

STATEMENT
FOR THE NATIONAL ACADEMY OF SCIENCES ON
The Higher Education Act, Title VI, Part B
Centers for International Business Education
February 14, 2006

On Behalf of the
ASSOCIATION FOR INTERNATIONAL BUSINESS EDUCATION AND RESEARCH
(Signatories)

Madame Chairwoman and Members of the Committee:

My name is Melissa Birch and I am an Associate Professor of Business Administration and Director of the Center for International Business Education and Research (CIBER) at the University of Kansas. I am pleased to have the opportunity to present the views of the Association for International Business Education and Research (AIBER) on the Higher Education Act, Title VI, Part B, regarding the CIBER program. As regional and national resource centers, the CIBERs play a pivotal role in strengthening the ability of U.S. firms to compete successfully in the global marketplace by developing and incorporating international content into professional curricula, business content into international and foreign language curricula, and developing internationally-oriented interdisciplinary programs for students, faculty, and practicing managers.

CIBERs were created during the Reagan Administration under the Omnibus Trade and Competitiveness Act of 1988 to increase and promote the nation's capacity for international understanding and economic enterprise. The only portion of that legislation to focus on education for competitiveness, the CIBER program was transferred to the U.S. Department of Education under Title VI, Part B of the Higher Education Act of 1965, in 1989. It links the manpower and information needs of U.S. business with the international education, language training, and research capacities of universities across the United States. In the last competition, thirty universities were designated as CIBERs. Together, they form a powerful network focused on improving American competitiveness and providing comprehensive programs that help U.S. business succeed in global markets.

Today I would like to describe for you how CIBERs help prepare American businesses to be more competitive. For more information, please visit the joint CIBER Website, www.ciberweb.msu.edu, where you will be able to see the full array of CIBER activities, ranging from courses, workshop and conferences to publications and other resources. From CIBERWeb, visitors may also link to the web sites of the individual Centers to find more detailed listings on specific programs.

PURPOSE

The U.S. cannot effectively protect itself, compete and lead in a world it does not understand. The Title VI programs are meant to assure that the U.S. has a comprehensive and up-to-date infrastructure of international knowledge and foreign language that can be used by its citizens to defend, compete and lead in the global environment. CIBERs assure that expertise regarding other countries' languages, cultures and systems is integrated into the education of tomorrow's business leaders and made accessible to businesses and managers today.

CIBER programs across the nation address differing regional needs and selectively focus on different national needs and global business issues. Each CIBER recognizes that building international business expertise is a life-long challenge. For example, foreign language learning should ideally begin in elementary school and continue into adulthood. The constant emergence of new markets and new

competitive and regulatory environments oblige business executives to stay abreast of these developments throughout their careers. By tending to this broad spectrum of needs, CIBERs also promote the international awareness that is essential to our remaining competitive in the global environment of the 21st century.

CIBERs build strong international capacity across their business school programs, leveraging the expertise of faculty in language and international studies to prepare graduates who may then go on to work for companies competing globally. CIBERs produce educational resources that are used by, and often become models for, non-CIBER schools, particularly for small institutions which tend to have little international capability. Every CIBER has regular programs of business outreach to engage managers operating in global markets, and each supports faculty research to develop and improve techniques, strategies and methodologies in international business.

Our challenge is to optimize international business development across regions, industries, global issues, and phases of educational and professional development. We must simultaneously balance the development of broad awareness with the creation of specialized expertise. For example, we try to assure that *all* business students are introduced to the international dimension of business, regardless of their major (finance, marketing, accounting, etc.), while also offering advanced courses in specialized aspects of international business that are appropriate for a smaller number of students. Similarly, CIBERs often fund a professor's first international research or professional development experience, while at the same time helping faculty experts in international business stay at the cutting edge of their fields. Thus, to define our success and effectiveness is indeed complex.

STRENGTHS

Multi-disciplinarity

The multidisciplinary focus of Title VI programs is critical to its success. International higher education is specialized and divided along department/college lines. The statutory mandates oblige Title VI Centers to cut across those lines, developing economies of scope that would otherwise go untapped. For example, the University of Florida CIBER works with 9 colleges, 18 departments, 8 centers and the Florida Museum of Natural History. The result leverages international resources and enhances the effectiveness of all programs.

