A1. Quality of Instruction, research, and service associated with the programs

INSTRUCTION

Strengths

1. The Institute of International Business (IIB) delivers the core international business course, *BUSA 3000: Globalization and Business Practices*, to all undergraduate students. This means that between 14-16 sections are offered per semester; some 600 students are enrolled per term. In addition, at least one section per term is delivered entirely in Spanish, including all instruction, text, and materials. Of special significance is that students enrolled in Georgia State’s Modern Classical Languages’ Spanish program may take this course as a junior/senior elective in their degree program.

   Quality of the BUSA 3000 course is indicated by a) significant enhancements in both content and pedagogy; b) classroom evaluations are generally above or significantly above college averages. A dedicated course coordinator provides overall leadership to the course. The coordinator brings not only requisite academic credentials, but over a decade of field experience in international trade negotiations, foreign service, and embassy postings (See Appendix F3: Pedro Carrillo).

2. BUSA 3000 has become a vehicle for introducing pedagogical enhancements such as critical thinking through writing (CTW) and three technology innovations: the “on-line writing environment;” the Sharepoint digital delivery environment, and student podcasting for term projects.

3. An additional innovation is the introduction of the *Certificate of International Business*, launched in Fall 2008. Open to the entire undergraduate student population, the certificate is awarded for the completion of 12 credit hours of concentrated study in international business. The Certificate hours must include a 3-credit hour study abroad course. Student interest has been strong for this new offering.

4. The signature graduate degree program for the IIB is the Masters in International Business (MIB), a specialized master’s degree program. Recent curriculum innovations include the addition of two 3-credit hour courses: *International Negotiation* and
**Commercial Diplomacy.** In addition, the existing **Comparative Business Systems** course was restructured and renamed **Business Systems in Advanced Economies and Emerging Markets.** Finally, the international internship module (6 credit hours) has been significantly reworked to incorporate more rigorous quality requirements and performance measures. All MIB students must be able to initiate and deliver video-conferencing (or mix of technologies as available) from their respective international field location to the MIB program director for their mid-term briefing and assessment.

5. **MIB Program options:** Additional program options for the MIB are the five-year MIB and the joint MIB-MA: Political Science/International Affairs. The five-year MIB program combines a BA in Foreign Languages (French, German, or Spanish) with the Masters in International Business degree. This is a rigorous, cross-disciplinary program for highly motivated students with an interest in languages, intercultural study, and international business. Ideal for high-achieving foreign-language undergraduates, this five-year program enables students without a business background to earn business credits while completing their major course of study in French, German, or Spanish. Similarly, for individuals seeking a nonprofit career in government, the joint M.I.B. / M.A. in political science combines international business knowledge with insights into foreign political systems. Students may earn the Master of International Business and the Master of Arts in Political Science with a concentration in International Affairs by completing the requirements of each degree in this joint program, with nine credit hours (3 courses) in each degree allowed to satisfy the requirements of the other degree. The joint degree program takes advantage of the curricular strengths in both programs to prepare students for business, state and/or governmental careers in the new global economy. There is a steady student demand for these programs, owing to the relevancy, currency, and quality of their content (See Section D and Appendix D3).

6. **Global Partners MBA:** Now in its year five, this premium MBA Program is led by an IIB faculty member, Dr. Karen Loch. In 2004, the Robinson College of Business teamed with IAE de Paris – Sorbonne I and the COPPEAD in Brazil (Graduate School of Business of the Federal University of Rio de Janeiro) to create a truly global MBA degree program. **Global Partners MBA** is a full-time, 14-month, dual degree program that immerses students in a living classroom that spans four continents. During the course of the program, participants are in extended residencies in Atlanta, Rio de Janeiro, and Paris; an intensive field study in Asia; and visits to Washington D.C. and Brussels as part of the program theme of Commercial Diplomacy. Work experience and proficiency in a second language are required of successful applicants. Global Partners MBA is not included in this self-study report since it is administered by the RCB Associate Dean’s Office along with other MBA programs.

7. **International Business Concentration in the MBA:** MBA students may elect a major (6 courses) or concentration (4 courses) in International Business.

8. **MBA Career Paths -- IB, IT, and International Entrepreneurship:** The Institute collaborates with the departments of Computer Information Systems and Managerial Science, respectively, for the MBA career paths in IB/IT and International
Entrepreneurship. An additional opportunity for students who are pursuing the MBA IB/IT career path is to study a fall semester at the Université de Nantes through our exchange agreement. Students in each of the MBA program options are expected to meet the same quality standards and performance levels.

9. Teaching performance of IIB faculty has generally been above RCB levels and improving. Faculty teaching the graduate level international business courses generally are evaluated above or significantly above college norm.

Weaknesses

1. We wish to revisit and update both the undergraduate and graduate IIB curricula to incorporate emerging trends, issues, and practices in the conduct on international business.
2. A good proportion of the student credit hour production is produced by non-tenure track faculty.
3. Reliance on PTIs (Part-Time Instructors) is declining, but additional full-time faculty members are needed.

RESEARCH

Strengths

1. At the time of the last self-study (Fall 2002), there were three terminally qualified research faculty holding primary appointments in the Institute. As of Fall 2009, this number has increased to ten. There is faculty interest throughout the College for joint appointment with the Institute, potentially creating synergy through cross-fertilization of ideas and shared effort.
2. The quality of research, as evidenced by publications in top, peer-reviewed journals, is growing (See Section F and Appendix F3). Over 50 percent of faculty have received external research funding and over 50 percent have received university research funding. Moreover, over 60 percent of the Institute faculty have served as editors of journals or on editorial boards of journals in the field.

Weaknesses

1. While improvements have been made, additional research faculty are needed.
2. Opportunities for collaborative and cross-disciplinary research with others in the college and university level resulting in top-tier journal publications have not been fully exploited.

SERVICE

Strengths:

1. Most members of the IIB are actively involved in service to the university, the profession, and to the community. Eight faculty members serve on a variety of RCB committees, including Dean’s review, Executive Doctorate admissions committee, and Scholarship
committee. Six faculty serve on various high-level university committees or in the university Senate. Service to the profession includes an elected Fellow of the Academy of International Business, and 5 faculty who hold editorial positions for peer-reviewed journals. One hundred percent of the research-active faculty serve as peer reviewers for scholarly journals and refereed conferences for the field. Eight Institute faculty are continuously involved in significant and valued service to the community.

2. Two faculty members are leading the two centers housed in the Institute: **Center for Business Development in Transitional Economies** (B. Fazlollahi) and **Center for Global Business Leadership** (J. Senn).

3. Several faculty are actively assisting student organizations such as the IBA (International Business Alliance) and the AIESEC.

