are requesting \$18,250 to support 9 events: 1) the 10 lectures for the Temple University College of Education Language and Applied Linguistics Seminar Series; 2) Student Led Global Lecture Series; 3) Seminar on Automated Export Systems Compliance; 4) Electronic Filing for Exports Workshop; 5) Stopping Counterfeits Workshop; 6) World Affairs Council Symposium Series; 7) Temple Small Business Development Center "Going Global Series"; 8) Intra Temple Global Conference; 9) International Educators Academy.

In addition, the Fox School will provide an \$8,500 match to support the Seminar on Automated Export Systems Compliance; Electronic Filing for Exports Workshop; and the World Affairs Council Symposium Series.

To support new program implementation and delivery internally – Internal Activity. We are requesting \$5,200 to support 12 events: 1) Destination Philadelphia; 2) Comparative International Health Care Systems; 3) Korean Business Culture & Linguistics; 4) Building Trust in Cross-national Student Teams (G+UG); 5) Using Technology for Learning Languages, Cultures & Customs; 6) Advancing U.S. Competitiveness-Emerging Innovation Models; 7) Annual IB Research Forum; 8) Training Graduate Students in International Case Writing; 9) New India Seminar Series; 10) Cyber Security Businesses Workshop; 11) Workshop on Managing Export Risks and Financing; 12) Knowledge Maps Symposium.

Total (Conference Services and Support): Request \$23,800; Match \$8,500; Year 2 \$32,300

C. Workshops, Conferences, and Meetings

All funding for catering is provided through matching funds from Temple University. Catering is calculated for 30 participants at \$15/person for a half day workshop and \$30/person for a full day workshop. Match is provided for :1) 3, full day workshops offered two times per year; 2) 1, half day workshop offered two times per year; 3) 6, half day workshops offered one time per year; 4) reception and luncheon for the International Competition with Regional Colleges and Universities.

Total (Workshops/Conferences/Meetings): Request \$0; Match \$11,360; Total Year 2 \$11,360

D. Research and Development

CIBE Faculty Fellows Research and Development Grants (3.5). Request funding of \$5,000 for research projects in Year 2.

Total (R&D): Request \$25,000; Match 0; Total Year 2 \$25,000

E. Consultants and Evaluator

Funding is requested to support speaker honoraria for the following conferences and workshops. Honoraria are calculated at \$300/speaker. We estimate the need for 2 speakers for a half day workshop and 4 speakers for a full day workshop. Honoraria is offered for the following 12 events: 1) Destination Philadelphia; 2) Comparative International Health Care Systems; 3) Korean Business Culture & Linguistics; 4) Building Trust in Cross-national Student Teams (G+UG); 5) Using Technology for Learning Languages, Cultures & Customs; 6) Advancing US Competitiveness -Emerging Innovation Models; 7) Annual IB Research Forum; 8) Training Graduate Students in International Case Writing; 9) New India Seminar Series; 10) Cyber Security Businesses Workshop; 11) Workshop on Managing Export Risks and Financing; 12) Knowledge Maps Symposium.

In addition, we request a \$1,000 for honorarium for International Trade Specialist for the SBDC International Consulting Projects and \$5,000 to contract the external independent Evaluation Coordinator.

Total (Consultants and Evaluator): Request \$20,400; Match \$ 0; Total Year 2 \$20,400

Indirect Costs

Indirect cost rate of 8% is applied to all direct costs.

Total (Indirect Costs): Request \$21,920; Match \$26,533; Total Year 2 \$48,454

Total Year 2

Request \$295,926; Match \$358,199; Total \$654,125

YEAR 3

The ratio between requested and matching funds in Year 3 is 42.2% to 57.8%.

Senior Personnel

DOE funds are not requested to fund senior personnel. The senior personnel outlined in Year 1 will continue in their roles at the specified level of effort for Year 3. Salaries are increased by 3% to incorporate a cost of living increase. These in-kind salaries are associated with a fringe benefit rate of 28.3%.

Other Personnel (Program Specific)

Chris Miano, will continue to serve Temple CIBE at 20% effort. His salary continues as match and will increase by 3% and includes a 28.3% fringe benefit rate.

Nick Dahan will continue in the program and will continue to receive one course release each semester (one to be funded by Temple CIBE and one from the Fox School). He is budgeted for a 3% increase from year 2. His salary includes a fringe benefit rate of 28.3%

Two Graduate Research Assistants (GRA) for the fall and spring semesters at \$17,500 each are matched by the school during the life of the program. Fringe benefits calculated at 20.5%.

One Graduate Research Assistant for 12 months (\$23,340 plus 16.9% fringe benefits) to conduct evaluation activities is matched for each year of the grant award.

Funding for a student worker to support programs is calculated at 16 hours/week at \$8.50/hour for 38 weeks each year with a fringe benefit rate of 8.2%.

Two summer stipends requested for Graduate Research Assistants increased by 3% from Year 2 and include an 8.2% fringe benefit rate to support the Knowledge Map Project (3.1).

Faculty Stipends

James Moustafellos will receive \$3,000 per day stipend to deliver two full day “Design Thinking in a Global Context” workshops. As in previous years, we request funding for 1 workshop and the Fox School will match one workshop.

To support the Short Term Study Abroad Destination Series, two faculty stipends at \$6,000 (plus 8.2% fringe benefits) each per year for one graduate and one undergraduate course is budgeted.

We request funding for one \$6,000 (plus 8.2% fringe benefits) stipend to support the delivery of the course in Managing Cyber Security Risks each year of the proposed program.

Total (Personnel and Fringe): Request \$64,098; Match \$310,939; Year 3: \$375,037

Travel

To support all Temple CIBE programs and events, the travel budget is consistent in Year 3.

Total (Travel): Request \$116,700; Match \$37,600; Year 3 \$154,300.

Supplies and Materials

Request funding for miscellaneous supplies, marketing collateral and print materials to support conferences, workshops, competitions and other events outlined in the budget. Specifically, funding is requested for :1) 3, full day workshops offered two times per year; 2) 1, half day workshop offered two times per year; 3) 5 half day workshops offered one time per year; 4) two internship and job placement fairs; 5) to support the SBDC's consulting projects.

The Fox School will provide a \$500 cash award for the winner of the International Competition with Regional Colleges and Universities (6.3).

Total (Supplies and Materials): Request \$13,050; Match \$500; Year 3 \$13,550

Other Direct Costs

A. Registration Fees- Program Participation with Other CIBE and Consortium Agreements

- 2.5: Summer Business Communications Institute for Language Faculty. Requesting \$3,000 to co-sponsor this Language Institute.
- 2.6: Annual CIBE Business Language Conference. Requesting \$1,000 to sponsor this Conference.
- 4.6: CIBE/CUIBE Intl Case Competition for UG Students. Requesting \$2,500 to sponsor this event.
- Association Memberships (AIB, CUIBE, BISNet, CIBERweb). Matching funds of \$5,500 allocated each year to support memberships.

Total (Registration Fees): Request \$11,500; Match \$5,500; Year 3 \$17,000

B. Conference Services and Support

To support partnerships/collaboration in developing and delivering program activities externally – External Activity. We are requesting \$18,250 to support 9 events: 1) the 10 lectures for the Temple University College of Education Language and Applied Linguistics Seminar Series; 2) Student Led Global Lecture Series; 3) Seminar on Automated Export Systems Compliance; 4) Electronic Filing for Exports Workshop; 5) Stopping Counterfeits Workshop; 6) World Affairs Council Symposium Series; 7) Temple Small Business Development Center "Going Global Series"; 8) Intra Temple Global Conference; 9) International Educators Academy.

In addition, the Fox School will provide an \$8,500 match to support the Seminar on Automated Export Systems Compliance; Electronic Filing for Exports Workshop; and the World Affairs Council Symposium Series.

To support new program implementation and delivery internally – Internal Activity. We are requesting \$5,200 to support 11 events: 1) Destination Philadelphia; 2) Comparative International Health Care Systems; 3) Korean Business Culture & Linguistics; 4) Building Trust in Cross-national Student Teams (G+UG); 5) Using Technology for Learning Languages, Cultures & Customs; 6) Annual IB Research Forum; 7) Training Graduate Students in International Case Writing; 8) New India Seminar Series; 9) Cyber Security Businesses Workshop; 10) Workshop on Managing Export Risks and Financing; 11) Knowledge Maps Symposium.

Total (Conference Services and Support): Request \$23,450 Match \$8,500; Year 3 \$31,950

C. Workshops, Conferences, and Meetings

All funding for catering is provided through matching funds from Temple University. Catering is calculated for 30 participants at \$15/person for a half day workshop and \$30/person for a full day workshop. Match is provided for :1) 3, full day workshops offered two times per year; 2) 1, half day workshop offered two times per year; 3) 5, half day workshops offered one time per year; 4) reception and luncheon for the International Competition with Regional Colleges and Universities.

Total (Workshops/Conferences/Meetings): Request \$0; Match \$10,460; Total Year 3 \$10,460

D. Research and Development

CIBE Faculty Fellows Research and Development Grants (3.5). Request funding of \$5,000 for research projects in Year 3.

Total (R&D): Request \$25,000; Match 0; Total Years 3 \$25,000

E. Consultants and Evaluator

Funding is requested to support speaker honoraria for the following conferences and workshops. Honoraria are calculated at \$300/speaker. We estimate the need for 2 speakers for a half day workshop and 4 speakers for a full day workshop. Honoraria is offered for the following 11 events: 1) Destination Philadelphia; 2) Comparative International Health Care Systems; 3) Korean Business Culture & Linguistics; 4) Building Trust in Cross-national Student Teams (G+UG); 5) Using Technology for Learning Languages, Cultures & Customs; 6) Annual IB Research Forum; 7) Training Graduate Students in International Case Writing; 8) New India Seminar Series; 9) Cyber Security Businesses Workshop; 10) Workshop on Managing Export Risks and Financing; 11) Knowledge Maps Symposium.

In addition, we request a \$1,000 for honorarium for International Trade Specialist for the SBDC International Consulting Projects and \$5,000 to contract the external independent Evaluation Coordinator.

Total (Consultants and Evaluator): Request \$19,200; Match \$ 0; Total Year 3 \$19,200

Indirect Costs

Indirect cost rate of 8% is applied to all direct costs.

Total (Indirect Costs): Request 21,840; Match \$29,880; Year 3 \$51,720

Total Year 3

Request \$294,838; Match \$403,379; Total \$698,217

YEAR 4

The ratio between requested and matching funds in Year 4 is 44.3% to 55.7%.

Senior Personnel

DOE funds are not requested to fund senior personnel. The senior personnel outlined in Year 1 will continue in their role at the specified level of effort for Year 4. Salaries are increased by 3% to incorporate a cost of living increase. These in-kind salaries are associated with a fringe benefit rate of 28.3%.

Other Personnel (Program Specific)

Chris Miano, will continue to serve Temple CIBE at 20% effort. His salary continues as match and will increase by 3% and includes a 28.3% fringe benefit rate.

Nick Dahan will continue in the program and will continue to receive one course release each semester (one to be funded by Temple CIBE and one from the Fox School). He is budgeted for a 3% increase from Year 3. His salary includes a fringe benefit rate of 28.3%

Two Graduate Research Assistants (GRA) for the fall and spring semesters at \$17,500 each are matched by the school. Fringe benefits calculated at 20.5%.

One Graduate Research Assistant for 12 months (\$24,040 plus 16.9% fringe benefits) to conduct evaluation activities is matched for Year 4.