CIBERs are national leaders in creating state-of-the-art teaching and testing materials for business language instruction. CIBER institutions teach foreign language courses for business purposes in 15 languages, from Arabic to Thai. In 2003-04 we collectively offered 224 business language courses at the undergraduate level to 12,902 students, and 571 courses at the graduate level to more than 5,000 students. In addition, CIBERs jointly sponsor the CIBER Business Language Conference, where language and business faculty share ideas for courses and techniques. CIBERs at San Diego, Texas, and Washington have cutting-edge programs that use technology to enhance learning, including on-line learning and testing options and the use of video clips to teach about foreign language in a business context.

CIBERs' interdisciplinary collaboration extends beyond languages. The Michigan CIBER, for example, has engaged in a multi-faceted program in corporate social responsibility in the global context. The program includes research projects, internships and consulting projects that involve students and faculty from four Michigan schools and colleges. It tackles a number of sensitive issues in international business, from fair wages to environmental issues.

Innovation

Funding from Title VI provides much-needed financial support for the development of international programs that are by their nature expensive to create and sustain. Innovative programs abound, such as North Carolina CIBER's "Working Mandarin," a distance language learning program that includes student interaction with a Chinese language instructor via the Internet and a study tour to China; Washington CIBER's Global Social Entrepreneurship Competition that convenes students from around the world to find creative and commercially sustainable ways to address the problems of poverty; and Purdue CIBER's Global Supply Chain Management Initiative, an interdisciplinary program developing new knowledge to help companies manage this process more effectively.

The competitive process requires that we continually improve and find new ways to meet emerging needs. Further, we constantly measure activity, document success, and subject ourselves to evaluation. The prestige associated with competitive success makes this effort worthwhile.

Leverage

Matching requirements assure that *at least* an equal amount of non-Federal resources is assigned to the national priorities identified by Title VI, and encourage strong partnerships among universities, businesses, and government (both state and federal). Public universities, and business schools in particular, are increasingly dependent on private support. A CIBER grant is tangible evidence of excellence that helps draw additional support to international business programs. Thus, CIBER dollars leverage additional private support for national priorities in international business education. For example, the total Federal investment in CIBERs over the first 10 years of their existence, about \$66 million, stimulated an additional investment in international business program by universities and the private sector of roughly 160%.

Synergies through Partnerships

The CIBER mandate requires that Centers work closely with service providers such as the U.S. Department of Commerce's District Export Councils, state trade promotion agencies, and private organizations such as international trade clubs and chambers of commerce. These collaborations result in a two-way flow of information: business organizations and government agencies provide speakers and internships, bringing real-world and first-hand experience to students; while faculty and students provide new techniques and technologies, up-to-the minute information, and specialized consulting to business, industry and government. By serving as a catalyst to promote pooling of public and private resources, CIBERs help to meet the nation's trade needs. For example, Paul Gaspari, a product of Temple CIBER's international business program, is now an International Trade Representative for the U.S. Export Assistance Center in Philadelphia where, working with small and medium sized businesses, he advises companies and gives them "the tools they need to make an overseas sale."

Synergies across the curriculum are also important. CIBER activities often build a bridge between foreign language study, area studies, business skills, national competitiveness, and economic security. The present emphasis on foreign language instruction in K-12 education supports this goal: in international business, language proficiency and cultural competency provide a distinct advantage, yet the time required to attain them far exceeds the length of most business programs. To create a cadre of internationally competent managers to assure the global competitiveness of U.S. firms, business schools need to be able to build their bridges on a solid foundation of foreign language skills and cultural competency.

Finally, the synergies among CIBERs allow us to undertake projects that exceed the capacity of an individual center. For example, the National Forum on Trade Policy, sponsored by all the CIBERs, provides an opportunity for those involved in international trade promotion at the state and local level to

come together to learn. As the deputy director of the Southern Growth Policies Board noted, "The National Forum on Trade Policy is the only place where I can go to confer with colleagues from all across the nation and international trading partners about the full range of state and local policies and practices in response to globalization. It allows us to think about how we might work together to better connect the state and local experience with federal decision makers."