**A2. Centrality of the programs to the University**

1. The IIB’s goal to help internationalize faculty and curricula is very much in harmony with the vision laid out by President Mark Becker in his investiture speech on October 20, 2009. In Georgia State’s second century, President Becker envisions the University to be recognized as one of the world's preeminent urban universities: “… We all recognize that competition and opportunities for jobs, resources, products, and talents are global in ways never seen before. Our students are graduating into a globally competitive environment. Our faculty members both compete in and collaborate on research globally. Consequently, GSU must be globally oriented, to achieve the highest levels of education and research and to serve Atlanta, Georgia, and the nation.”

2. The IIB also promotes the university-wide goal to increase student participation in study abroad programs. It provides a central focus to RCB’s study abroad initiatives.

3. As an interdisciplinary, cross-functional unit, the IIB provides linkages to other internationally-focused departments and institutes across the University.

4. The IIB also provides a bridge to the international business community in the region, and to partner institutions around the world.

**A3. Viability of programs**

1. With the addition of Professors Dan Bello and Heechun Kim, the Institute is on track to strengthen its scholarly research capacity and output.

2. Student credit hour production has seen a modest increase with enrollments in courses such as IB 3090 and the MIB program.

3. Establishment of the Georgia State chapter of AIESEC has served to invigorate the undergraduate and graduate student body. Undoubtedly, Georgia State students are excited about creating additional international internship opportunities through AIESEC.

**A4. Strategic focus**

1. Having seen a major transformation of the Institute over the past couple of years, the faculty has renewed energy and clear resolve to push the Institute to the forefront of international business education and research. Drive to be among the best, research-active, urban business schools in the country.
2. Faculty has a shared vision to excel in research, teaching, and outreach. Recently, the faculty adopted the following vision statement: “The vision of the Institute of International Business is to lead all urban, research-focused state universities as the indispensable source of knowledge, insights, and education in international business among its key stakeholders – students, executives, scholars, and public policy makers. The Institute faculty strive to be relevant to the immediate business community by being the preferred source of information and insight.”

3. We made a substantial effort to establish the Institute as a national resource center in IB. The IIB has just submitted a proposal to be designated as a national resource center (CIBER) by the U.S. Department of Education.

4. Faculty aspiration to be sought after by the business and academic communities as the preferred source of knowledge and expertise on Emerging Markets. Current involvement of faculty through study abroad and other initiatives in Latin America, Africa, Middle East, Asia and other emerging economies, supports this goal.

A5. Financial resource analysis

1. The Institute has received substantial support from the RCB Dean’s Office over the past two years. Expansion of full-time, research faculty has enabled us to compete with similar departments at leading business schools.

2. Reasonable support for faculty professional development (training sessions on teaching methodology and use of teaching software, presentations at conferences, departmental research seminars featuring researchers)

3. Recent gifts from RCB alumni and IIB faculty for study abroad scholarships, and faculty/staff recognition.

4. Recent research contracts (Lockheed Martin Aero and USLAT’s Latin American clients) are encouraging and should enhance the Institute’s research and business outreach capacity and record.

Implications

It is clear that the IIB is moving forward with renewed energy, sense of direction, and faculty talent. There are many positives about the faculty talent, staff talent, curriculum, and external partnerships. For all of this, the faculty deserves credit. Nevertheless, the Institute faculty is far from being content; they have a clear mandate to continue to rethink and reorganize our work agenda, curricular offerings, and priorities. They also realize that to move us forward, we need to further shift the composition of the faculty in favor of the terminally qualified, full-time faculty. If the CIBER designation is granted by the Federal government, we also need to boost our project implementation capacity.

Section B: Historical and Current Contexts

1. Historical and Contextual Explanation of IIB and its Programs

IIB is a unit of the J. Mack Robinson College of Business (RCB) at Georgia State University. While focusing on the discipline of international business, The IIB functions as a collaborative and integrative unit to deliver degree programs, research, and outreach activities related to international business for the RCB.
The Institute was charted by Governor George Busbee in 1977 as a sister organization to the Georgia World Congress Institute and the International Business Council. Today, IIB resides in one of the largest business schools in the nation, with approximately 180 faculty and more than 8,000 students who represent nearly 100 countries, bringing a wealth of diversity and experience to the classroom. An estimated 25 percent of the Robinson faculty teach or conduct research with a focus on international through the lens of their respective disciplines. At its inception, the Institute functioned as part of the Management Department with a goal to internationalize the College of Business. During the decade of 1970s, the International Business program was ranked in the top 10 IB programs in the country and awarded 27 PhDs and over 600 MBA-IB alumni. In the early 1980’s, the leading faculty in international business left, and the Ph.D. program was discontinued. During the years of 1985 to 1995, there was little activity in the nature of international and the Institute functioned really in name only.

With the advent of a new dean who actively and openly supported international, an Interim Director of the Institute was named in 1995. A key milestone was reached in 1997 with the official launch of a new degree program, the Masters in International Business (MIB). The MIB degree was fashioned after the well-known program at the University of South Carolina. It required that the student demonstrate proficiency in a second language and complete an international internship of a minimum of four months in duration.

Factors contributing to the renewed commitment to international and a prominent place in the strategic plan for the College and the University at large include the growing importance of international in the Atlanta business community, the population explosion of ethnic groups, most notably Asian and Hispanic. Atlanta boasted the headquarters for 18 of the Fortune 500 companies during the 1990s.

July 1999 marked a significant transition point for the Institute. A full-time permanent director was appointed. The director’s primary responsibility was to deliver academic programs for the unit, and support RCB in its internationalization efforts through curricular efforts, international partners, faculty research and teaching, and to promote international opportunities to students and faculty, in general. The internationalization of programs, students, and faculty was not only mentioned, but had become one of three foci for the College. Another important milestone during this period is the creation of a required course in the undergraduate business curriculum, BUSA 3000 Globalization and Business Practices.

Most importantly, the Institute took on the status of a fully functioning academic unit, giving it visibility and legitimacy in the college that had not existed previously. The label “institute” specifically connoted its charge to serve the college as a cross-functional, collaborative unit. Between 1999 and 2005, three senior faculty from other units in the Robinson College moved to the Institute as permanent members, and four new assistant professors and three full-time non-tenure track faculty were hired, in addition to several part-time instructors.

In 2004, the Robinson College of Business teamed with IAE de Paris – Sorbonne I and the COPPEAD in Brazil (Graduate School of Business of the Federal University of Rio de Janeiro) to create a truly global MBA degree program. As discussed earlier, Global Partners MBA is a full-time, 14-month, dual degree program that immerses students in a living classroom that spans four-continents. The Global Partners MBA received the 2007 Governor's International Award, in the category of Leadership in International Education from the State of Georgia. While the
Global Partners MBA is not the focus of this self-study, it is important to mention that this degree program is led by Institute faculty member Dr. Karen Loch. Several IIB faculty members teach in the program.