Funding for a student worker to support programs is calculated at 16 hours/week at \$8.50/hour for 38 weeks each year with a fringe benefit rate of 8.2%.

Two summer stipends requested for Graduate Research Assistants increased by 3% from Year 3 and include an 8.2% fringe benefit rate to support the Knowledge Map Project (3.1).

Faculty Stipends

James Moustafellos will receive \$3,000 per day stipend to deliver two full day “Design Thinking in a Global Context” workshops. As in previous years, we request funding for 1 workshop and the Fox School will match one workshop.

To support the Short Term Study Abroad Destination Series, two faculty stipends at \$6,000 (plus 8.2% fringe benefits) each per year for one graduate and one undergraduate course is budgeted.

We request funding for one \$6,000 (plus 8.2% fringe benefits) stipend to support the delivery of the course in Managing Cyber Security Risks each year of the proposed program.

Total (Personnel and Fringe): Request \$65,172; Match \$283,905; Year 4: \$349,076

Travel

To support all Temple CIBE programs and events, the travel budget is consistent in Year 4.

Total (Travel): Request \$116,700; Match \$37,600; Year 4 \$154,300

Supplies and Materials

Request funding for miscellaneous supplies, marketing collateral and print materials to support conferences, workshops, competitions and other events outlined in the budget. Specifically, funding is requested for :1) 3, full day workshops offered two times per year; 2) 1, half day workshop offered two times per year; 3) 6 half day workshops offered one time per year; 4) two internship and job placement fairs; 5) to support the SBDC's consulting projects.

The Fox School will provide a \$500 cash award for the winner of the International Competition with Regional Colleges and Universities (6.3).

Total (Supplies and Materials): Request \$13,550; Match \$500; Year 4 \$14,050

Other Direct Costs

A. Registration Fees -- Program Participation with Other CIBE and Consortium Agreements

- 2.5: Summer Business Communications Institute for Language Faculty. Requesting \$3,000 to co-sponsor this Language Institute.
- 2.6: Annual CIBE Business Language Conference. Requesting \$1,000 to sponsor this Conference.
- 4.6: CIBE/CUIBE Intl Case Competition for UG Students. Requesting \$2,500 to sponsor this event.
- Association Memberships (AIB, CUIBE, BISNet, CIBERweb). Matching funds of \$5,500 allocated each year to support memberships.

Total (Registration Fees): Request \$11,500; Match \$5,500; Year 4 \$17,000

B. Conference Services and Support

To support partnerships/collaboration in developing and delivering program activities externally – External Activity. We are requesting \$18,250 to support 9 events: 1) the 10 lectures for the Temple University College of Education Language and Applied Linguistics Seminar Series; 2) Student Led Global Lecture Series; 3) Seminar on Automated Export Systems Compliance; 4) Electronic Filing for Exports Workshop; 5) Stopping Counterfeits Workshop; 6) World Affairs Council Symposium Series; 7) Temple Small Business Development Center "Going Global Series"; 8) Intra Temple Global Conference; 9) International Educators Academy.

In addition, the Fox School will provide an \$8,500 match to support the Seminar on Automated Export Systems Compliance; Electronic Filing for Exports Workshop; and the World Affairs Council Symposium Series.

To support new program implementation and delivery internally – Internal Activity. We are requesting \$5,200 to support 12 events: 1) Destination Philadelphia; 2) Comparative International Health Care Systems; 3) Korean Business Culture & Linguistics; 4) Building Trust in Cross-national Student Teams (G+UG); 5) Using Technology for Learning Languages, Cultures & Customs; 6) Advancing U.S. Competitiveness-Emerging Innovation Models; 7) Annual IB Research Forum; 8) Training Graduate Students in International Case Writing; 9) New India Seminar Series; 10) Cyber Security Businesses Workshop; 11) Workshop on Managing Export Risks and Financing; 12) Knowledge Maps Symposium.

Total (Conference Services and Support): Request \$23,800; Match \$8,500; Year 4 \$32,300

C. Workshops, Conferences, and Meetings

All funding for catering is provided through matching funds from Temple University. Catering is calculated for 30 participants at \$15/person for a half day workshop and \$30/person for a full day workshop. Match is provided for :1) 3, full day workshops offered two times per year; 2) 1, half day workshop offered two times per year; 3) 6, half day workshops offered one time per year; 4) reception and luncheon for the International Competition with Regional Colleges and Universities.

Total (Workshops/Conferences/Meetings): Request \$0; Match \$11,360 Total Year 4 \$11,360

D. Research and Development

CIBE Faculty Fellows Research and Development Grants (3.5). Request funding of \$5,000 for research projects in Year 4.

Total (R&D): Request \$25,000; Match 0; Total Year 4 \$25,000

E. Consultants and Evaluator

Funding is requested to support speaker honoraria for the following conferences and workshops. Honoraria are calculated at \$300/speaker. We estimate the need for 2 speakers for a half day workshop and 4 speakers for a full day workshop. Honoraria is offered for the following 12 events: 1) Destination Philadelphia; 2) Comparative International Health Care Systems; 3) Korean Business Culture & Linguistics; 4) Building Trust in Cross-national Student Teams (G+UG); 5) Using Technology for Learning Languages, Cultures & Customs; 6) Advancing US Competitiveness -Emerging Innovation Models; 7)Annual IB Research Forum; 8) Training Graduate Students in International Case Writing; 9) New India Seminar Series; 10) Cyber Security Businesses Workshop; 11) Workshop on Managing Export Risks and Financing; 12) Knowledge Maps Symposium.

In addition, we request a \$1,000 for honorarium for International Trade Specialist for the SBDC International Consulting Projects and \$5,000 to contract the external independent Evaluation Coordinator.

Total (Consultants and Evaluator): Request \$20,400; Match \$ 0; Total Year 4 \$20,400

Indirect Costs

Indirect cost rate of 8% is applied to all direct costs.

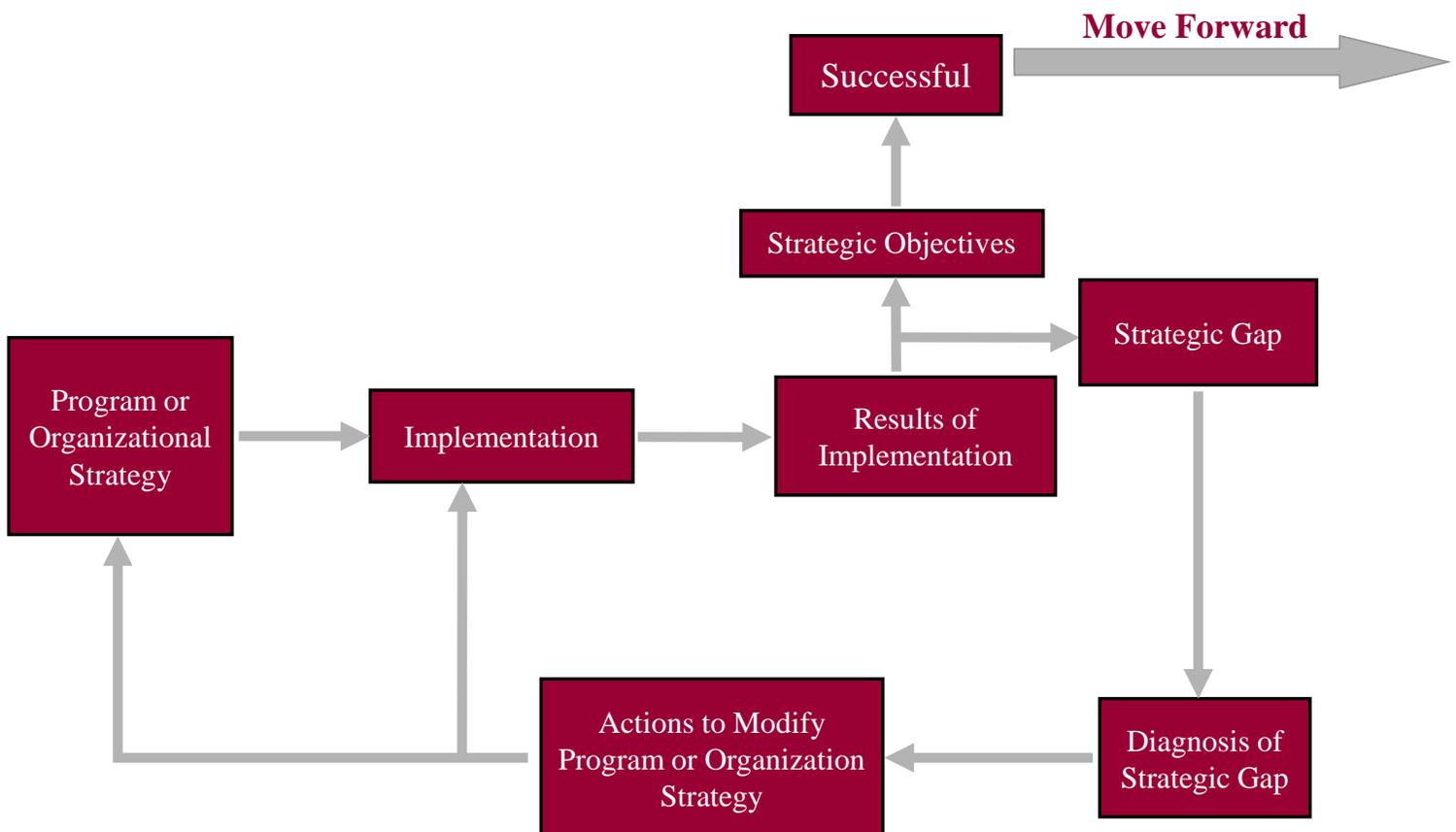
Total (Indirect Costs): Request \$22,090; Match \$ 27,789; Total Year 4 \$49,879

Total Year 4

Request \$298,211; Match \$375,154; Total \$673,365

TOTAL 4 YEARS

Request \$1,185,685; Match \$1,493,403; Total \$2,679,088



Part A: Please Tell Us About Yourself.

Name: _____ Date _____

1. What is your age and gender? Age _____ Gender _____
2. In what Level and Year are you?
₁ Undergraduate ₂ Graduate ₃ Other
₁ First Year ₂ Second Year ₃ Third Year ₄ Fourth Year ₅ Other
3. What is your Major/Program? Concentration?
Major/Program _____ Concentration _____
4. Are you employed? ₁ Yes ₀ No
5. What is your occupation? _____
6. Are you employed: ₁ Full Time ₂ Part Time ₃ Other
7. Where will you be studying? Country City
College/University: _____
8. What is the anticipated date you will return from your study abroad? Month: _____ Year: _____
9. In what semester and year do you intend to graduate? Semester: _____ Year _____
10. What is your approximate GPA? _____
11. In what country were you born? _____
12. What is your citizenship? _____
13. What is your race? _____
14. Are you proficient in any languages other than you native language? ₁ Yes ₀ No
If yes, which? _____
15. Have you traveled outside of your home country before for any reason? ₁ Yes ₀ No
16. If yes, what was the purpose of your international travel?
₁ For a vacation or holiday ₁ To study abroad
₁ A volunteer or Service Trip ₁ To work
₁ Other (please explain) _____

17. What are your goals after graduation? *(Check all that apply.)*

- | | |
|---|---|
| <input type="checkbox"/> ₁ Work for the corporate sector | <input type="checkbox"/> ₁ Work for government or non-profit |
| <input type="checkbox"/> ₁ Find a new job | <input type="checkbox"/> ₁ Change professions |
| <input type="checkbox"/> ₁ Volunteer | <input type="checkbox"/> ₁ Travel |
| <input type="checkbox"/> ₁ Return to school | <input type="checkbox"/> ₁ I'm not sure |
| <input type="checkbox"/> ₁ Other <i>(please explain)</i> _____ | |

18. Why have you chosen to study abroad? *(Check all that apply.)*

- ₁ Enhance my professional resume.
- ₁ I hope to work for a global business
- ₁ It is important for my current professional position.
- ₁ My program requires me to study abroad.
- ₁ To fulfill an International Studies requirement
- ₁ To learn about different cultures.
- ₁ To learn about international business practice.
- ₁ To make me more competitive in the workplace.
- ₁ To meet people from a different country.

