

**RMCIBER Meeting Minutes**  
**Montana State University Billings – Downtown Campus**

**Thursday, 30 September 2010**

Lee Radebaugh and Manuel Serapio welcomed participants and gave a brief history of the Center for International Business Education and Research (CIBER) program and the Rocky Mountain CIBER Network (RMCIBER).

Radebaugh summarized the attendance statistics for the conference. There were sixty-six participants from twenty-nine institutions in eleven states. There were nine participants from five Tribal Colleges and Universities (TCUs). Fifteen disciplines were represented with forty-six percent having taught an international business course. The average years of instruction in higher education was fourteen. In a self-ranking system participants rated their level of international business knowledge.

International Business Knowledge

11% Expert  
21% Experienced  
14% Moderate  
20% Some  
34% None

**Panel on Native American Business Programs and Needs**

Panelists responded to the question: “How can RMCIBER assist the faculty and the students in the development of international programs?”

**Philip Belangie (Program Manager, Entrepreneurial Development, Montana Department of Commerce)** encouraged RMCIBER to listen to Tribal college administrators and faculty. He emphasized the importance that the TCU faculty and administrators can give RMCIBER the best information and ideas. He hopes to create transformational experiences for young tribal students. Belangie discussed how educators need to give students opportunities to expand their vision – in many cases introducing the concept of international business will be the start.

**Lanny Real Bird (Instructor, Little Big Horn College)** discussed sharing research methods and education to empower the tribal colleges and universities. Their campuses are often very underdeveloped. A lot of the tribal communities are not functioning economically in the same way as outside communities. Our challenge is to come together as a regional collaboration to educate TCU students about building economies through financial education. Real Bird suggested finding ways to inspire students and help them move forward with their vision. He thought RMCIBER should look toward development methods from South and Central America that might have crossover application to TCU schools. The central message Real Bird shared was the need to adapt curriculum in financial literacy, fundamentals of banking, and small business development that can be taught at a basic level for students without street knowledge. He explained that many students haven’t been subjected to life outside the reservation and indigenous philosophy of business so they don’t have an understanding of basic business and economic principles practiced in the United States. He emphasized the need to look for models that could help with each individual community and to further explore extension services. He suggested to use a co-op model. He encouraged everyone to come together to complement each other and remember that the mission of IB is diversity.

**Billie McClammy-Norgaard (Instructor, Fort Peck Community College)** began with a plea to listen to TCU ideas and needs. She pointed out that not many TCU students have gone abroad, but those that have say it was a great experience. It should be a reality to bring international business to the tribal colleges. She tried to help participants understand that reservations are in reality a nation within a nation. She emphasized the need for RMCIBER to seek for understanding of their culture and nation. McClammy-Norgaard then focused on the importance of helping students experience other cultures outside the reservation. She pointed out that in regard to international business, educators need to remember that reservation economies are very limited. It's rare for people to move off the reservation – even for vacations. She said it is important to get students off the reservations to go out and experience other cultures.

**Doyle Anderson (Director, Native American Business Administration Program, Idaho State University)** explained his philosophy that international business is an integral part of American Indian history. Tribes have a history of engaging in international business through trading and independent contracting. Successful tribes rose to their position through international trading. International business is tradition and it's a natural fit. The Indian Tribal Council at ISU is focusing on renewable energy - geothermal energy. The Bureau of Indian Affairs (BIA) gives grants to local companies for tribal partnerships. Local companies are looking to partner with competent tribal partners. Curriculum needs to be taught at the right level and explained or presented in the right way. There is a lot to be learned from cross-cultural management. American Indian specific business curriculum courses are currently being taught at ISU. They have specific focuses on American Indian business education and research. Anderson also spoke to the need to empower students to become great leaders both in their traditional heritage and in the world around them.