2. History of prior three years (2006 – present)

The Institute, led in part by Interim Directors Joan Gabel and Irene Duhaime, saw the following developments from 2006-2008:

- An increase in study abroad programs (Italy, Czech Republic/Hungary, and South Africa trips) taught by the Institute faculty;
- An increase in enrollments;
- Increase in sections of BUSA 3000;
- Several multi-million grants from the U.S. Agency for International Development to the Center for Business Development in Transitional Economies, and Business and International Education grants from the U.S. Department of Education;
- Development of the Certificate in International Business (inaugurated in the Fall of 2008);
- An increase in the size of the faculty;
- Recruitment of a permanent director for the Institute to replace interims serving since previous Director (Loch) relinquished position to focus on directing Global Partners MBA program.

In August 2008, Professor S. Tamer Cavusgil joined the Institute of International Business as Director and Fuller B. Callaway Professorial Chair. Tamer brings to Georgia State three decades of experience as an educator, scholar, mentor, journal editor, institution builder, leader of professional societies, and advisor to senior executives and international agencies. Over the years, he served as principal investigator on numerous federal projects, including Title VI grants. Tamer was the founding executive director of the Michigan State University CIBER and served as its leader from 1990 until 2008.

Of special significance, the Institute has recorded the following developments since August 2008:

- Implementation of the undergraduate Certificate in International Business and the USLAT external outreach program;
- Development of three doctoral seminars in international business and formal approval of the doctoral secondary area in international business;
- Updating of BUSA 3000, IB 3090, and other courses;
- Recruitment of Dr. Heechun Kim; internal transfer of Dr. Dan Bello;
- Hiring of new staff member, Yiandria Boswell;
- Establishment of regular departmental meetings; clarification of teaching and administrative responsibilities;
- Articulation of the Institute’s vision, mission, and strategic goals;
- Strengthening of relationships with alumni and friends of the IIB, with additional financial contributions;
- Expansion of study abroad offerings;
• Initiation of industry-sponsored research projects on Globally-Distributed Supplier Networks, and Emerging Market Risk Indexing;
• Preparation and submission of a major federal grant proposal;
• Initiation of the AIESEC student organization.

The Institute faculty deliberated in the Fall of 2009 to articulate a set of vision, mission statements, and strategic goals. These are discussed next.

The Institute’s Vision Statement

“The vision of the Institute of International Business is to lead all urban, research-focused state universities as the indispensable source of knowledge, insights, and education in international business among its key stakeholders – students, executives, scholars, and public policy makers. The Institute faculty strive to be relevant to the immediate business community by being the preferred source of information and insight.”

A principal phenomenon of interest for the IIB is international business – cross-border business activities and the study of the political, cultural, and commercial environment within which cross-border trade and investment activities take place. An area of interest is the study of emerging markets – rapidly growing economies that are building a substantial number of middle class consumers through market liberalization, institutional reforms, industrialization, and privatization.

The Institute links students, faculty, curriculum, and external relationships to create a cohesive, international resource, and to build a global mindset and enhance the global competitiveness of our students, faculty, and the business community.

While IIB is a distinct academic unit of RCB, its mission and work agenda cut across all other units of the College. The discipline of international business itself is an eclectic field. As such, the IIB fulfills the role of integrating all business disciplines.

The Institute’s mission is to:

• Develop and train a new generation of global business leaders who possess a keen understanding of the competitive global economy, appropriate language skills, and cultural experiences.

• Be recognized for excellence in knowledge creation and dissemination that has the potential of advancing scholarship and shaping managerial practice in international business.

• Promote and advance the internationalization of the RCB students, faculty, and curriculum through innovative, global-focused programs that transcend boundaries of the functional disciplines.

• Establish a leadership position in global business education and executive training.

• Create exceptional learning and career opportunities through engagement of students, scholars, and practitioners.
• Reach out to the community by serving the international business education needs of the State of Georgia. Serve as a vehicle for the University to keep in touch with the business community.

• Become a resource of international business education and scholarship on a national and international level.

• Conduct leading research and advance the knowledge domain of international business.

The vision and mission of the IIB are supported by the following core values and beliefs of the IIB faculty and staff:

• Innovation, experimentation, and entrepreneurship

• Contribution and support from the entire faculty and staff

• Inclusivity and diversity

• Appreciation of cultural pluralism

• Collegiality, mutual respect, professionalism, and integrity

• Collaborative spirit with stakeholders

Strategic Goals of the Institute are:

• Establish the Institute as a national and regional center of excellence in international business in the US; CIBER designation is one step in this direction.

• Offer curricula with contemporary features (including our signature offerings: IB Certificate, and the MIB)

• Formally introduce the doctoral secondary area in International Business and recruit students

• Reduce dependency on PTIs

• Facilitate ongoing professional development opportunities for faculty

• Leverage the vast capabilities and resources of our industry and academic partners.

• Implement a coordinated and focused external relations and marketing program.

• Enhance the research productivity of our faculty.

• Enhance the infrastructure of the Institute to ensure that financial and human resources are adequate for, aligned with, and supportive of the Institute’s envisioned future.

• Pursue external grant and contract opportunities to widen our funding base.
Section C: Progress Toward Goals and Objectives

The Institute has made significant progress toward the majority of its stated goals and objectives from the previous academic program review conducted in 2003. The following discussion reiterates the goals from the last self study report and reports progress on each.

I. Teaching

A. Goal One: To meet AACSB requirements of mix of terminally qualified faculty
   Objective 1: To change departmental faculty mix from 50% of teaching faculty (3 / 6) non-terminally qualified to 75% of teaching faculty. The faculty mix limited the unit’s ability for curriculum development and the ability to attract dynamic, new assistant professors who are looking for a senior faculty mentor.
   Outcomes: Since 2003, the Institute has hired 4 assistant faculty (1 in 2004; 2 in 2005; and most recently, fall 2009) and 1 senior faculty member in fall 2008. The ratio of terminally qualified / non-terminally qualified faculty is now 75% (9 / 12). This is very positive for curriculum development, and is evidenced by the launch of 2 courses at the undergraduate level plus the launch of several creative initiatives, such as the IB Certificate, and the introduction of 2 masters level courses and most recently, the creation of 3 doctoral level courses. The increased number of junior, research-active faculty represents the beginning of establishing critical mass of young, IB-trained researchers who enhance the attractiveness of the Institute to other junior and senior-level colleagues. With regards to Objective 2, it has been 100% achieved. Four faculty hires have been made at the junior level, all formally trained in IB, since the last program review.
   Consistency with University / College strategic plan. The progress made is consistent with the goal at both the University and College to increase the ratio of tenure-track faculty to non-tenure track faculty. This is particularly important for the College and its AACSB accreditation.