- ₁ Other *(please explain)* _____

Part B: Before you Begin Your International Study Abroad Experience

1. List two to three personal goals you are hoping to achieve during the time you are abroad. Your feedback will help us make important program improvements. Please be honest.

- 1. _____
- 2. _____
- 3. _____

2. List two to three assumptions or impressions you currently have about the places where you will study.

- 1. _____
- 2. _____
- 3. _____

3. Please share your thoughts about global events and other cultures.

	Yes, very much	Yes	Somewhat	Not much	Not at all	I'm not sure
I am interested in world history.	<input type="checkbox"/> ₅	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₈
I am interested in learning more about my own culture.	<input type="checkbox"/> ₅	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₈
I am curious about global current events.	<input type="checkbox"/> ₅	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₈
I am comfortable interacting with people from other cultures.	<input type="checkbox"/> ₅	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₈
I understand the economics of globalization.	<input type="checkbox"/> ₅	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₈
Multinational organizations should be concerned with global poverty.	<input type="checkbox"/> ₅	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₈
I am comfortable visiting a new country.	<input type="checkbox"/> ₅	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₈
I understand the implications of global poverty.	<input type="checkbox"/> ₅	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₈
I believe global business practice impacts my home country.	<input type="checkbox"/> ₅	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₈

4. In anticipation of your trip, how comfortable will you be with the following?

	Very uncomfortable	Uncomfortable	Somewhat comfortable	Comfortable	Very comfortable	I'm not sure
Getting around the city in which you will be studying.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₈
The local food.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₈
Interacting with local merchants.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₈
Meeting new people.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₈
Encountering poverty in your host country.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₈
Visiting a highly populated city.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₈
Collaborating with people from a different country.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₈
Overall cultural differences between your home country and host country.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₈

5. How much do you know about the culture of your host country?

I know nothing at all about the culture of my host country	I don't know too much	I know some	I know a good amount	I know a lot about the culture of my host country	I'm not sure
<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/>

If you are unsure, please explain.

6. How comfortable are you working with people from other cultures?

I am not at all comfortable	Uncomfortable	Somewhat comfortable	Comfortable	I am very comfortable	I'm not sure
<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/>

If you are unsure, please explain.

7. How much do you know about international business practice in general?

I know nothing at all about international business practice	I don't know too much	I know some about international business practice	I know a good amount	I know a lot about international business	I'm not sure
<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/>

8. How much do you know about the business practices in your host country?

I know nothing at all about business practice in my host country	I don't know too much	I know some	I know a good amount	I know a lot about business practice in my host country	
<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	
<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	
<input type="checkbox"/> 10					

9. How confident are you in your ability to interact within the international business community?

Not at all confident	Not confident	Somewhat confident	Confident	Extremely confident	I'm not sure
<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/>

10. When you are interacting with people from different countries and cultures, can you adapt to new situations?

Not very well at all		Not Really		Perhaps		Yes		Yes, definitely		I'm not sure
<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10

If you are unsure, please explain.

11. Are you interested in a career located in a foreign country (a country different from your home country)?

No, Not at all		Not really		Perhaps		Yes, I'm leaning that way		Yes, definitely		I'm not sure
<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10

12. How important is speaking another language?

Not at all important		Not Important		Somewhat Important		Important		Extremely Important		I'm not sure
<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10

Please explain _____

13. Are you a native speaker of the language spoken in your host country? 0 No 1 Yes

14. How proficient are you in the spoken language of the country where you will be studying?

I am not at all proficient		Not very proficient		Somewhat proficient		Proficient		I am fluent		I'm not sure
<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10

15. Please list three to five assumptions you think people from your host country have about people from your home country.

1. _____
2. _____
3. _____
4. _____
5. _____

16. Describe what you are most looking forward to while studying abroad?

Four horizontal lines for writing.

17. Describe what you believe will be your greatest challenges while studying abroad.

Five horizontal lines for writing.

Anything Else?

Please share any other thoughts you might have.

Multiple horizontal lines for writing.

Thank you for completing this portion of the survey, please stop here and return the survey in the envelope provided.

Part C: Following Your Study Abroad

Name: _____ Date _____

1. Were you able to achieve any of the goals you had prior to studying abroad?
₃ All ₂ Some ₁ None ₈ I'm not sure

2. Please list the goals you accomplished while studying abroad or explain why if you are not sure.

3. Try to think back to the assumptions you had about people from your host country prior to your study abroad experience. Did your time abroad validate or invalidate your assumptions?
 1. _____
 2. _____
 3. _____
 4. _____
 5. _____

4. Please share some of your thoughts about global events and other cultures. Please share your thoughts about global events and other cultures.

	Yes, very much	Yes	Somewhat	Not much	Not at all	I'm not sure
I am interested in world history.	<input type="checkbox"/> ₅	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₈
I am interested in learning more about my own culture	<input type="checkbox"/> ₅	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₈
I am curious about global current events.	<input type="checkbox"/> ₅	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₈
I am comfortable interacting with people from other cultures.	<input type="checkbox"/> ₅	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₈
I understand the economics of globalization.	<input type="checkbox"/> ₅	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₈
Multinational organizations should be concerned with global poverty.	<input type="checkbox"/> ₅	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₈

	Yes, very much	Yes	Somewhat	Not much	Not at all	I'm not sure
I am comfortable visiting a new country.	<input type="checkbox"/> ₅	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₈
I understand the implications of global poverty.	<input type="checkbox"/> ₅	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₈
I believe global business practice impacts my home country.	<input type="checkbox"/> ₅	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₈

5. How comfortable are you with the following?

	Very uncomfortable	Uncomfortable	Somewhat comfortable	Comfortable	Very comfortable	I'm not sure
Getting around the city in which you will be studying.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₈
The local food.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₈
Interacting with local merchants.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₈
Meeting new people.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₈
Encountering poverty in your host country.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₈
Visiting a highly populated city.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₈
Collaborating with people from a different country.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₈
Overall cultural differences between your home and host countries.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₈

6. How much do you know about the culture of your host country?

I know nothing at all about the culture of my host country	I don't know too much	I know some	I know a good amount	I know a lot about the culture of my host country	I'm not sure
<input type="checkbox"/> ₀	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	<input type="checkbox"/> ₈	<input type="checkbox"/> ₉	<input type="checkbox"/> ₁₀	<input type="checkbox"/> ₁₁

If you are unsure, please explain.

7. How comfortable are you working with people from other cultures?

I am not at all comfortable		Uncomfortable		Somewhat comfortable		Comfortable		I am very comfortable		I'm not sure
<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10

If you are unsure, please explain.

8. How much do you know about international business practice in general?

I know nothing at all about international business practice			I don't know too much	I know some about international business practice			I know a good amount		I know a lot about international business		I'm not sure
<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/>

9. How much do you know about the business practices in your host country?

I know nothing at all about business practice in my host country			I don't know too much	I know some			I know a good amount		I know a lot about business practice in my host country	
<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10

10. How confident are you in your ability to interact within the international business community?

Not at all confident		Not confident		Somewhat confident			Confident		Extremely confident		I'm not sure
<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/>

11. When you are interacting with people from different countries and cultures, can you adapt to new situations?

Not very well at all		Not Really		Perhaps		Yes		Yes, definitely		I'm not sure
<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10

If you are unsure, please explain.

12. Are you interested in a career located in a foreign country (a country different from your home country)?

No, Not at all		Not really		Perhaps		Yes, I'm leaning that way		Yes, definitely		I'm not sure
<input type="checkbox"/> _0	<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3	<input type="checkbox"/> _4	<input type="checkbox"/> _5	<input type="checkbox"/> _6	<input type="checkbox"/> _7	<input type="checkbox"/> _8	<input type="checkbox"/> _9	<input type="checkbox"/> _10

13. How important is speaking another language?

Not at all important		Not Important		Somewhat Important		Important		Extremely Important		I'm not sure
<input type="checkbox"/> _0	<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3	<input type="checkbox"/> _4	<input type="checkbox"/> _5	<input type="checkbox"/> _6	<input type="checkbox"/> _7	<input type="checkbox"/> _8	<input type="checkbox"/> _9	<input type="checkbox"/> _10

Please explain _____

14. Are you a native speaker of the language spoken in your host country? _0 No _1 Yes

15. How proficient are you in the spoken language of the country where you studied?

I am not at all proficient		Not very proficient		Somewhat proficient		Proficient		I am fluent		I'm not sure
<input type="checkbox"/> _0	<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3	<input type="checkbox"/> _4	<input type="checkbox"/> _5	<input type="checkbox"/> _6	<input type="checkbox"/> _7	<input type="checkbox"/> _8	<input type="checkbox"/> _9	<input type="checkbox"/> _10

16. Try to think back to the assumptions you had about how people from your host country perceive people from your home country. Were these assumptions validated? Not validated? Please explain.

1. _____
2. _____
3. _____
4. _____
5. _____

While Abroad:

17. Who did you primarily live with?

- _1 Other students from the U.S.
- _1 Students from my host country
- _1 Other international students
- _1 Host family
- _1 Other: _____

17. Who did you primarily socialize with?

- _1 Other students from the U.S.
- _1 Students from my host country
- _1 Other international students
- _1 Host family
- _1 Other: _____