**Luana Ross' (President, Salish Kootenai College)** responsibility is to bridge the gap from tribal communities/college with Montana State University Billings. She echoed Real Bird's ideas about the gift of thought and education that is prevalent in TCUs. She also emphasized that RMCIBER needs to recognize that perceptions and understandings are different across tribal communities. She recognizes the feelings of empowerment and partnership that are going to come from RMCIBER. The tribal colleges have the skills to take on the challenges of international business. Ross suggests starting with the language of financial literacy, models of co-operatives, fundamentals of banking. The groundwork for international business is solid and present. The reservation does have some economic limitations. International Business is a natural fit with the culture of the people. Ross also stressed the need to seek for understanding and to value other cultures before RMCIBER develops a plan. Hopefully RMCIBER can help give students frequent exposure to international experiences. She hopes students are empowered to take control as tribal leaders and business leaders. Cross-cultural management is important. There is a lot of room for curriculum development.

**Loretta Broberg (Chair, Business Administration, Oglala Lakota College)** said that financial literacy is key. Students aren't familiar with banking or checks and balances. The students on reservations need the basics in financial principles. General business with the American society still needs to be taught. Broberg went on the FDIB-China. She noticed that the FDIB focused on big companies, but was lacking in highlighting smaller startup companies. The reservations relate more toward small businesses. She would like to see more focus on small business development education.

### **Talking Circle**

**Latonna Old Elk (Director, Montana Indian Business Alliance and Extension Program Little Big Horn College)** facilitated the talking circle. She explained the significance of the talking circle as a place to express free emotion and thought in a safe environment. Below is a summary of thoughts expressed in the talking circle.

- Microfinance education in tribal communities
- Change is a big theme in tribal communities. There already is a huge change in the number of Indian students in college and universities.
- What can the University of Colorado Denver (UCD) and Brigham Young University (BYU) CIBERS get from TCUs Thinking from the Heart. Reconciliation. The ability to walk in two worlds. Word to make FDIB-China more diverse. Indigenous businesses and development. Empowerment.
- Make sure what is being taught is relevant to the audience. Don't lose people by not speaking to their background and level.
- Find the similarities in the different societies and communities.
- Mainstream institution and tribal college collaboration is good and promising.
- The tribal ability to tell stories and its intertwining with leadership.
- It's not what you hear, it's what you feel
- You have to go somewhere and feel it! Experience it.
- Lanny Real Bird volunteered to be the CIBER Indian educator.
- Write cross-cultural cases. Link cross cultural educators, with management, finance, and strategy educators, with professionals in the field.
- There are a lot of commonalities with indigenous people across the world.
- Focus on small business development, personal finance, and basic knowledge
- Generational legacies –once one generation is taught they teach the next
- Remember every reservation is not the same and doesn't have the same needs. (It's not all "Asia" concept)
- Help students on reservations become curious about the world outside.
- Seek for understanding before moving forward
- I'm just here to learn

### **Potential RMCIBER and CIBER Resources:**

**Mel Jameson** shared that RMCIBER builds faculty interest in international research, cases, and curriculum development. He expressed how it had afforded him networking opportunities with other colleagues. He summarized his message saying that there are a lot of people doing similar things and everyone should join together. There is no need to reinvent the wheel.

**Manuel Serapio** told participants that RMCIBER has resources available and would like to share ideas. There are 31 other CIBERS (outside UCD and BYU) that have resources and expertise. Each CIBER has its own area of expertise. There are course development grants that are meant to enhance existing courses, adding international components or the development of new curriculum/courses. He would like to see RMCIBER spearhead research on indigenous international entrepreneurship. He explained that CIBERS looks for projects that are sustainable. He encouraged participants to look for action learning initiatives where they partner students with companies and then international counterparts. UCD is developing a project where they are working to partner local companies in Denver with current students to provide international business exposure.