B. Goal Two: To reduce the instructor variability in teaching evaluations.
   Objective 1: There is noticeable instructor effect in many courses. The range on evaluations may be as much as a whole point across sections. The objective is to reduce the instructor effort to a minimal level. One might expect that the students will perceive an overall better product as well.
   Outcome: Much has changed since the last program review. At that time, 74% of course sections (23 sections) were taught by instructors, with 40% by part-time instructors. In Fall 2006, 55% of the course sections offered were covered by part-time instructors. In contrast, in Spring 2009, only 30% of course sections were taught by part-time instructors. The quality of teaching based on a longitudinal evaluation of course evaluations showed a positive trend towards higher teaching evaluations, both on value of the course and instructor effectiveness.
   Outcome: In the last three years, the percentage of course taught by instructors remains between 65% and 75%, in large part due to the fact that instructors typically carry higher teaching loads than do the tenure-track faculty. This percentage also reflects the Institute’s faculty composition: 1/3 of our permanent faculty in the Institute are pre-tenure and have reduced teaching loads, 1/3 are tenure track senior
faculty who also hold administrative responsibilities with the final third being permanent, instructor level positions. Faculty ownership of their respective courses may also contribute to the improved trend in faculty evaluation scores.

**Objective 2**: Establish an executive-in-residence program. There are many executives local to the Atlanta community who represent a wealth of expertise and interest that are looking to give back. We need to leverage this resource.

**Outcome**: A formal executive-in-residence program has not been established. However, stronger linkages have been formed with executives local to the Atlanta community who have offered internships, sponsored student competitions, spoke to students, served as mentors, and so on. This remains an opportunity for the Institute.

II. Creative and Scholarly Activity

A. **Goal One: Increase main stream IB research:**

**Outcome**: The trend line for creative and scholarly activity has moved upward in a significant, positive fashion since the last program review. This may be attributed to, in large part, the hiring of our 5 faculty members (4 junior, 1 senior) during this time frame.

**Resource**: Our most recent senior faculty hire serves as the Director of the Institute in a full-time capacity. This means that the need for a senior research faculty member and mentor remains a high priority, consistent with growing Institute research productivity, visibility, and tapping third-party research funds. Moreover, strong, strategic hires contribute to the overall ranking and reputation of the Institute, College and University and are an effective means to build a world class program.

B. **Goal Two: Collaborate with international partners / research and faculty and doctoral students within the college on mutually interesting research.**

**Outcome**: Our junior research faculty have contributed most significantly to meeting this goal. Of note is their collaboration with doctoral students in other departments on mutually interesting research. No formal doctoral program in the Institute has limited the number of available doctoral students for collaborative work. However, two recent developments bode well. One, the Institute was recently approved to offer a minor in the doctoral program. This will afford Institute research active faculty more visibility with the Robinson doctoral pool and opportunity to collaborate on projects. In addition, Robinson launched an Executive Doctorate program in Fall 2009. At least one senior faculty member is formally engaged with this program and a group of doctoral students. There is considerable interest in international issues amongst this pool of candidates. Due to these program developments, it is reasonable to expect that there will be additional opportunities for Institute faculty to serve on doctoral committees, and to collaborate more frequently and extensively with doctoral students, thereby also increasing our research productivity.

**Objective**: Establish a college-wide visiting faculty program to encourage collaborative research with our partners.
Objective: Establish research groups across the college based on regional interest. This may also be coupled with the strategic development of international institutional partners.

Outcomes: Objectives C and D were not formally achieved. However, a recent development is the creation of a cross-functional research group that is creating a multi-dimensional, rigorous risk index with a particular focus on assessing emerging market risk. It holds significant implications for research in the coming period, both with secondary data and the potential for primary data studies.

Objective: Establish international sabbaticals for faculty interested and able to take up to one semester at a partner institution with the intent of developing research projects. New teaching approaches may also be a dividend of this objective.

Outcome: Not achieved. There is continued support both at the College and University level for internationalization of curriculum and research, but not in the form of faculty sabbaticals at this time.

III. Service

A. Goal One: Successful launch of the Center for Global Business Leadership

Outcome: Achieved. The Center for Global Business Leadership was officially approved and launched in 2004. The Director of the Institute served as its Director. A Board of Advisors was formed to provide direction and connection with the international business community. In mid-2005, a dedicated director was named. The Center sponsors Global Leadership forums including the Executive Leadership Forums in the US, China, and Russia, and the Executive Leadership Conference held once a year. It publishes Executive Leadership Today bimonthly, Executive Leadership Case Study Series and also offers Executive Education, a two-week program.

B. Goal Two: Successful launch of the International Business Leaders Roundtable

Outcome: The Roundtable was launched in 2004 with as many as 14 member companies all represented by Vice-Presidents or higher. Member companies included such firms as: UPS, Church’s Chicken, Global Payments, Pattillo Construction, Delta, Equifax, ING, Oxford, Parsons Brinkerhoff, Southern Company, and Wachovia as a representative set. Members drove the topics and five meetings were held per year. The Roundtable ran through first quarter 2008 at which time it was put on hiatus. Given the strength of our external relationships, it is still seen as a viable revenue source.

Objective: The above goals are inter-related. Both have the potential to contribute revenue streams that will allow additional degrees of freedom in operation, plus the ability to provide scholarships to students, fund faculty development related to international, and build a reservoir of funds for a chaired professorship. These are obviously long term objectives and will require fine-tuning over time.

Resources: Have assembled an advisory council for the Center, a voluntary external director, and begun fund raising discussions. The building of the
roundtable requires more time than anything at this point. Downstream, there will need to be some portion of a staff person’s time dedicated to its operation. Both the Center and the Roundtable were envisioned as mechanisms for in-depth engagement with the external community and potential revenue streams. Both were launched with no resources. The dedicated director model followed for the Center contributed to its success. While perhaps not a dedicated director, there must be some portion of a faculty member’s time that is dedicated to the Roundtable and not in competition with other service and/or administrative obligations, as was the case.

**Section D: Curricula Quality**

This section offers an evaluation of the quality of the MIB program requirements and curricula. Upon completion of the degree, MIB students should possess the following core competencies: the ability to analyze the global impact on competitiveness of economic, political, and socio-cultural systems as they affect people, structures, technology and processes in organizations functioning in the global domain.