18. Did the things you were most looking forward to meet your expectations?

₁ Yes ₀ Not really -- *please explain.*

19. Did studying abroad change any of your short-term or long-term future plans or goals?

₁ Yes ₀ Not really -- *please explain.*

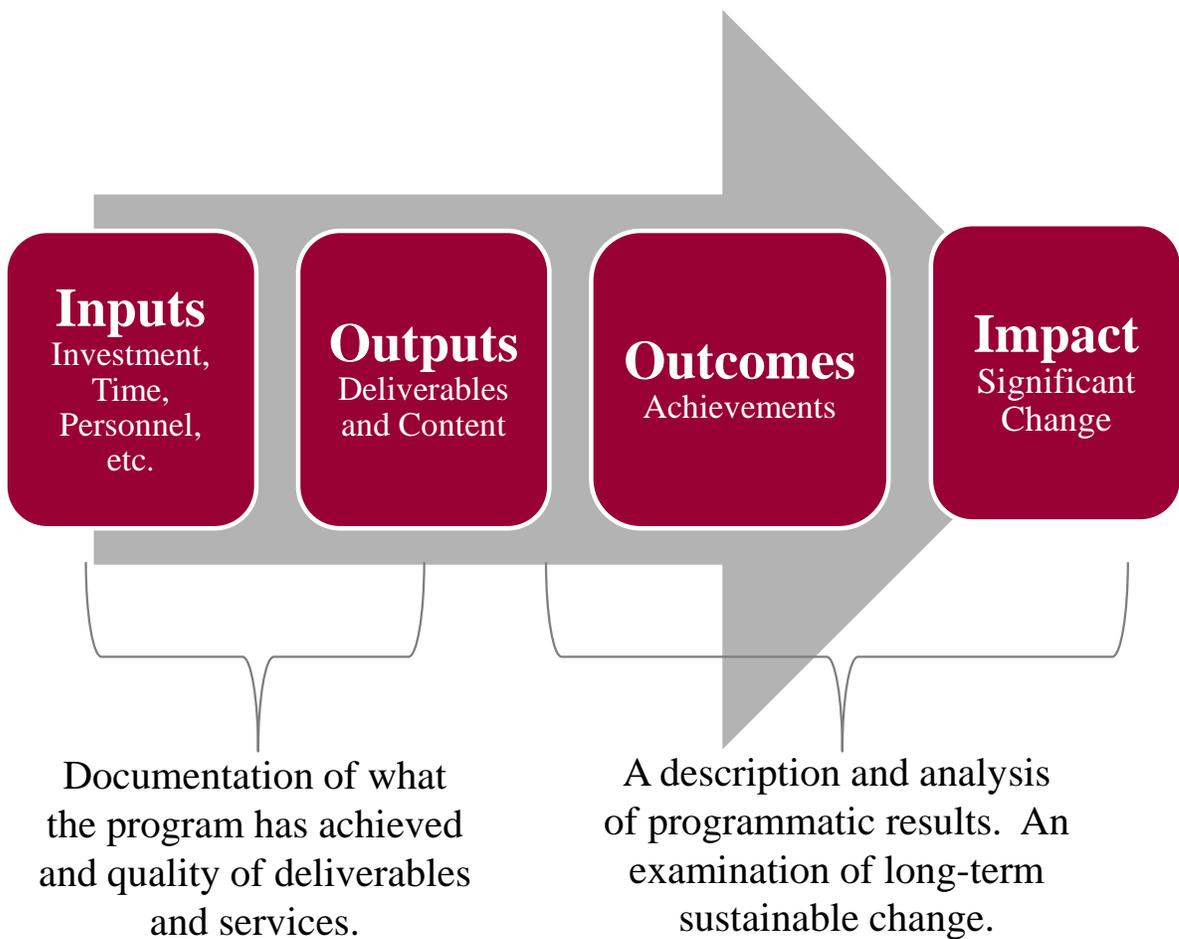
20. What were your greatest challenges while abroad?

21. What did you enjoy most about this experience? (*Check all that apply.*)

- ₁ Meeting local people. ₁ The food in my host country.
- ₁ Visiting cultural attractions. ₁ Exploring a different country(ies).
- ₁ Shopping.
- ₁ Increasing my understanding of a different culture.
- ₁ Increasing my understanding of international business practices.
- ₁ Other

22. Are you interested in traveling to your host country again?

₁ Yes ₀ Not really -- *please explain.*



1. Statement of Project Goal #1: Position Temple CIBE as a national resource for research in the areas of knowledge mapping and innovation that are imperative for promoting entrepreneurship and US competitiveness.									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
a). Establish research team to work on “Knowledge Maps Project: Global Connectivity as the Basis for Local Innovation & Competitiveness” and generate preliminary results on 25 clusters of metro areas/industries in yrs. 1 & 2. (3.1)	a). Work with faculty and select 2 doctoral students from Temple and other partner universities for award of research fellowships, and summer stipend in yr.1 b). Organize a one day workshop for selected faculty and doctoral students to discuss methodologies and use of databases in yr. 1 c). Organize ½ day seminar and present results in yr. 2								
b). Perform preparatory work relating to methodologies, and sources of data for the research, “Advancing US Competitiveness in the Context of New Emerging Innovation	a). Select two Asian growth markets and 5 US corporations for field visits in the summer of 2015;								

Models” in yr. 1 (3.2)									
c). Organize a doctoral seminar for approx. 15 participants on “knowledge maps and global connectivity in clusters” in yr. 1 (3.3)	a). Work with faculty research team to select qualified doctoral candidates for a summer stipend to attend the seminar in yr. 1								
d). Organize IB research forum and invite approx. 100 scholars, business leaders and senior government officials to discuss research and policy matters relating to entrepreneurship, science and technology clusters, and Inward FDI in yr. 2 (3.4)	a). Work with multiple stakeholders and prepare for the Annual IB Research Forum planned for yr. 2; b). Organize theme, and promote the event among the targeted groups in yr. 1 & 2								

1. Project Goal Statement #2: Strengthen students’ “global mindset” and increase their proficiency in critical languages and cross-cultural competencies to enable them to function in a globalized environment.									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
a). Continue to improve instruction in all 10 critical languages and increase student enrollment by 1 to 5% by enforcing the study of any of those languages as mandatory for UG IB majors during the project period (2.1)	a). Promote the study of a critical language as required for all IB majors and monitor enrollment in yr. 1 and beyond								
b).Capitalizing on new certificate programs, increase UG non-business student enrollment in critical languages of 20 students in yr. 2 and approx. 10 students in later years (2.2)	a). Develop two specialized certificate programs on Southeast Asia with mandatory requirement for a study of Korean and Japanese languages yr. 1 & implement in yr. 2 of the project								
c). Facilitate approx.. 10 faculty and 50 students to appreciate the importance of critical foreign	a). Organize ½ day panel discussion with the US State Dept. and FBI on the need to teach & learn critical foreign								

languages in the context of US competitiveness and national security (2.4)	languages								
d). Improve “ <u>linguistic competence.</u> ” of approx. 10% of our graduate and UG business students. (2.3)	a). Facilitate 6 seminars on the use of “ <u>languages and linguistics in a global context</u> ” in yr. 1 of the project and continue thereafter								
e).Improve knowledge of geography, language and linguistic competence and cross-cultural skills of approx. 30 UG students each project year (4.2)	a). Organize <u>two short-term (10 days) study abroad courses</u> in winter and summer recess								
f). Facilitate at least 50 UG & graduate business students to participate in semester study abroad programs per year (4.3)	a). Propose study abroad programs for UG and graduate students in multiple locations, including Temple campuses in Rome and Japan								
g). Facilitate learning about “ <u>trust</u> ” building within and across groups working in “virtual” environment (2.8)	a). Strengthen the capstone MBA course to provide experiential learning using “ <u>virtual team projects</u> ” with teams from several international locations								

h). Familiarize approx. 20% of our UG IB majors with the use of technology and “Apps” as resources to learn languages, cultures and customs during each project year (2.9 & 2.10)	a). Organize one seminar every year in collaboration with the UPS and enroll students from across the campus								
i). Every semester, facilitate one presentation to UG IB majors by a foreign scholar using the virtual medium and promote Q&A on issue that has a critical value to US business and or national security (6.6)	a). Work with partner institutions and business networks in emerging growth markets and plan lecture series @ one per semester beginning in yr. 2								

1. <u>Project Goal Statement #3</u>: Strengthen curriculum, pedagogy and international experience of all UG business programs and make them career ready.									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
a). Revise content and deliver a new online course: IB fundamentals to UG in yr. 1 (1.1)	a). Identify faculty to teach online course; b) Work with local CCs and MSIs to finalize agreements to facilitate student transfers								
b). Revise IB major and offer three new IB concentrations to UG students in yr. 1 (1.2)	a). Develop four course “career oriented” concentrations b). Develop course content and get approved c). Promote student enrollment								
c). Launch a revised career oriented “experiential” capstone course for UG IB majors in yr. 1 (1.3)	a). Recruit approx. 10 more firms to develop IB related live projects in yr. 1 & 2								
d). Develop two cross-disciplinary certificates of specialization: (i) in Southeast Asia (ii) Spanish and Latin American	a). Work with business, liberal arts and language faculty to develop and deliver a mix of six business, area studies and								

<p>Studies in yr. 1 (1.4)</p>	<p>language courses in yr. 2 b). Work with partner institutions in Japan, Korea and Colombia to organize study tours</p>							
<p>e). Offer business and entrepreneurship certificate program to non-business students in yr. 2 (1.5)</p>	<p>a). Target and promote the program among Gen-Ed and students in business minor in yr. 1 & 2 b). Work with Liberal Arts, Eng. and Sciences to recruit approx. 15 students in yr. 2</p>							
<p>f). Develop a new UG “Comparative Healthcare Systems” course in yr. 1</p>	<p>a). Work with Temple Health Administration Program to develop and deliver the course in yr. 2 b). Promote the new course among students and local healthcare providers</p>							
<p>g). Create opportunities for approx. 50 UG business students to learn about the value of “intangibles” such as the importance of <u>design thinking</u> as a competitive strategy in a global context (1.10)</p>	<p>a). Work with faculty to develop a one day workshop for UG students in yr. 1 and deliver in yr. 2</p>							

<p>h). Create more opportunities for at least 5% of graduating UG students to have international language and cultural immersion experience each year (4.2 & 4.3)</p>	<p>a). Work with international and area studies departments develop short-term study programs for UG students in winter and summer of each year b). Leverage Temple campuses in Rome and Tokyo to increase study abroad programs for UG students</p>						
<p>i). Students' ability to work in groups and recognizing the value of collective wisdom in problem solving are critical for being successful in real life and hence we promote at least 4 to 5 groups of students forming teams to participate in international case competition (4.6)</p>	<p>a). Network with CIBE/CUIBE and Temple business faculty and promote the program among students in business school in yr. 1 and continue to participate every year</p>						

1. Statement of Project Goal #4: Strengthen MBA and doctoral programs with revised curriculum, and pedagogy to augment skills and competencies to function in a multi-cultural and technology enabled business environment.									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
a). Increase opportunities for experiential learning; revise <u>MBA capstone course</u> and increase the number of companies and academic partnerships by 20% in the yr. 2 of the project (1.6)	a). Review content and pedagogy of enterprise management consulting component of the course with a focus on emerging growth markets b). Locate additional companies and partner institutions in six emerging growth markets								
b). Create opportunities to teach cyber security risks by offering “ <u>Managing Cyber Security Risks to Sustain US Competitiveness</u> ” in the yr. 2 (1.7)	a). Work with MIS, Risk and Insurance, and Legal Depts. and develop the course and pedagogy in the yr. 1 b). Offer the course in the yr. 2 of the project c). Locate potential speakers from industry and public and private sectors								
c). Serve the large	a). Work with Health								

<p>cluster of health sciences and healthcare industry, by offering a new course, “<u>Comparative International Health Systems</u>” in the yr. 2 of the project (1.8)</p>	<p>Administration Department to develop the course content and pedagogy in the yr. 1 of the project b). Promote the new course among the workforce in area medical schools and healthcare industry c). Locate guest speakers from local healthcare industry</p>							
<p>d). Create opportunities to develop skills and competencies by organizing inter-institutional virtual team projects in yr. 1 (1.11)</p>	<p>a). Work with the partner university in Australia to establish a protocol regarding the choice of virtual medium, project compatibility, faculty guidance and evaluation process, deliverables and grading rubric in yr. 1 b). Recruit a group of four qualified students from each university (total of 8) to work in virtual teams in yr. 2</p>							
<p>e). Create opportunities for approx. 10 graduate students to work on live international consulting projects in the yr. 2 (4.4)</p>	<p>a). Work with partners in Israel and Korea to identify consulting projects to place two groups with a total of approx. 10 students each semester in yr. 1</p>							