### **Leadership, Management, and Business Basics**

**Thomas Acevedo**, CEO of S&K Technologies

Mr. Acevedo is the CEO for S&K Technologies, Inc., a company wholly owned by the Confederated Salish & Kootenai Tribes, of which he is a member. He discussed getting government contracts in defense and how some of the international business dimensions of his business involve selling defense systems that don't contain the most sensitive technology since it is proprietary to the U.S. government. His company is organized according to the laws of the tribal council. He emphasized that a key to

international business is to travel, travel, travel. He suggested education for native Americans should include traveling to other reservations which are very different from each other. He aims to hire native Americans at his company, but must be careful to not be exclusive in hiring practices since they deal extensively in government contracts.

### **Opportunities and Challenges for Business Educators into the 21<sup>st</sup> Century**

**Jose Rose**, Professor of Marketing and Sustainable Business Practices, University of Wyoming

Rose discussed shifts in management education and emphasized that education should match the needs of the people and the current economy. Curriculum needs to be ever changing with the ever changing world that it describes.

Rose discussed changes in the developing world. It is important to understand how others think before you can teach them anything new. Especially in developing economies many people may be uneducated, but they are capable. They are willing to take risks and bend the rules. Business education often needs to evolve from their frame of reference of daily survival. Ethics education is important, but needs to be taught within the framework of daily survival. Business instructors have to adapt to their way of learning and thinking. Learn how to create concrete thinking and develop generalizable patterns. Look for ways to encourage thoughtful self-assessment of continuous undocumented experimentation and reinvention. Professors have to get comfortable with unstable environments and participatory design procedures. They need to emphasize criminality and rule bending. Rose's final message to participants is "we have to meet the emerging population of business students where they are, and we have to be transformed along the way. We need to walk in more than two worlds. Luckily we are not alone."

### **RMCIBER FDIB Grant Recipients**

**Newell Wright** participated in the China-FDIB in January. The experience changed his perspectives on the influence and power of China. He gained an understanding of how the scales of production in China are so different from the US. They did a company visit to Alibaba.com and found out it is bigger than Facebook, eBay, and Amazon.com combined. The China-FDIB offered a great perspective on China.

**Chris Black (Lee Radebaugh)** attended the FDIB for community college faculty at Michigan State University. He walked away with an understanding that there should be a decrease in program offerings with an increase in the quality of program offerings. In order for international programs to be successful in community colleges they need to start with an investment in the faculty. The faculty will then influence the curriculum. The FDIB also provided a great opportunity to network with other faculty and administrators who face the same challenges. Black gained insight into best practices and opportunities to develop new programs.

**Allana Farley** received a RMCIBER course development grant. The grant allowed the Community College of Denver to build an international business certificate. They added a supply chain portion to the certificate and built some collaboration within the Denver business community. They have also incorporated a tour of FedEx and Denver Transportation Authority to illustrate various components of global supply chains.

**Timothy Wilkinson** received a RMCIBER research grant. He did research on doubling US exports. He went to Congress and submitted testimony about promoting exports. He gained vital knowledge about the role that individual states play in exports and gathered useful data for his research.

### **Business and Environmental Sustainability: Example of an Online Course**

**Mary McNally**, Montana State University – Billings

McNally talked about ways to incorporate online learning into IB and Sustainability education. She shared the website Delicious.com which is a site that allows you to publically bookmark different websites. She creates an online reading list, video list, interactive list for her class (<http://www.delicious.com/mary.mcnally>). It's a great resource for teaching and collaborative readings. She recommended the book Cradle to Cradle. She emphasized that a curriculum is fluid and has to allow for the constantly changing field. She brought up the idea of Instructor v. Facilitator. She believes it's most important to engage students and often act as a facilitator. You have to think about the differences in technology for internet courses. Some students may be in rural areas that don't have broadband. She encouraged participants to check out TED.com (technology education and design).

The future emphasis in IB education will be on diversity and sustainability. Presently instructors are constrained by current methods and the inability to define sustainability. We will need to break through the old way of thinking. She also shared that NetImpact chapters are now available for undergraduates.