The key difference between the MIB and the MBA is that the specialized master provides a much broader international context, requiring the students to be knowledgeable of regional history, political systems and other macro factors that influence business practices today. In addition, the program requires advanced mastery of language and an extensive stay in-country. This practical component serves two broad purposes. First, it confirms to the student their ability and the nature of their longer term interest in a career path in international business. Second, it demonstrates to the host company and prospective employer the level of maturity of the student and their ability to function in a cross-cultural setting on a daily basis over an extended period of time.

More specifically, the MIB programs aims to develop the following knowledge, skills, and perspectives:

- An in-depth understanding of the international business environment
- Intercultural awareness and sensitivity, enhanced through language skills
- Leadership skills to function successfully in a multi-cultural environment
- Team skills to be contributing members of an effective global team
- Frame of reference that extends beyond the formal business functions to include a historical and social perspective (economic, political, and cultural) that provides insight into the day-to-day operations of global firms.
- Understand the interrelationships and dynamic across national boundaries of politics, economics, law-regulation, national and international infrastructures, culture, and social value systems on the daily and strategic operations of a global firm
- Analyze the differences in ethics and social responsibility across nations and critically evaluate the implications of such differences for managers of the global firm
- Ability to apply the above understanding to the practice of the disciplines, including HR, marketing, operations, finance, etc. in an extended work-experience outside their native country at the completion of their course work
In contrast, upon completion of their degrees, students in the International Business Concentration in the MBA should have developed the following knowledge, skills, and perspectives:

- An in-depth understanding of the international business environment
- Extend functional skills to deal with managerial issues in the global marketplace, e.g.
  - Evaluate how managing employees and navigating labor/management relations varies in different national settings, exhibiting a level of cultural awareness and sensitivity (HR)
  - Explain the impact on firms of national and multi-lateral trade policies and organizations, and that of the international monetary system with its related financial markets, capital flow and regulatory institutions (finance)
  - Understand how consumer behavior patterns and institutions differ in various parts of the world (marketing).
  - Analyze the influence of culture, policies, regulation and infrastructure on the firm’s international information technology and operations strategy as part of a firm’s global business strategy (IT, operations, strategy)
- Develop intercultural awareness and sensitivity
- Develop leadership skills to function successfully in a multi-cultural environment
- Develop team skills to be contributing members of an effective global team

Attached to this report are the following attachments:

- Appendix D1: Learning outcome statements and assessment plans for MIB
- Appendix D2: Current course syllabus for the Writing Intensive course, BUSA 3000
- Appendix D3: MIB program degree requirements
- Appendix D4 (Refer to Table D1): A list of courses offered by the department for the past three years with the frequency with which the courses were offered in the review period, the number of sections, the total number of students and the average number of students per section. Please indicate courses which are cross-listed. This information will be organized by the categories of undergraduate lower division, undergraduate upper division, and graduate. (The Office of Institutional Research will provide these data to units.)
- Appendix D5: Summary results of surveys
- Appendix D6: Graduate advisement procedures

Section E: Student Quality

MIB Admission Requirements

Applicants to the MIB degree program and associated degrees may submit scores on either the GMAT or the General Test and Writing Assessment of the Graduate Record Examinations (GRE). In addition to meeting the regular admission requirements, an international applicant whose native language is other than English must submit official scores on the Test of English as a Foreign Language (TOEFL) before admission can be considered. All graduate students
admitted possess basic skills in communication, algebra and computing before or soon after admission:

**GMAT scores and related information**

Appendix E-1 contains the applied, accepted, and enrolled data for MIB and MBA-IB students (applications and admissions statistics for years 2005-2006, 2006-2007 and 2007-2008). The data are sketchy and should be viewed with some degree of skepticism. There were no data available for MBA-IB for enrolled. We manually reviewed the files to capture the MIB enrolled data and therefore should be closer to reality. The worksheet titled ‘MIB Enrollment Data – IIB Data’ shows GMAT averages by term, annual averages and average since inception of the program. Several observations are possible:

1. There has been a general upward trend in the average annual scores. This is consistent with the moving of the minimum score over time as well.
2. Two charts (MIB GMAT admissions trend and MBA-IB admissions trend) graphically depict the quality of admits over the period of 2005-2008.
3. The profile of the MIB student is comparable to that of the MBA student for the college.
4. The selection and conversion ratios can vary significantly from semester to semester and should be viewed cautiously. These scores are reported on the worksheets titled 2005-2006 and 2006-2007. Perhaps the most important comparison is the difference between the average scores for admits versus those for denied candidates. One can conclude that over time, the difference between these scores is increasing – indicating that the admit score is increasing upward. Typically the fall semester is when the largest number of applicants / accepts / admits takes place.

**Section F: Faculty Quality**

It is clear that the faculty resources of the Institute have evolved over time in response to the charge or the mission it assumed. At its inception, the Institute was positioned as primarily an externally focused outreach unit. Over the past decades, its mission changed in response, in part, to the administrative leadership of the College, funding base, and Institute leadership. In its current phase of evolution, the Institute is established as a full-fledged academic unit, with its own budget, faculty lines, degree programs, and stakeholder groups. However, its terminally-qualified faculty talent pool has not kept pace with its current mission and goals.

In essence, the Institute currently has a dual talent pool; it brings together a core of non-tenure track lecturers (with impressive industry/practical experience) with a group of terminally qualified faculty. Of the latter group of nine terminally qualified faculty, however, three are carrying out significant administrative leadership responsibilities (as center or degree program directors), and are not currently engaged in scholarly research in international business. Of the remaining six faculty, four are assistant professors not currently tenured, and at varying levels of scholarly productivity. Of the remaining two research-active faculty, one serves as the Institute director. These two faculty members also hold significant editorial responsibilities with the *Journal of International Business Studies.*
Appendix F2 provides the list of graduate faculty and Appendix F3 provides the curriculum vitae for all full-time faculty. It is clear that there is great variation in the quantity of scholarly productivity among the faculty. Two senior faculty members are clearly leaders in their respective areas with a combined record of more than 20 articles in the top scholarly outlet, *Journal of International Business Studies*. While there are individuals who demonstrate impressive scholarship and record, others have not yet become productive in this arena. The Institute has begun its drive to strengthen its researcher talent only over the past two years. With four non-tenured assistant professors, we are also limited in our ability to make an immediate impact on world-class scholarly work. One of the assistant professors is currently being reviewed for promotion and tenure; others will reach this stage over the next three to four years. The Institute does not have any faculty at the associate rank.

When it comes to quality of teaching, however, the Institute faculty demonstrates superior performance. The Institute’s full-time faculty continues to excel in classroom performance. Student evaluations for the core course, BUSA 3000, have consistently exhibited above-College performance. At the same time, Part-Time Instructor evaluations have been mixed.