<p>f). Create more opportunities for approx. 15 students to experience “<u>business and cultural immersion</u>” in select emerging growth markets (4.5)</p>	<p>a). Develop a two week MBA 1.5 credit course, “<u>Business and cultural immersion in emerging markets</u>” in yr. 1 b). <u>Offer the course in Ghana, Morocco, Chile and Colombia</u> on a rotation basis in the</p>							
<p>g). Create opportunity for approx. 20 graduate and doctoral students to hone their research skills and writing IB case studies in yr. 2 (4.1)</p>	<p>a). Work with faculty, and Temple Library to develop a format for secondary research in the 1st phase and case development in the 2nd phase in yr. 1 b). Implement the 1st phase and 2nd phase in the yr. 2 c). Recruit approx. 20 graduate participants in yr. 1</p>							
<p>i). Enhance skills and expertise in research methodologies of doctoral students and faculty interested in participating in knowledge mapping and innovation studies in yr. 1 (3.3)</p>	<p>a). Work with two faculty leaders to offer a one day workshop b). Select qualified students to participate for the program c) Deliver the seminar in yr. 1</p>							

<p>j). Provide opportunities for approx. 25 graduate students to learn the importance of <u>design thinking in a global context</u>; yr. 1 (1.10)</p>	<p>a). Work faculty to develop the content and the methodology in yr. 1 b). Deliver this interdisciplinary one-day workshop in yr. 2</p>						
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1. Statement of Project Goal #5: Provide support to area Community Colleges (CCs) and Minority Serving Institutions (MSIs) and promote internationalization of curriculum, teaching and student participation in study abroad programs.									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
a). Collaborate with other CIBEs to develop and share curriculum material and case studies with business, language and area studies faculty from CCs and MSIs in yr. 1 and continue during the project period (6.1)	a). Work with CIBE partners and develop a common platform and a timeline to facilitate integration of global dimensions into business curriculum in yr. 1 b). Deliver the program throughout the project period and beyond								
b). Facilitate transfer of students from CCs and MSIs in yr. 1 (1.1)	a). Revise UG IB fundamentals course and deliver online in yr. 1 b). Assign a Fox School faculty to liaise with business departments in local CCs and MSIs in yr. 1 and throughout the project period								
c). Facilitate 2 students each academic year from local CCs and MSIs to	a). Work with CCs and MSIs to promote short term study abroad program								

<p>participate and experience cross-cultural and language immersions experiences through short-term-study abroad program in yr. 2 and during the project period (4.2)</p>	<p>and lay down criteria to select deserving students for scholarships in yr. 1 b). Promote the activity and recruit two students each year from yr. 2 onwards</p>						
<p>d). Support two faculty from CCs and MSIs to develop skills in developing and writing international case studies (4.1)</p>	<p>a). Work with area CCs and MSIs and select 2 qualified and interested faculty for a scholarship to participate in the program in yr. 1 b) Organize the event in two phases in the spring and summer of yr. 2 of the project</p>						
<p>e). Enhance the capacity of CCs that focus on application and vocational training by organizing a one day event on “<u>Design Thinking in a Global context</u>” for approx. 50 participants in yr. 2 (1.10)</p>	<p>a). Work with area CCs to recruit faculty interested participating in one day workshop planned to take place in Philadelphia CC in yr. 2 If successful, this activity will continue as an annual event for CCs</p>						
<p>f). Create opportunities for approx. 12 students (3 teams) from CCs and MSIs</p>	<p>a). Work with all the area CCs and MSIs and other four year universities/</p>						

<p>to improve their communication and presentation skills by facilitating their participation in annual regional case competition in yr. 2</p>	<p>colleges to recruit teams of students to participate in a case competition b). Temple CIBE will recruit local companies to sponsor this annual event.</p>						
<p>g). Facilitate approx. 10 veterans enrolled in local CCs to improve their career prospects by leveraging their knowledge of geography and critical languages, cultures and customs (6.8)</p>	<p>a). Work with Local Veterans associations CC leadership and develop a ½ a day forum to explore career options for veterans doing vocational studies in CCs throughout the project period</p>						

1. Statement of Project Goal #6: Assist local and regional businesses with education, training and mentoring to enhance their skills and competencies to improve their performance in international trade.									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
a). Enhance the skills and competencies of approx. 100 <u>local SMEs and entrepreneurial firms</u> to increase number of markets engaged and international sales by 10% during yr. 1 & 2 of the project (5.2; 5.3; 5.4; 5.5; 5.6; 5.8; 5.9)	a). Work with USDOC Export Assistance Center, office of SBA and Temple SBDC to prepare a list of local SMEs, preferably minority owned firms that are new to exporting; and prepare a list of 100 firms for intensive training and mentoring throughout the project period b). Work with SBDC and USDOC to develop a program appropriate to selected firms, products/services and markets c). Organize “ <u>Going Global Series</u> ” to provide basic knowledge and information on markets in yr. 1 and throughout the project period d). Organize more advanced 1/day workshops to beginners in yr. 1 i). <u>Automated Export System</u> ii). <u>Export Risks and Financing</u> iii). <u>Electronic filing for Exports</u> .								
b). Increase the knowledge and skills of travel and tourism industry to promote “inward tourism” into the project area and	a) Work with Philadelphia Tourism & Convention Bureau and the School of Tourism and Hospitality to organize one 1/2								

also medical tourism in Philadelphia metro region by 10% during the yr. 1 & 2 project period (1.9)	day workshop in each project year for 25 large travel and tour operators								
c). Empower Minority Business Enterprise Centers (MBEC) with skills to compete for grants from domestic and international agencies (3.6)	a). Organize ½ a day workshop to identify sources of grant funds and the ways to participate in projects funded by multilateral agencies in yr. 2								
d). Enhance knowledge and skills of approx. 50 local entrepreneurs and SMEs about the role of “design” as a competitive resource to engage in foreign markets (1.10)	a) Organize annual one-day event on “Design Thinking in a Global Context” for businesses and deliver using webinar in yr. 2								
e). Educate approx. 50 area exporters and others engaged in international business about the ways and means to deal with violation of IPRs in yr. 1 & 2 (5.5)	a). Organize a “ <u>Show and Symposium to Help Stop Counterfeits</u> ” in yr. 2								
f). Provide access to research insights on knowledge maps of the Philadelphia Metro region to area businesses in yr. 2 (3.6)	a). Work with Temple research team and establish a web- link on knowledge mapping of regions and facilitate local firms to have access through Temple CIBE website. Number of firms accessed on the website will provide data on its utilization by stakeholders								
g). Facilitate approx. 25 area businesses with the services of graduate students to work on international consulting projects	a). Work with SBDC and local chambers of Commerce and World Trade Center and other entities and identify firms that need assistance								

under the guidance of international trade specialists during the project period (3.7)	regarding analysis of foreign markets in yr. 1						
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1. Statement of Project Goal #7: Strengthen collaboration with alumni, professional organizations, local chambers of commerce and world trade centers for developing and implementing programs that are of value to all stakeholders.									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
a). Increase the number of active student internships and experiential learning experiences with <u>Philadelphia World Trade Center</u> to approx. 10 per yr. (6.7)	a). Continue to strengthen the relationship with the local World Trade Center and actively encourage graduate students to assist with research input, translation and interpretation services to inbound foreign missions as well as outbound trade missions								
b). Strengthen linkages with <u>Philadelphia International Medicine</u> (PIM) to sponsor 5 guest speakers for the new course on “Comparative Health Care Systems” throughout the project period and beyond (1.8)	a). Work with Health Administration Dept. (Fox School) to involve Philadelphia International Medicine (PIM) to locate guest speakers and student internship opportunities								

<p>c). Leverage Temple partnership with <u>Philadelphia Convention and Visitors Bureau</u> to promote “Destination Philadelphia USA” by increasing the number of foreign tourists and medical tourism by 5 to 10% in yr. 1 and yr. 2 (1.9)</p>	<p>a). Work with Temple’s School of Tourism and Hospitality Management (STHM) and involve Philadelphia convention bureau to develop a tracking system to monitor inflow of medical and foreign tourists into the region.</p>						
<p>d). Generate recruitment of approx. 100 internship and employment opportunities for IB graduates/seniors in yr. 2 and during each year of the project (5.1)</p>	<p>a). Work with Fox School’s Center for Student Professional Development (CSPD), USDOC, SBA, WTC, PIM, Philadelphia Conventions & Visitors Bureau, PNC Bank, UPS and Greater Philadelphia Chamber of Commerce to organize <u>Internship Fair for IB</u> students in the fall and <u>Placement Fair</u> in the Spring of every year</p>						
<p>e). Increase internship and placement leads by 10% for IB majors through IB Alumni network</p>	<p>a).Work with Fox School IB Alumni network of approx. 1,455 (2013) by organizing events for alumni and engaging them through social media</p>						

<p>f). Facilitate approx. 20 entrepreneurs and local businesses to develop international connectivity and networking opportunities with foreign firms in yr. 2 (5.9)</p>	<p>a). Work with USDOC District Export Councils in the region and WTC to organize a symposium on “Knowledge Mapping and Connectivity” for the regional businesses in yr. 1</p>								
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Figure 2: Sample PMF for Project-Specific Measures for CIBE Applicants

1. Project Goal Statement: Increase the number of students graduating from X University who are proficient in business Portuguese by 10 percent during the grant period when compared to the prior 4-year period.									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Create and offer business Portuguese courses.	A.1 Recruit and hire qualified business Portuguese instructors.	<ul style="list-style-type: none"> The number of qualified business Portuguese instructors in the program. 	Annually	Departmental Records	6	7	8	9	10
	A.2 Review and revise all language courses to ensure that a communicative-based approach is used.	<ul style="list-style-type: none"> The number and percentage of all courses in business Portuguese program in which a communicative-based approach is used. 	Annually	Departmental Records	6 of 12 (50%)	8 of 14 (57%)	10 of 16 (63%)	14 of 18 (78%)	20 of 20 (100%)
B) Increase by 10% the number of students completing intermediate and advanced level courses in business Portuguese each project year.	B.1 Disseminate course information to potential students in other departments, e.g., business management, finance, accounting, etc.	<ul style="list-style-type: none"> Number of students enrolled in beginning, intermediate, and advanced level courses at the beginning of each quarter/semester. 	Quarterly	University Registrar	120	160	200	240	280
	B.2 Recruit heritage language students to enroll in advanced level courses.	<ul style="list-style-type: none"> The number of students progressing from beginning to intermediate and from intermediate to advanced levels at the end of each quarter. 	Quarterly	University Registrar	80	88	97	107	118
	B.3 Provide tutoring, mentoring, and authentic opportunities for students to interact in business Portuguese.	<ul style="list-style-type: none"> The number of students successfully completing intermediate or advanced level courses each quarter/semester. 	Quarterly	University Registrar	60	66	73	80	88

1. Project Goal Statement: Increase the number of students graduating from X University who are proficient in business Portuguese by 10 percent during the grant period when compared to the prior 4-year period.									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
C) Increase by 10% the number of students who complete study abroad activities in a Portuguese-speaking country each project year.	C.1 Develop partnerships with overseas institutions. C.2 Develop study abroad programs that include internship opportunities in students' study majors. C.3 Collaborate with Extension Education to enable study abroad students to earn university credits that will count toward completing their degrees.	<ul style="list-style-type: none"> ▪ The number of new partnerships with overseas institutions. ▪ The number of study abroad opportunities offered each year. ▪ The number of students who complete study abroad each year. 	Annually	Center Records	3	4	5	6	7
			Annually	Center Records	1	2	3	4	5
			Annually	Center Records	12	13	14	15	17

ABBREVIATIONS USED IN NARRATIVE AND APPENDICES

IB	International Business
CIBE	Center for International Business Education
CPP 1&2	Competitive Preference Priority 1&2
IP 1&2	Invitational Priority 1&2
CC	Community College
MSI	Minority Serving Institutions
SBDC	Small Business Development Center
UG	Undergraduate
G	Graduate
FDIB	Faculty Development in International Business
PDIB	Professional Development in International Business
TUJ	Temple University Japan
TU Rome	Temple University Rome
FSBM	Fox School of Business and Management

Budget Narrative File(s)

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Temple CIBE Budget Narrative

YEAR 1

The ratio between requested and matching funds in Year 1 is 45.4% to 54.6%.