### **Dispositional and Environmental Factors that Influence the Innovativeness of Micro-Enterprise Operators in Columbia**

**Jose Rose**, Professor of Marketing and Sustainable Business Practices, University of Wyoming

Rose talked about the influence of hope and motivated reasoning for micro-enterprise entrepreneurs in Columbia. He discussed how different aspects of hope lead people to different pathways. They have a yearning and that leads to either "it's possible" or "it's not possible" appraisal. For most entrepreneurs in developing countries they use the method of constant experimentation until they find a product that is marketable. In developing ways to help educate these entrepreneurs you need to be aware of the vital role that hope plays for them. Oftentimes playfulness and conversation seem to help to shift the focus from having hope to being hopeful. If that shift occurs it can keep people from falling into despair and keep them out of a self-destructive loop.

### **Floating Island International**

Participants visited Floating Island International. This company produces a man-made ecosystem which mimics natural wetlands, cleaning water and creating habitat. In four years of operation, the company has produced and deployed over 3000 islands with six licensees nationally and two internationally. A business case on the company, written by Mary McNally and Timothy Wilkinson, was distributed for use in the classroom.

**Friday, 1 October 2010**

### **RMCIBER and CIBER Overview and Discussion to Shape RMCIBER Initiatives**

**David McArthur**, RMCIBER Steering Committee member, and Associate Professor of IB at Utah Valley University (UVU)

McArthur discussed how we live in an interconnected world. There is need to see colleagues as interconnected. RMCIBER is that connection. RMCIBER offers research support funding, an expertise flow, and faculty/student flows. RMCIBER members benefit from flows between colleagues within the region.

RMCIBER helps fund or facilitate:

- International business curriculum innovations
- FDIB opportunities and funding

- Collaborations on incorporating foreign language training
- Outreach efforts to internationalize the local business community
- Research funding opportunities
- Increased program opportunities for collaboration between institutions
- Collaborations on best practices or challenges
- CIBERweb – announcements on opportunities
- K-12 International Business outreach

**Lee Radebaugh**, CIBER Executive Director and Whitmore Professor of International Business, BYU  
The Purpose of CIBER is to:

- Internationalize business curriculum by dramatically increasing the number of interdisciplinary courses, existing courses with international content, study abroad and other international exchange opportunities for students.
- Create faculty development and enrichment programs for business faculty from colleges and universities around the nation, such as low-cost study trips to Asia, Latin America, Western and Eastern Europe, and intensive 2-3 week workshops at host universities.
- Collaborate with modern foreign language departments to develop business language courses for students and to provide intensive language training programs for business persons.
- Provide support to small and medium-size business firms seeking to develop overseas markets. Educational programs for business may include, for example, export training, market information, management reviews, and response strategies to increased international competition.
- Fund research projects, events and publications on issues of strategic national interest, such as international competitiveness issues.
- Work collaboratively with other CIBERs, with other departments and disciplines within their universities, other colleges and universities regionally and nationally, government and trade councils, professional associations, and business.

There are specific CIBER mandates that deal with language competency. CIBER works toward convincing students of the importance of language competency. BYU-CIBER is looking at offering an introductory international business course in Spanish to the general student body to see if students would be interested. They are also developing an online Business Portuguese course that has over 20 modules and videos in Portuguese. The online course will be available to the business and academic communities.

RMCIber was created to house a forum for universities to share and learn together. TCUs will be great additions to that forum. Steering Committee member David McArthur from UVU will be working to develop more online resources for the RMCIber. RMCIber members are also encouraged to reference [globalEDGE](#) for potential resources in IB instruction.

RMCIber is a growing network. The conference attendance at RMCIber conferences has continued to rise each year. The number of grants and FDIB awards has continued to rise each year. Jana Blakestad from UCD will send out the FDIB application form to all attendees.

**Manuel Serapio**, CIBER Faculty Director & Associate Professor of International Business and Management, UCD

Serapio spoke to the future of RMCIber and international programs. He wanted to answer the question “What should the UCD international program look like in the next 3-5 years?” All universities and colleges are facing budget cuts and endangered endowment funds. However the global economic crisis has had some good effects. The number of students enrolled in IB classes has risen. Scholars believe it’s

because of the increased awareness of the interconnectivity of the global marketplace. UCD has a board of 15 companies that has helped give direction for initiatives and student involvement.