With respect to business and academic outreach responsibilities, the Institute faculty members also excel. Business outreach is delivered through two formal centers, workshops and conferences, advisory board memberships, technical assistance programs such as the USLAT program, and frequent interactions and programming with chambers of commerce, industry and trade associations, and foreign consular corps. Similarly, international academic outreach is implemented through the *Center for Business Development in Transitional Economies*. Currently, the Center is directing university partnership projects in Egypt, Georgia and Azerbaijan where professors from different RCB units are engaged in faculty and curriculum development, and teaching. The activities include establishing and upgrading business education programs ranging from BBA to Ph.D. and involve faculty and student exchange.

Various faculty members hold leadership positions in professional and trade organizations and have been honored for their contributions. Most recently, this academic year, one of the Institute faculty, Pedro Carrillo, received the RCB’s Outstanding Service Award.

The Institute’s faculty has been successful in securing external funds from the corporate and public sector. Dr. Bijan Fazlollahi has received and managed several large grants from the U.S. Agency for International Development. Dr. Karen Loch has received and managed two Business and International Education grants from the U.S. Department of Education. David Bruce, Pedro Carrillo, and Fernando Doria manage the USLAT technical assistance project with funding from each of the sponsoring firms. Finally, Professors and Dan Bello and Tamer Cavusgil are currently working on a multi-year research project sponsored by the Lockheed Martin Aero. Most recently, the Institute submitted a major grant proposal to the U.S. Department of Education, seeking a designation to manage a center of excellence in international business.

Finally, the Institute continues to seek funds to provide students with scholarships to help defray the cost of participating in study abroad programs. It receives funds from several donors for this purpose.
Section G: Resource Adequacy

**Faculty resources:** As noted several times in this report, current faculty resources are not commensurate with the mission and goals adopted by the faculty. In order to achieve the teaching, research, and outreach related goals, we need at least two experienced faculty members.

**Administrative resources:** Until recently, the Institute had only one staff member, a Business Manager. A very competent employee, Ms. Paula Huntley provided all administrative support services in addition to assisting with the study abroad activities. We were able to add a second individual, Yiandria Boswell, as a staff member. Two other staff members, Robin Mladinich and Charlene Jefferson, are assigned exclusively to the Global Partners MBA program, assisting the Director, Professor Karen Loch. If the center of excellence (CIBER) grant is secured, we would need to add at least one additional staff member for project management.

**Technological resources:** Computing, printing, and recording capabilities have been elevated through, College and University resources. The Institute has plans to create a virtual Global Learning and Negotiations Laboratory, for which we will seek University technology funds.

**Space resources:** Space is a major concern. Currently, the faculty is scattered in three different locations. A reception area for students and guests to the Institute does not exist. Graduate research assistants are crowded in work area. Considering the plans to expand the faculty and staff, add the doctoral program, and a center of excellence, space limitations will definitely be a key handicap in the future.

**Laboratory resources:** As noted, the Institute is in the process of preparing a proposal to create a global learning laboratory to enable our students to negotiate, co-produce projects and reports, and otherwise interact with their counterparts from other countries. While we will seek funds from the technology program, a dedicated room, hardware, and software will be required to establish the cross-cultural learning laboratory.

**GSU Foundation resources:** The Institute has several Foundation accounts incorporating gifts in support of the Institute’s study abroad programs, research, and faculty development. In addition, it has several research accounts sponsored by private sector firms.

**Library resources:** The Institute is adequately supported by Library resources and personnel. Library electronic, journal and monograph resources are adequate for the teaching and research missions, and Library personnel are readily available to assist classes or individual students. We will be requesting for acquisition of certain databases for research in the future.

Section H: Goals and Objectives

I. **Teaching**
Goal 1: Expand the pool of terminally qualified faculty members to support the current and future levels of teaching, research, and business outreach agenda.

*University Goals Supported: II.B*
*RCB Goals Supported: V*

*Rationale:* The Institute has seen robust increase in enrollments, program expansion, outreach activities, and a re-emphasis on research productivity without adding to its pool of terminally qualified full-time faculty in a major way. Instructional needs have been met largely through part-time faculty. Business outreach needs have somewhat been met through senior tenure-track and non-tenure track faculty. Visibility in top scholarly journals in this field has suffered. Senior faculty carry heavy administrative responsibilities which substantially reduces their research productivity. Our current pool of research-active faculty is inadequate to support building significant visibility, the doctoral program, and the potential national resource center (CIBER) designation.

*Objective 1:* Reduce dependency on part-time instructors for teaching.

*Rationale:* We can increase the quality of the learning environment by reducing reliance on part-time and non-terminally qualified instructors to deliver content to our students. Our reliance on PTIs complicates the delivery of a coordinated curriculum, imposes additional service responsibilities on faculty and staff, and is inconsistent with our curricula which will demand research-active, full-time academics.

*Objective 2:* Achieve greater national visibility through publications in top refereed journals in IB and meet the anticipated needs in additional faculty talent arising from: (a) the introduction of the doctoral degree program in IB; and (b) potential national resource center designation by the Federal government (CIBER).

*Rationale:* To qualify for designation as a center of excellence in IB, and to attract qualified doctoral students, the Institute needs to boost its research-active faculty talent. Expanded faculty talent will ensure uninterrupted teaching and research capacity in view of anticipated retirements within the IIB.

*Resources Needed:* Hire two additional terminally qualified faculty members over the next two academic years.

*Implementation Plan:* Recruit one faculty in each of the next two years at the associate or full professor level.

Goal 2: Establish the feasibility of and introduce a new track of the MIB program exclusively for international students.

*University Goals Supported: II.C.1 and C.3*
*RCB Goals Supported: IV, V.4, VI*

*Rationale:* Many international students in the MIB program have indicated that they would benefit from a focus on “doing business in/with the U.S.” in their program of study. This will also reposition our offering to include inbound trade and investment expertise as shift of global trade and investment flows continue.
Resources needed: One faculty member to conduct the feasibility study and coordinate the new MIB track. The revised curriculum will be prepared by existing faculty. A staff assistant is needed to provide support for submitting curriculum through GPC, recruiting students, advisement, and business community relations.

Implementation Plan: Assess the feasibility of introducing a new track of the MIB program exclusively for international students. Develop and incorporate the additional theme of “doing business in/with US” into the curriculum. Facilitate internships in the United States for international students.

Goal 3: While introducing international business as a secondary area at the doctoral level in the interim, plan for and introduce it as a major over the next two to three years. Eventually, Robinson College doctoral students should have the opportunity to pursue international business studies either as a major or a secondary area.

University Goals Supported: II.C.4
RCB Goals Supported: IV, V.1, V.2, V6

Objective 1: Admit and fund three highly qualified doctoral students per year starting with 2010.