Senior Personnel

DOE funds are not requested to fund senior personnel. The following individuals are match only. These in-kind salaries are associated with a fringe benefit rate of 28.3%.

1) Shreeram Mudambi, the Principal Investigator will direct the mission of the Temple CIBE and will contribute 25% effort to the program. 2) Ms. Rebecca Geffner will supervise the day-to-day operations of the Temple CIBE and plan CIBE activities with partners. Ms. Geffner will contribute 25% effort to Temple CIBE. 3) Associate Director will be hired to manage day to day CIBE activities. The Associate Director will contribute 80%. 4) Ms. Breanne McCord is responsible for the implementation of planned activities. Ms. McCord will contribute 20% effort. 5) Barbara Kohler serves as the advisor for undergraduate study abroad; she contributes 5% effort to Temple CIBE. 6) Arvind Parkhe serves as research director for Temple CIBE, contributing 5% effort. Christine Kiely contributes to the development of the CIBE mission and interfaces with the Board of Advisors. 7) Christine Kiely has oversight of the CIBE staff and of all CIBE activities. She contributes 5% effort.

Other Personnel (Program Specific)

Chris Miano, will support classroom technology and virtual projects at 20% effort and is matched by the Fox School. Also includes a 28.3% fringe benefit rate.

Nick Dahan will coordinate programs 1.2, 1.4, 1.5, 2.1, 2.2, 4.8, and 6.3 as identified in the Meeting the Statues narrative. He will receive a course release (17% of annual salary) each semester (2 each year). Fringe benefits are calculated at 28.3%. The project requests funding for one course release (at 17%) and the Fox School will match one course release (at 17%).

Two Graduate Research Assistants (GRA) for the fall and spring semesters at \$17,500 each are matched by the school during the life of the program. Fringe benefits calculated at 20.5%.

One Graduate Research Assistant for 12 months (\$22,000 plus 16.9% fringe benefits) to conduct evaluation activities is matched for each year of the grant award.

Funding for a student worker to support programs is calculated at 16 hours/week at \$8.50/hour for 38 weeks each year with a fringe benefit rate of 8.2%.

Two summer stipends are requested for Graduate Research Assistants at \$4,500 each with an 8.2% fringe benefit rate to support the Knowledge Map Project (3.1).

Faculty Stipends

Course development stipends of \$3,500 (plus 8.2% fringe benefits) each is requested for the following courses in year 1 only: Managing Cyber security Risks (Richard Flanagan); and Comparative International Healthcare Systems (Stuart Fine).

James Moustafellos will receive \$3,000 per day stipend to deliver two full day “Design Thinking in a Global Context” workshops. We request funding for 1 workshop to deliver to a group of area community colleges and Minority Serving Institution faculty and area businesses with an expected attendance of about 50 and the Fox School will cover the workshop he will deliver at Temple University faculty, graduate students and local businesses. Attendance will be limited to 50.

To support the Short Term Study Abroad Destination Series, two faculty stipends at \$6,000 (plus 8.2% fringe benefits) each per year for one graduate and one undergraduate course is budgeted.

We request funding for one \$6,000 (plus 8.2% fringe benefits) stipend to support the delivery of the course in Managing Cyber Security Risks each year of the proposed program.

Total (Personnel and Fringe): Request \$65,831; Match \$267,692; Year 1: \$333,523

Travel

- 1.4: Undergraduate Cross-Disciplinary Certificates of Language and Area Specialization. Temple CIBE requests funding for 15 students for an in country language and cultural immersion program. \$3,000 allocated for lodging, meals and in country transportation.
- 1.12: Faculty Development in International Business. To support efforts to internationalize faculty, we request funding to support travel expenses for 2 faculty members from our community college and a minority serving institution partners, and 1 junior faculty member from Temple University.
- 2.7: Faculty Development Fellowships for Business Language Faculty, Students, Teachers. Funding requested to support attendance at annual conferences for 3 fellowships at \$1000 each representative from our community college, a minority serving institution, and from Temple University.
- 3.2: Advancing U.S. Competitiveness in the Context of Emerging Innovation Models. Funding (\$3,500) requested for Dr. MB Sarkar to support airfare, lodging, and per diem for on site data collection with multinational corporations.
- 4.2: Short Term Study Abroad (two, 10-day programs each year) \$18,800 each year for airfare, lodging, *per diem*, in country transportation, for 2 faculty and 2 staff members each year.) Additional \$7,400 each year to cover travel expenses for two students – 1 from a community college and one from Minority Serving Institution.
- 4.3: Semester Study Abroad. Temple CIBE requests \$5,000 to cover travel expenses for staff site visit to five partner locations each year.
- 4.4: Undergraduate and Graduate Overseas Live-Consulting Business Projects: Request funding for \$15,000 each year to support the airfare for 10 students (\$1,500 each). \$1,500 is also requested to support airfare for the project manager.
- 4.5: Emerging Market Immersion Program for MBA students. Matching funds from the Fox School for \$37,600 for four programs (25 students per program) each year. Funds cover airfare, lodging, per diem, in country transportation.
- 4.6: CIBE Directors and Associate Directors Meetings. Request funding to support travel (including lodging and per diem) to two annual meetings at \$1,500 each.

- 4.6: CIBE/CUIBE Case Competition. Request funding for \$1,500 each year to support travel for a five student case team.
- 6.1: Internationalizing Minority Serving Institutions (MSI). Requesting \$2,500 to sponsor 1 faculty from MSI to attend the annual Case Workshop.

Total (Travel): Request \$116,700; Match \$37,600; Year 1 \$154,300

Supplies and Materials

Request funding for miscellaneous supplies, marketing collateral and print materials to support conferences, workshops, competitions and other events outlined in the budget. Specifically, funding is requested for :1) 3, full day workshops offered two times per year; 2) 1, half day workshop offered two times per year; 3) 5 half day workshops offered one time per year; 4) two internship and job placement fairs; 5) to support the SBDC's consulting projects.

The Fox School will provide a \$500 cash award for the winner of the International Competition with Regional Colleges and Universities (6.3).

Total (Supplies and Materials): Request \$13,050; Match \$500; Year 1 \$13,550

Other Direct Costs

A. Registration Fees – Program Participation with Other CIBE and Consortium Agreements

- 2.5: Summer Business Communications Institute for Language Faculty. Requesting \$3,000 to co-sponsor this Language Institute.
- 2.6: Annual CIBE Business Language Conference. Requesting \$1,000 to sponsor this Conference.
- 4.6: CIBE/CUIBE Intl Case Competition for UG Students. Requesting \$2,500 to sponsor this event.
- Association Memberships (AIB, CUIBE, BISNet, CIBERweb). Matching funds of \$5,500 allocated each year to support memberships.

Total (Registration Fees): Request \$11,500; Match \$5,500; Year 1 \$17,000

B. Conference Services and Support

To support partnerships/collaboration in developing and delivering program activities externally – External Activity. We are requesting \$18,250 to support 9 events: 1) the 10 lectures for the Temple University College of Education Language and Applied Linguistics Seminar Series; 2) Student Led Global Lecture Series; 3) Seminar on Automated Export Systems Compliance; 4) Electronic Filing for Exports Workshop; 5) Stopping Counterfeits Workshop; 6) World Affairs Council Symposium Series; 7) Temple Small Business Development Center "Going Global Series"; 8) Intra Temple Global Conference; 9) International Educators Academy.

In addition, the Fox School will provide an \$8,500 match to support the Seminar on Automated Export Systems Compliance; Electronic Filing for Exports Workshop; and the World Affairs Council Symposium Series.

To support new program implementation and delivery internally – Internal Activity. We are requesting \$5,200 to support 11 events: 1) Destination Philadelphia; 2) Comparative International Health Care Systems; 3) Korean Business Culture & Linguistics; 4) Building Trust in Cross-national Student Teams (G+UG); 5) Using Technology for Learning Languages, Cultures & Customs; 6) Annual IB Research Forum; 7) Training Graduate Students in International Case Writing; 8) New India Seminar Series; 9) Cyber Security Businesses Workshop; 10) Workshop on Managing Export Risks and Financing; 11) Knowledge Maps Symposium.

Total (Conference Services and Support): Request \$23,450; Match \$8,500; Year 1 \$31,950

C. Workshops, Conferences, and Meetings

All funding for catering is provided through matching funds from Temple University. Catering is calculated for 30 participants at \$15/person for a half day workshop and \$30/person for a full day workshop. Match is provided for :1) 3, full day workshops offered two times per year; 2) 1, half day workshop offered two times per year; 3) 5, half day workshops offered one time per year; 4) reception and luncheon for the International Competition with Regional Colleges and Universities.

Total (Workshops/Conferences/Meetings): Request \$0; Match \$10,460; Total Year 1 \$10,460

D. Research and Development

CIBE Faculty Fellows Research and Development Grants (3.5). Request funding of \$5,000 for research projects in Year 1.

Total (R&D): Request \$25,000; Match 0; Total Year 1 \$25,000

E. Consultants and Evaluator

Funding is requested to support speaker honoraria for the following conferences and workshops. Honoraria are calculated at \$300/speaker. We estimate the need for 2 speakers for a half day workshop and 4 speakers for a full day workshop. Honoraria is offered for the following 11 events: 1) Destination Philadelphia; 2) Comparative International Health Care Systems; 3) Korean Business Culture & Linguistics; 4) Building Trust in Cross-national Student Teams (G+UG); 5) Using Technology for Learning Languages, Cultures & Customs; 6) Annual IB Research Forum; 7) Training Graduate Students in International Case Writing; 8) New India Seminar Series; 9) Cyber Security Businesses Workshop; 10) Workshop on Managing Export Risks and Financing; 11) Knowledge Maps Symposium.

In addition, we request a \$1,000 for honorarium for International Trade Specialist for the SBDC International Consulting Projects and \$5,000 to contract the external independent Evaluation Coordinator.

Total (Consultants and Evaluator): Request \$19,200; Match \$ 0; Total Year 1 \$19,200

Indirect Costs

Indirect cost rate of 8% is applied to all direct costs.

Total (Indirect Costs): Request \$21,978; Match \$26,420; Total Year 1 \$48,399

Total Year 1

Request \$296,709; Match \$356,672; Total \$653,381

YEAR 2

The ratio between requested and matching funds in Year 2 is 45.2% to 54.8%.

Senior Personnel

DOE funds are not requested to fund senior personnel. The senior personnel outlined in Year 1 will continue in their roles at the specified level of effort for Year 2. Salaries are increased by 3% to incorporate a cost of living increase. These in-kind salaries are associated with a fringe benefit rate of 28.3%.

Other Personnel (Program Specific)

Chris Miano, will continue to serve Temple CIBE at 20% effort. His salary continues as match and will increase by 3% and includes a 28.3% fringe benefit rate.