Many companies are looking for students that have more than just a degree. They want industry focused or specific programs in addition to a degree. UCD is in the process of developing a Global Energy Program that will hopefully fulfill this niche. The Global Energy Program will be a project-based series of courses including traditional classroom time and consulting activities. The program is designed to help students achieve multiple competencies. Managers are retiring in the next few years and new leaders need to be ready to take their place.

Internationally minded students are looking at dual degree programs or short-term programs. Understanding that they will likely end up working in their home country, they want the majority of their education in that country. So they look for supplemental programs – like certificate programs.

Business schools need to work more with other colleges on campus and incorporate international business concepts into many programs (humanities, nursing, engineering, etc.). The focus in those programs and in the business programs needs to be on competencies such as negotiation, deal making, business legalities, exporting, licensing, etc. In the process instructors need to help use technology to keep curriculum updated and relevant.

### **IB Teaching Resources: Using Technology**

**Kelly Murphrey**, Director, Center for the Study of Western Hemisphere Trade, Texas A&M University CIBER

Students need to demonstrate a global perspective. In order to do that, students need to internalize international business information. Remember that only 5% or less of your students will actually work overseas. However 100% of your students will be involved in a global environment. To teach IB concepts you do not have to be an IB expert – you just need to be a facilitator.

Murphrey shared over 15 different websites or online tools that can be used to internationalize a classroom. You can find his presentation with the websites and online tools included at:

<http://global.tamu.edu/montana>.

### **Strategies for Internationalizing Business Curricula and Departments**

**Kevin Shiley**, RMCIBER Steering Committee member and Coordinator of the Integrated Marketing Emphasis, Brigham Young University Idaho

BYU-I requires a basic international business course. Students are not allowed to specialize in a particular degree so they create an IB cluster. If students do the IB cluster they are required to do an internship or study abroad. BYU-I also has a few embedded programs.

**David McArthur**, RMCIBER Steering Committee member, and Associate Professor of IB at Utah Valley University

UVU requires either an international business or international economics course of all business students. They try to infuse courses with international content adding international cases or examples to all courses. They offer a few specialized international business courses.

**Barbara Wheeling**, Coordinator for Institutional Assessment, Montana State University Billings  
In order to have assessment be helpful, clear desired outcomes need to be in place. Outcomes need to be stated in concise measurable terms.

**Susan Connors**, Associate Director, University Colorado Denver Evaluation Center

Evaluation is really a collaborative effort. Identify the key people who care about the results of the evaluation. Figure out what information is important. Include key people in each step of the evaluation process.

### **Internationalizing Core Curriculum**

**Erv Black**, Member, Curriculum Internationalization Project, BYU

BYU received a grant from PricewaterhouseCoopers to incorporate International Financial Reporting Standards in the accounting curriculum. BYU expanded the internationalization into all accounting not just financial accounting. First they had to figure out what they wanted to internationalize and then figure out the appropriate places in the curriculum to place internationalization. They started with core curriculum, then specific area studies, and incorporated a 3 hour module and integrated cases. They have students play the game BARNGA and then facilitate a discussion drawing out cross-cultural accounting application.

A key component is for faculty to find integrated cases.

BYU assigned a faculty in each area to implement IB content into curricula. They had two assigned reviewers that evaluated topics, outcomes, and materials. The key is to get more faculty involved and facilitate some revision within the faculty mindset. They are continuing to look for ways to incorporate cross disciplinary cases in many areas of their curriculum.

### **Future RMCIBER Meetings and Initiatives**

Jana Blakestad will send out information about future meetings. Participants were encouraged to fill out the conference evaluation. They were also asked to provide quotes that can be used for the U.S. Department of Education reports.