Rationale: The PhD program is one of our most important investments to produce the research productivity sought by the faculty. Moreover, in order to attract better qualified faculty, a doctoral program is essential.

Resources needed: Sustainable, adequate and institutionally competitive funding for fellowships, assistantships, and programmatic support of the PhD program is essential for success.

Implementation Plan: We have already developed three new doctoral seminars as part of secondary area in international business. We will seek to recruit two to three students in each of the next three academic years. Structure the Ph.D. program curriculum, instruction and mentoring to provide our graduates the ability to produce high quality research that publishable in premier academic journals in the field. Develop an estimate of the costs to launch the program.

Goal 4: Further enhance the quality of the learning environment provided for students in our programs through: (a) continued commitment to teaching excellence and professional development of faculty; (b) ongoing comprehensive evaluation and assessment of teaching effectiveness, including appropriate assessment of the learning outcomes of our programs; (c) implementing IIB’s admission requirements for our degree programs including minimum scores for TOEFL, GMAT, and GRE; (d) improving our career placement services for placement of our graduate students at appropriate organizations.

- University Goals Supported: II.A.2 and A.3
- RCB Goals Supported: IV, V.2, V6

Rationale: The quality of the learning environment will be further enhanced by focusing on support and appropriate evaluation of our teaching, ongoing monitoring and timely response
to student/alumni perceptions of our teaching, and objective evaluation of the outcomes of teaching. The specific initiatives planned include:

- **Faculty training:** All new faculty will have important teaching responsibilities. As such, the quality of the learning environment for our students will be directly affected by the teaching skills of the faculty we will be hiring.

- **Assessment:** While tracking inputs and perceptions is important to assessing the quality of the learning environment, measuring the intellectual progress of students from the beginning to the end of their study may be the most important measure of the quality of the learning environment. We will seek the assistance of educational assessment professionals to develop appropriate assessment instruments. By developing and fully implementing programmatic assessment, we will be able to continuously respond to qualitative issues identified through those assessments.

- **Admissions requirements:** Serving well-prepared and diligent students will enhance the learning environment.

- **Educational opportunities:** Improving educational opportunities for our students will enhance the learning environment. In particular:
  - The ability to communicate effectively is critical to our graduates’ success. The Faculty Senate resolution of December 5, 2002 formalizes our need to provide opportunities to strengthen writing skills through the design and implementation of writing-intensive courses.
  - Offering honors classes and honors components of our classes will help attract and retain the type of students we seek.
  - Use of collaborative projects and technology tools to prepare our graduates to be effective in communicating and managing as members of global teams or work groups.
  - Classroom performance and career success are directly affected by the quality of their communication, interpersonal, and social skills. Opportunities to polish these skills can be boosted through: supporting student organizations; providing workshops on interviewing skills and personality assessment; creating industry-sponsored mentoring programs; and facilitating student participation in networking opportunities at local, regional, and national conferences.

**Resources needed:** Qualified faculty, qualified assessment experts, adequate support staff to maintain records.

**Implementation Plan:** Seek the assistance of educational assessment professionals within Georgia State to develop appropriate assessment instruments.

### II. Creative and Scholarly Activity

**Goal 1:** Develop high impact scholarly output publishable in top journals in international business. Strengthen our faculty talent pool by recruiting additional research-intensive faculty and by monitoring peer institutions for excellence in scholarly activities.

*University Goals Supported: II.B*

*RCB Goals Supported: IV, V.1, VI*
**Objective 1:** Recruit at least two additional research-focused faculty members at the associate or full professor level by Fall 2012.

**Rationale:** The productivity of IIB depends on the number of research-intensive faculty. Currently, only about six of the faculty members are aiming at publishing in top scholarly journals in international business. None of the four assistant professors are yet tenured. To maintain and increase research productivity, it is necessary to hire additional research-intensive faculty. Research focused faculty at the associate or full professor level would create synergy with junior professors and PhD students to boost research productivity.

**Resources needed:** Two new research-active faculty with an accomplished publication record and potential.

**Implementation Plan:** Convene a recruitment committee to carry out the necessary steps (e.g. development of announcements, identifying potential candidates, arranging interviews).

**Goal 2: Pursue named professorships and endowed chairs, and naming of the Institute with a major gift.**

*University Goals Supported: II.E  
RCB Goals Supported: V.3, VI*

*Objective 1: Seek at least two named professorships and/or endowed chairs by 2013.  
Rationale: Such resources greatly facilitate retention of existing faculty and recruitment of new faculty.  
Resources needed: Unit, College and university-level fund-raising efforts and professionals.  
Implementation Plan: Appoint a committee of senior faculty to pursue financial resources for professorships and endowed chairs from multinational businesses in the region.*

*Objective 2: Seek a major gift that would name the Institute by 2012.  
Rationale: This will deepen IIB’s resource base.  
Resources needed: Unit, College and university-level fund-raising efforts and professionals.  
Implementation Plan: Appoint a committee of senior faculty to identify and pursue a major donor to name the institute.*

**Goal 3: Facilitate ongoing professional development opportunities for faculty.**

*University Goals Supported: II.B  
RCB Goals Supported: IV, V.1, VI*

*Objective 1: Conduct in-house faculty development programs once per semester. In addition, facilitate participation of faculty in external faculty development programs at least once per year.*
Rationale: To ensure the quality of teaching and research undertaken by faculty are continuously improving and consistent with best practice. To allow faculty to develop new skills and expertise as their careers evolve.

Resources needed: Funding for research workshops, procurement of databases, brown bag lunches, colloquia, etc. Funding for selected faculty to participate in external faculty development programs.

Implementation Plan: Require faculty to attend all the faculty development offerings by IIB. Require faculty to identify as part of their annual performance evaluation at least one external professional development program of interest and justify the program’s value and attend such a program contingent upon funding.

Objective 2: Enable faculty to present at two scholarly conferences (national or international) every year.

Rationale: To provide an outlet for faculty to (a) disseminate their work, (b) stay current on most recent developments in their fields, (c) network with scholars at other institutions, (d) play service leadership roles in their broader scholarly communities.

Resources needed: Funding for each faculty to participate in at least two scholarly conferences per year.

Implementation Plan: Require faculty to identify as part of their annual performance evaluation at least two scholarly conferences of interest and justify the conference’s value. Encourage faculty to present their work at these conferences.

Goal 4: Enhance research productivity of the IIB faculty.

University Goals Supported: II.B
RCB Goals Supported: IV, V.I, VI

Objective 1: IIB research faculty members to publish an average of one publication per year in premier peer-reviewed journals in IB and related fields such as management.

Rationale: Increase the visibility of IIB faculty and their work in the IB scholarly community, develop a reputation for publishing in the highest quality IB journals, and establish IIB as a center of excellence in IB research.