Nick Dahan will continue in the program and will receive one course release each semester (one to be funded by Temple CIBE and one from the Fox School). He is budgeted for a 3% increase from Year 1. His salary includes a fringe benefit rate of 28.3%

Two Graduate Research Assistants (GRA) for the fall and spring semesters at \$17,500 each are matched by the school. Fringe benefits calculated at 20.5%.

One Graduate Research Assistant for 12 months (\$22,600 plus 16.9% fringe benefits) to conduct evaluation activities is matched for each year of the grant award.

Funding for a student worker to support programs is calculated at 16 hours/week at \$8.50/hour for 38 weeks each year with a fringe benefit rate of 8.2%.

Two summer stipends requested for Graduate Research Assistants increased by 3% from Year 1 and includes an 8.2% fringe benefit rate to support the Knowledge Map Project (3.1).

Faculty Stipends

James Moustafellos will receive \$3,000 per day stipend to deliver two full day “Design Thinking in a Global Context” workshops. As in previous years, we request funding for 1 workshop and the Fox School will match one workshop.

To support the Short Term Study Abroad Destination Series, two faculty stipends at \$6,000 (plus 8.2% fringe benefits) each per year for one graduate and one undergraduate course is budgeted.

We request funding for one \$6,000 (plus 8.2% fringe benefits) stipend to support the delivery of the course in Managing Cyber Security Risks each year of the proposed program.

Total (Personnel and Fringe): Request \$63,056; Match \$268,206; Year 2: \$331,261

Travel

To support all Temple CIBE programs and events, the travel budget is consistent in Year 2.

Total (Travel): Request \$116,700; Match \$37,600; Year 2 \$154,300

Supplies and Materials

Request funding for miscellaneous supplies, marketing collateral and print materials to support conferences, workshops, competitions and other events outlined in the budget. Specifically, funding is requested for :1) 3, full day workshops offered two times per year; 2) 1, half day workshop offered two times per year; 3) 6 half day workshops offered one time per year; 4) two internship and job placement fairs; 5) to support the SBDC's consulting projects.

The Fox School will provide a \$500 cash award for the winner of the International Competition with Regional Colleges and Universities (6.3).

Total (Supplies and Materials): Request \$13,550; Match \$500; Year 2 \$14,050

Other Direct Costs

A. Registration Fees -- Program Participation with Other CIBE and Consortium Agreements

- 2.5: Summer Business Communications Institute for Language Faculty. Requesting \$3,000 to co-sponsor this Language Institute.
- 2.6: Annual CIBE Business Language Conference. Requesting \$1,000 to sponsor this Conference.
- 4.6: CIBE/CUIBE Intl Case Competition for UG Students. Requesting \$2,500 to sponsor this event.
- Association Memberships (AIB, CUIBE, BISNet, CIBERweb). Matching funds of \$5,500 allocated each year to support memberships.

Total (Required Fees): Request \$11,500; Match \$5,500; Year 2 \$17,000

B. Conference Services and Support

To support partnerships/collaboration in developing and delivering program activities externally – External Activity. We are requesting \$18,250 to support 9 events: 1) the 10 lectures for the Temple University College of Education Language and Applied Linguistics Seminar Series; 2) Student Led Global Lecture Series; 3) Seminar on Automated Export Systems Compliance; 4) Electronic Filing for Exports Workshop; 5) Stopping Counterfeits Workshop; 6) World Affairs Council Symposium Series; 7) Temple Small Business Development Center "Going Global Series"; 8) Intra Temple Global Conference; 9) International Educators Academy.

In addition, the Fox School will provide an \$8,500 match to support the Seminar on Automated Export Systems Compliance; Electronic Filing for Exports Workshop; and the World Affairs Council Symposium Series.

To support new program implementation and delivery internally – Internal Activity. We are requesting \$5,200 to support 12 events: 1) Destination Philadelphia; 2) Comparative International Health Care Systems; 3) Korean Business Culture & Linguistics; 4) Building Trust in Cross-national Student Teams (G+UG); 5) Using Technology for Learning Languages, Cultures & Customs; 6) Advancing U.S. Competitiveness-Emerging Innovation Models; 7) Annual IB Research Forum; 8) Training Graduate Students in International Case Writing; 9) New India Seminar Series; 10) Cyber Security Businesses Workshop; 11) Workshop on Managing Export Risks and Financing; 12) Knowledge Maps Symposium.

Total (Conference Services and Support): Request \$23,800; Match \$8,500; Year 2 \$32,300

C. Workshops, Conferences, and Meetings

All funding for catering is provided through matching funds from Temple University. Catering is calculated for 30 participants at \$15/person for a half day workshop and \$30/person for a full day workshop. Match is provided for :1) 3, full day workshops offered two times per year; 2) 1, half day workshop offered two times per year; 3) 6, half day workshops offered one time per year; 4) reception and luncheon for the International Competition with Regional Colleges and Universities.

Total (Workshops/Conferences/Meetings): Request \$0; Match \$11,360; Total Year 2 \$11,360

D. Research and Development

CIBE Faculty Fellows Research and Development Grants (3.5). Request funding of \$5,000 for research projects in Year 2.

Total (R&D): Request \$25,000; Match 0; Total Year 2 \$25,000

E. Consultants and Evaluator

Funding is requested to support speaker honoraria for the following conferences and workshops. Honoraria are calculated at \$300/speaker. We estimate the need for 2 speakers for a half day workshop and 4 speakers for a full day workshop. Honoraria is offered for the following 12 events: 1) Destination Philadelphia; 2) Comparative International Health Care Systems; 3) Korean Business Culture & Linguistics; 4) Building Trust in Cross-national Student Teams (G+UG); 5) Using Technology for Learning Languages, Cultures & Customs; 6) Advancing US Competitiveness -Emerging Innovation Models; 7) Annual IB Research Forum; 8) Training Graduate Students in International Case Writing; 9) New India Seminar Series; 10) Cyber Security Businesses Workshop; 11) Workshop on Managing Export Risks and Financing; 12) Knowledge Maps Symposium.

In addition, we request a \$1,000 for honorarium for International Trade Specialist for the SBDC International Consulting Projects and \$5,000 to contract the external independent Evaluation Coordinator.

Total (Consultants and Evaluator): Request \$20,400; Match \$ 0; Total Year 2 \$20,400

Indirect Costs

Indirect cost rate of 8% is applied to all direct costs.

Total (Indirect Costs): Request \$21,920; Match \$26,533; Total Year 2 \$48,454

Total Year 2

Request \$295,926; Match \$358,199; Total \$654,125

YEAR 3

The ratio between requested and matching funds in Year 3 is 42.2% to 57.8%.

Senior Personnel

DOE funds are not requested to fund senior personnel. The senior personnel outlined in Year 1 will continue in their roles at the specified level of effort for Year 3. Salaries are increased by 3% to incorporate a cost of living increase. These in-kind salaries are associated with a fringe benefit rate of 28.3%.

Other Personnel (Program Specific)

Chris Miano, will continue to serve Temple CIBE at 20% effort. His salary continues as match and will increase by 3% and includes a 28.3% fringe benefit rate.

Nick Dahan will continue in the program and will continue to receive one course release each semester (one to be funded by Temple CIBE and one from the Fox School). He is budgeted for a 3% increase from year 2. His salary includes a fringe benefit rate of 28.3%

Two Graduate Research Assistants (GRA) for the fall and spring semesters at \$17,500 each are matched by the school during the life of the program. Fringe benefits calculated at 20.5%.

One Graduate Research Assistant for 12 months (\$23,340 plus 16.9% fringe benefits) to conduct evaluation activities is matched for each year of the grant award.

Funding for a student worker to support programs is calculated at 16 hours/week at \$8.50/hour for 38 weeks each year with a fringe benefit rate of 8.2%.

Two summer stipends requested for Graduate Research Assistants increased by 3% from Year 2 and include an 8.2% fringe benefit rate to support the Knowledge Map Project (3.1).

Faculty Stipends

James Moustafellos will receive \$3,000 per day stipend to deliver two full day “Design Thinking in a Global Context” workshops. As in previous years, we request funding for 1 workshop and the Fox School will match one workshop.

To support the Short Term Study Abroad Destination Series, two faculty stipends at \$6,000 (plus 8.2% fringe benefits) each per year for one graduate and one undergraduate course is budgeted.

We request funding for one \$6,000 (plus 8.2% fringe benefits) stipend to support the delivery of the course in Managing Cyber Security Risks each year of the proposed program.

Total (Personnel and Fringe): Request \$64,098; Match \$310,939; Year 3: \$375,037

Travel

To support all Temple CIBE programs and events, the travel budget is consistent in Year 3.

Total (Travel): Request \$116,700; Match \$37,600; Year 3 \$154,300.

Supplies and Materials

Request funding for miscellaneous supplies, marketing collateral and print materials to support conferences, workshops, competitions and other events outlined in the budget. Specifically, funding is requested for :1) 3, full day workshops offered two times per year; 2) 1, half day workshop offered two times per year; 3) 5 half day workshops offered one time per year; 4) two internship and job placement fairs; 5) to support the SBDC's consulting projects.

The Fox School will provide a \$500 cash award for the winner of the International Competition with Regional Colleges and Universities (6.3).

Total (Supplies and Materials): Request \$13,050; Match \$500; Year 3 \$13,550

Other Direct Costs

A. Registration Fees- Program Participation with Other CIBE and Consortium Agreements

- 2.5: Summer Business Communications Institute for Language Faculty. Requesting \$3,000 to co-sponsor this Language Institute.
- 2.6: Annual CIBE Business Language Conference. Requesting \$1,000 to sponsor this Conference.
- 4.6: CIBE/CUIBE Intl Case Competition for UG Students. Requesting \$2,500 to sponsor this event.
- Association Memberships (AIB, CUIBE, BISNet, CIBERweb). Matching funds of \$5,500 allocated each year to support memberships.

Total (Registration Fees): Request \$11,500; Match \$5,500; Year 3 \$17,000

B. Conference Services and Support

To support partnerships/collaboration in developing and delivering program activities externally – External Activity. We are requesting \$18,250 to support 9 events: 1) the 10 lectures for the Temple University College of Education Language and Applied Linguistics Seminar Series; 2) Student Led Global Lecture Series; 3) Seminar on Automated Export Systems Compliance; 4) Electronic Filing for Exports Workshop; 5) Stopping Counterfeits Workshop; 6) World Affairs Council Symposium Series; 7) Temple Small Business Development Center "Going Global Series"; 8) Intra Temple Global Conference; 9) International Educators Academy.

In addition, the Fox School will provide an \$8,500 match to support the Seminar on Automated Export Systems Compliance; Electronic Filing for Exports Workshop; and the World Affairs Council Symposium Series.

To support new program implementation and delivery internally – Internal Activity. We are requesting \$5,200 to support 11 events: 1) Destination Philadelphia; 2) Comparative International Health Care Systems; 3) Korean Business Culture & Linguistics; 4) Building Trust in Cross-national Student Teams (G+UG); 5) Using Technology for Learning Languages, Cultures & Customs; 6) Annual IB Research Forum; 7) Training Graduate Students in International Case Writing; 8) New India Seminar Series; 9) Cyber Security Businesses Workshop; 10) Workshop on Managing Export Risks and Financing; 11) Knowledge Maps Symposium.

Total (Conference Services and Support): Request \$23,450 Match \$8,500; Year 3 \$31,950

C. Workshops, Conferences, and Meetings

All funding for catering is provided through matching funds from Temple University. Catering is calculated for 30 participants at \$15/person for a half day workshop and \$30/person for a full day workshop. Match is provided for :1) 3, full day workshops offered two times per year; 2) 1, half day workshop offered two times per year; 3) 5, half day workshops offered one time per year; 4) reception and luncheon for the International Competition with Regional Colleges and Universities.

Total (Workshops/Conferences/Meetings): Request \$0; Match \$10,460; Total Year 3 \$10,460

D. Research and Development

CIBE Faculty Fellows Research and Development Grants (3.5). Request funding of \$5,000 for research projects in Year 3.

Total (R&D): Request \$25,000; Match 0; Total Years 3 \$25,000

E. Consultants and Evaluator

Funding is requested to support speaker honoraria for the following conferences and workshops. Honoraria are calculated at \$300/speaker. We estimate the need for 2 speakers for a half day workshop and 4 speakers for a full day workshop. Honoraria is offered for the following 11 events: 1) Destination Philadelphia; 2) Comparative International Health Care Systems; 3) Korean Business Culture & Linguistics; 4) Building Trust in Cross-national Student Teams (G+UG); 5) Using Technology for Learning Languages, Cultures & Customs; 6) Annual IB Research Forum; 7) Training Graduate Students in International Case Writing; 8) New India Seminar Series; 9) Cyber Security Businesses Workshop; 10) Workshop on Managing Export Risks and Financing; 11) Knowledge Maps Symposium.

In addition, we request a \$1,000 for honorarium for International Trade Specialist for the SBDC International Consulting Projects and \$5,000 to contract the external independent Evaluation Coordinator.

Total (Consultants and Evaluator): Request \$19,200; Match \$ 0; Total Year 3 \$19,200

Indirect Costs

Indirect cost rate of 8% is applied to all direct costs.

Total (Indirect Costs): Request 21,840; Match \$29,880; Year 3 \$51,720

Total Year 3

Request \$272,998; Match \$373,499; Total \$698,217

YEAR 4

The ratio between requested and matching funds in Year 4 is 44.3% to 55.7%.

Senior Personnel

DOE funds are not requested to fund senior personnel. The senior personnel outlined in Year 1 will continue in their role at the specified level of effort for Year 4. Salaries are increased by 3% to incorporate a cost of living increase. These in-kind salaries are associated with a fringe benefit rate of 28.3%.

Other Personnel (Program Specific)

Chris Miano, will continue to serve Temple CIBE at 20% effort. His salary continues as match and will increase by 3% and includes a 28.3% fringe benefit rate.

Nick Dahan will continue in the program and will continue to receive one course release each semester (one to be funded by Temple CIBE and one from the Fox School). He is budgeted for a 3% increase from Year 3. His salary includes a fringe benefit rate of 28.3%

Two Graduate Research Assistants (GRA) for the fall and spring semesters at \$17,500 each are matched by the school. Fringe benefits calculated at 20.5%.

One Graduate Research Assistant for 12 months (\$24,040 plus 16.9% fringe benefits) to conduct evaluation activities is matched for Year 4.

Funding for a student worker to support programs is calculated at 16 hours/week at \$8.50/hour for 38 weeks each year with a fringe benefit rate of 8.2%.

Two summer stipends requested for Graduate Research Assistants increased by 3% from Year 3 and include an 8.2% fringe benefit rate to support the Knowledge Map Project (3.1).

Faculty Stipends

James Moustafellos will receive \$3,000 per day stipend to deliver two full day “Design Thinking in a Global Context” workshops. As in previous years, we request funding for 1 workshop and the Fox School will match one workshop.

To support the Short Term Study Abroad Destination Series, two faculty stipends at \$6,000 (plus 8.2% fringe benefits) each per year for one graduate and one undergraduate course is budgeted.

We request funding for one \$6,000 (plus 8.2% fringe benefits) stipend to support the delivery of the course in Managing Cyber Security Risks each year of the proposed program.

Total (Personnel and Fringe): Request \$65,172; Match \$283,905; Year 4: \$349,076

Travel

To support all Temple CIBE programs and events, the travel budget is consistent in Year 4.

Total (Travel): Request \$116,700; Match \$37,600; Year 4 \$154,300

Supplies and Materials

Request funding for miscellaneous supplies, marketing collateral and print materials to support conferences, workshops, competitions and other events outlined in the budget. Specifically, funding is requested for :1) 3, full day workshops offered two times per year; 2) 1, half day workshop offered two times per year; 3) 6 half day workshops offered one time per year; 4) two internship and job placement fairs; 5) to support the SBDC's consulting projects.

The Fox School will provide a \$500 cash award for the winner of the International Competition with Regional Colleges and Universities (6.3).

Total (Supplies and Materials): Request \$13,550; Match \$500; Year 4 \$14,050

Other Direct Costs

A. Registration Fees -- Program Participation with Other CIBE and Consortium Agreements

- 2.5: Summer Business Communications Institute for Language Faculty. Requesting \$3,000 to co-sponsor this Language Institute.
- 2.6: Annual CIBE Business Language Conference. Requesting \$1,000 to sponsor this Conference.
- 4.6: CIBE/CUIBE Intl Case Competition for UG Students. Requesting \$2,500 to sponsor this event.
- Association Memberships (AIB, CUIBE, BISNet, CIBERweb). Matching funds of \$5,500 allocated each year to support memberships.

Total (Registration Fees): Request \$11,500; Match \$5,500; Year 4 \$17,000

B. Conference Services and Support

To support partnerships/collaboration in developing and delivering program activities externally – External Activity. We are requesting \$18,250 to support 9 events: 1) the 10 lectures for the Temple University College of Education Language and Applied Linguistics Seminar Series; 2) Student Led Global Lecture Series; 3) Seminar on Automated Export Systems Compliance; 4) Electronic Filing for Exports Workshop; 5) Stopping Counterfeits Workshop; 6) World Affairs Council Symposium Series; 7) Temple Small Business Development Center "Going Global Series"; 8) Intra Temple Global Conference; 9) International Educators Academy.

In addition, the Fox School will provide an \$8,500 match to support the Seminar on Automated Export Systems Compliance; Electronic Filing for Exports Workshop; and the World Affairs Council Symposium Series.

To support new program implementation and delivery internally – Internal Activity. We are requesting \$5,200 to support 12 events: 1) Destination Philadelphia; 2) Comparative International Health Care Systems; 3) Korean Business Culture & Linguistics; 4) Building Trust in Cross-national Student Teams (G+UG); 5) Using Technology for Learning Languages, Cultures & Customs; 6) Advancing U.S. Competitiveness-Emerging Innovation Models; 7) Annual IB Research Forum; 8) Training Graduate Students in International Case Writing; 9) New India Seminar Series; 10) Cyber Security Businesses Workshop; 11) Workshop on Managing Export Risks and Financing; 12) Knowledge Maps Symposium.

Total (Conference Services and Support): Request \$23,800; Match \$8,500; Year 4 \$32,300

C. Workshops, Conferences, and Meetings

All funding for catering is provided through matching funds from Temple University. Catering is calculated for 30 participants at \$15/person for a half day workshop and \$30/person for a full day workshop. Match is provided for :1) 3, full day workshops offered two times per year; 2) 1, half day workshop offered two times per year; 3) 6, half day workshops offered one time per year; 4) reception and luncheon for the International Competition with Regional Colleges and Universities.

Total (Workshops/Conferences/Meetings): Request \$0; Match \$11,360 Total Year 4 \$11,360

D. Research and Development

CIBE Faculty Fellows Research and Development Grants (3.5). Request funding of \$5,000 for research projects in Year 4.

Total (R&D): Request \$25,000; Match 0; Total Year 4 \$25,000

E. Consultants and Evaluator

Funding is requested to support speaker honoraria for the following conferences and workshops. Honoraria are calculated at \$300/speaker. We estimate the need for 2 speakers for a half day workshop and 4 speakers for a full day workshop. Honoraria is offered for the following 12 events: 1) Destination Philadelphia; 2) Comparative International Health Care Systems; 3) Korean Business Culture & Linguistics; 4) Building Trust in Cross-national Student Teams (G+UG); 5) Using Technology for Learning Languages, Cultures & Customs; 6) Advancing US Competitiveness -Emerging Innovation Models; 7)Annual IB Research Forum; 8) Training Graduate Students in International Case Writing; 9) New India Seminar Series; 10) Cyber Security Businesses Workshop; 11) Workshop on Managing Export Risks and Financing; 12) Knowledge Maps Symposium.

In addition, we request a \$1,000 for honorarium for International Trade Specialist for the SBDC International Consulting Projects and \$5,000 to contract the external independent Evaluation Coordinator.

Total (Consultants and Evaluator): Request \$20,400; Match \$ 0; Total Year 4 \$20,400

Indirect Costs

Indirect cost rate of 8% is applied to all direct costs.

Total (Indirect Costs): Request \$22,090; Match \$ 27,789; Total Year 4 \$49,879

Total Year 4

Request \$298,211; Match \$375,154; Total \$673,365

TOTAL 4 YEARS

Request \$1,1185,685; Match \$1,493,403; Total \$2,679,088

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

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Temple University - Of The Commonwealth System of Higher Edu

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	57,368.00	54,699.00	55,555.00	56,437.00		224,059.00
2. Fringe Benefits	8,463.00	8,357.00	8,543.00	8,735.00		34,098.00
3. Travel	116,700.00	116,700.00	116,700.00	116,700.00		466,800.00
4. Equipment						
5. Supplies	13,050.00	13,550.00	13,050.00	13,550.00		53,200.00
6. Contractual						
7. Construction						
8. Other	79,150.00	80,700.00	79,150.00	80,700.00		319,700.00
9. Total Direct Costs (lines 1-8)	274,731.00	274,006.00	272,998.00	276,122.00		1,097,857.00
10. Indirect Costs*	21,978.00	21,920.00	21,840.00	22,090.00		87,828.00
11. Training Stipends						
12. Total Costs (lines 9-11)	296,709.00	295,926.00	294,838.00	298,212.00		1,185,685.00

***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: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) 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 %.

Name of Institution/Organization Temple University - Of The Commonwealth System of Higher Edu	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	206,026.00	205,937.00	247,025.00	218,296.00		877,284.00
2. Fringe Benefits	61,666.00	62,269.00	63,914.00	65,609.00		253,458.00
3. Travel	37,600.00	37,600.00	37,600.00	37,600.00		150,400.00
4. Equipment						
5. Supplies	500.00	500.00	500.00	500.00		2,000.00
6. Contractual						
7. Construction						
8. Other	24,460.00	25,360.00	24,460.00	25,360.00		99,640.00
9. Total Direct Costs (lines 1-8)	330,252.00	331,666.00	373,499.00	347,365.00		1,382,782.00
10. Indirect Costs	26,420.00	26,533.00	29,880.00	27,789.00		110,622.00
11. Training Stipends						
12. Total Costs (lines 9-11)	356,672.00	358,199.00	403,379.00	375,154.00		1,493,404.00

SECTION C - BUDGET NARRATIVE (see instructions)

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

OMB Number: 1894-0007
Expiration Date: 07/31/2014

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr.	Shreeram		Mudambi	

Address:

Street1:	1801 Liacouras Walk
Street2:	
City:	Philadelphia
County:	Philadelphia
State:	PA: Pennsylvania
Zip Code:	19122
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
215-204-1725	

Email Address:

rmudambi@temple.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) #:

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.

<input type="text"/>	Add Attachment	Delete Attachment	View Attachment
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