Resources needed: PhD students, GRA support, and summer support through tenure for junior faculty.

Implementation Plan: Require faculty to incorporate publications as part of their annual performance evaluation of individualized goals.

Objective 2: Establish collaborative interdisciplinary research groups across the college and university with focus on Emerging Markets.

Rationale: Facilitate cross-disciplinary research, consistent with GSU’s overall strategic objectives; realize synergies among departments and colleges; better leverage the breadth
and depth of faculty expertise and resources across the college and university; establish IIB, RCB and GSU as a center of excellence in emerging markets

Resources needed: None

Implementation Plan: Initiate collaboration with other faculty throughout the university starting with identification of faculty that may have related research interests.

**Goal 5: Leverage vast capabilities and resources of our industry and academic partners.**

**Rationale:** Maintaining relationship with the business community we serve to give students opportunity to experience actual business situations and learn from the experience of businessmen and women. Also provide contacts for future employment by local businesses.

Resources needed: Staff support for maintaining contacts, logistic support.

Implementation plan: Establish a pool of guest lecturers and organize class field trips.

*University Goals Supported: II.D.4*  
*RCB Goals Supported: V.3, VI*

**Objective 1:** Establish a college-wide visiting scholar program to encourage collaborative research with our partners.

**Rationale:** Such collaboration will allow RCB/IIB tap into the resources and expertise of industry and academic partners and exploit synergies; industry partnerships will help to ensure the practical relevance of RCB/IIB research.

Resources needed: The College would maintain two visiting faculty lines that would rotate around departments by semester. This would mean that each year, potentially four visiting scholars would be funded in possibly four different departments.

Implementation Plan: Create steering committee from college level senior faculty to assist IIB in developing strategy for identifying and attracting visiting faculty.

**Objective 2:** Create possibilities for faculty to collaborate with local and regional industries including Coca-Cola, Turner, UPS, Bank of America, and Port Authority of Georgia.

**Rationale:** This is to gain insights, consult, and conduct research.

Resources needed: Meeting space and budget for breakfast meetings.

Implementation Plan: Create a committee to explore and initiate contact with local major companies. Form a round table of managers and professionals engaged in international business in major multinationals and government agencies headquartered in the region.

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**III. Service**
Goal 1: Monitor peer institutions for excellence in service. Establish the Institute as a national and regional center of excellence in international business.

University Goals Supported: I, II
RCB Goals Supported: IV, V.3, VI

Objective 1: Prepare and submit the CIBER grant proposal for 2010-14 funding cycle.

Rationale: CIBER designation would provide not only a funding base but visibility and participation in the CIBER network.

Resources needed: Faculty and administrative assistance in grant writing.

Implementation Plan: CIBER grant proposal was prepared and submitted in November 2009.

Goal 2: Implement a coordinated and focused external relations and marketing program.

University Goals Supported: II.D.4
RCB Goals Supported: IV, V.3, VI

Objective 1: Enhance the national image and visibility of the IIB through better publicity and outreach.

Rationale: Through increased exposure and thereby, recognition, the Institute will be able to maximize the impact of our efforts to enhance social well-being. A strengthened international presence will support our goals in multiple ways, including assisting with:

- Worldwide recruitment of top students and faculty.
- Helping other institutions upgrade their IIB education efforts.
- A more international and diverse orientation for the department’s learning environment.
- Increased international leadership opportunities.
- Increased sources of funding for the department’s research and teaching initiatives.

Resources needed:

- University and RCB policies (including faculty leave and financial support) that encourage, support, and reward non-US teaching, study, research, and service.
- Scholarships to support student participation in international programs.
- Adequate office space, equipment, and administrative/academic support for these new initiatives subject to the realignment of resources.

Implementation Plan: A task force will be appointed to study and identify external financial resources to support student scholarships for participation in international programs as well as funding for engagement of faculty in helping to upgrade educational programs in emerging economies.

Objective 2: Regularly update and improve the IIB website.

Rationale: This will allow IIB to more dynamically capture faculty and student interest and promote the activities of IIB.
Resources needed: Technically qualified graduate research assistants and/or staff.

Implementation Plan: Hire an individual whose primary responsibility would be to maintain and develop IIB website based on best practices.

Objective 3: Aggressively promote and market program and course offerings of IIB. Develop new publicity materials for various media and seek new channels to reach prospective students.

Rationale: Such materials are required for open houses and other promotional events and activities where we wish to showcase IIB and its activities.

Resources needed: Technically qualified graduate research assistants and/or staff.

Implementation Plan: Hire an individual whose primary responsibility would be to maintain and develop IIB print publicity materials based on best practices.

Objective 4: Enhance the national image and visibility of the IIB through web based IB content in the form of topical enhanced and video podcasts.

Rationale: Through increased exposure and thereby, recognition, the Institute will be able to position itself as a national resource on emerging markets in virtual space. A virtual international presence will support our goals in multiple ways, including assisting with:

- World wide recruitment of top students and faculty.
- A more international and diverse orientation for the Institute’s learning environment.
- Increased international leadership opportunities.

Resources needed:

- Technology support from existing digital media group in IS&T.
- Adequate space, equipment, and administrative/academic support for the initiative.

Implementation Plan: Use existing faculty to provide content expertise and recruit volunteer from existing faculty to have responsibility to develop and execute IIB virtual materials based on best practices.

Goal 3: Implement a plan to promote a stronger international presence of our faculty, students, and programs.

University Goals Supported: II.C.3
RCB Goals Supported: IV, VI

Rationale: More international travel and visibility at international conferences, and more international internships for students will strengthen teaching, learning, and research at IIB.

Resources needed: Additional college funding as well as funds raised through round tables.

Implementation Plan: Create round table for emerging economies.
Goal 4: Enhance the physical infrastructure of the Institute.

University Goals Supported: II.D.2
RCB Goals Supported: V.4, VI

Rationale: This will ensure that the physical facilities are adequate for, aligned with, and supportive of the Institute’s envisioned future.

Resources needed: Financial resources.

Implementation Plan: Survey faculty and staff annually about infrastructure needs, prioritize, and seek funding for necessary improvements.

Goal 5: Pursue external grant and contract opportunities such as executive teaching, action learning engagement, and long-term engagements with business and governmental institutions internationally.

University Goals Supported: II.E
RCB Goals Supported: V.3, VI

Rationale: This will deepen and broaden our funding base thereby providing more resources for IIB and increased flexibility in allocating such resources.

Resources needed: One fund-raising staff member to manage fund-raising activities and external funding budgets.

Implementation Plan: Focus on long-term engagement, action learning activities that link IIB faculty to strategic objectives of the clients. Encourage faculty and staff to pursue opportunities by incorporating these activities in annual performance reviews.