Capacity Building

CIBER programs distinguish between investment and consumption, emphasizing the former. CIBERs work to infuse international business into the training of doctoral students and the teaching and research of current faculty. The continued and timely development of new faculty with the necessary international expertise is the lynchpin of a national educational policy that sustains the nation's competitiveness. In 2003-04, 27 CIBER schools awarded approximately 350 doctorates in business, economics and or associated fields to graduates that had either pursued an international business specialization or significant international research. In addition to funding doctoral research in international business, CIBERs collaborate to run programs for doctoral students at non-CIBER schools. Seven CIBER schools have created the Doctoral Internationalization Consortium, which provides training in the international dimensions of seven academic disciplines to students identified by many of the nation's top business schools as likely future leading research scholars. Another consortium of eleven CIBER schools helps doctoral students infuse an international perspective into all functional areas of business education and research.

CIBER-sponsored research and faculty development initiatives help current faculty expand their horizons and their capabilities. Following a CIBER overseas program, a finance faculty member from the Pennsylvania CIBER noted that it was "instrumental in improving my research on corporate capital structure. I received outstanding feedback at the conference and met a number of international colleagues that I would have otherwise never met had it not been for this trip." A faculty member of Clark Atlanta University who attended Duke CIBER's workshop on teaching international negotiations said that "within 2 days of returning, I had my first negotiation in my International Business class. I felt confident and more than able to implement what I had learned--and the students loved it. I attribute this to the top-notch training and materials I received at this conference." Funds invested in these individuals will have on-going ripple effects that extend and strengthen our national capacity to respond to the competitive challenge of international business.

The impact of CIBER funding extends beyond the CIBER schools and beyond the funding period. For example, the Kansas CIBER offers graduate teaching internships that encourage future foreign language faculty to learn to teach language in a business context while they are still in their Ph.D. programs. Thus we help our foreign language departments add a marketable skill for their graduates and the results spread across the nation as the new Ph.D.s accept positions at other universities. By "training the trainers" CIBERs build a national infrastructure of professionals capable of teaching emerging ideas to a variety of audiences for a broad array of final applications. As new curricular models prove themselves, CIBERs initiate networks to build the international capacity of other schools in their regions, providing access and grant support to Historically Black Colleges and Universities, to other four-year schools and to community colleges. CIBERs design faculty training programs and offer them nationally to leverage the knowledge of leading international scholars and provide their best practices to all faculty in their fields. New study abroad programs and study tours have been created for students and faculty, providing direct experience with other cultures, governments and business operations.

Flexible focus

When the CIBER legislation was written, Japan was a major focus of business interest and concern. Shortly thereafter, the rise of the Asian tigers and the integration of Western Europe as it moved towards formation of the European Union contributed to concerns about the future of U.S. companies competing

in global markets. Next, NAFTA created new opportunities that required specialized market research, a new focus on logistics, and special attention to language and culture. Today, China and India have taken center stage in the business press and the corporate board room. At Texas CIBER, for example, a very successful Pre-MBA Business Spanish immersion model has been adapted to provide a Chinese Business Environment immersion for MBA students entering the program in Fall 2006.

The traditional focus of international business studies has been on large manufacturing companies operating in large, well-developed markets. However, that focus has evolved over the years and CIBERs now design programs and curricula to meet the needs of small entrepreneurial firms, companies exporting services, and U.S. companies entering the new emerging markets.

Thanks to the flexibility of the broadly international mandate, CIBERs have been able to respond quickly to the shifting interests of business in dynamic markets, without having to recreate center infrastructure and start up steep organizational learning curves. With the help of both the USDE and our outside advisory boards, CIBERs sense quickly the changing needs of the nation's businesses and draw on our knowledge of local and national resources to create programs to meet the demand.

Flexibility permits CIBER funding to act as a catalyst to explore agendas that are becoming important in international business. Without any real change in the legislation, the USDE stewardship of program appropriations conveys changing national concerns through invitational priorities. Extending our mission to include K-12 initiatives and putting greater emphasis on less commonly taught languages, emerging markets, and homeland security are examples. CIBERs have been proactive and experimental in designing new courses and exploring new fields that have eventually been folded into existing curricula. Over time CIBER monies build capacity that is redeployed as needed and as global conditions evolve.

An example of this redeployment is CIBERs' growing emphasis on **homeland security**, which is a major concern for Americans at present and has a wide range of important implications for U.S. business. Texas A&M CIBER has done exemplary work in this area. Professor Kerry Cooper, its Executive Director, serves on the steering committee for Texas A&M's Integrative Center for Homeland Security, which fosters and coordinates interdisciplinary research and development projects related to national security across all units of the University. He has made presentations arguing for business-public sector cooperation in border and port security, and is authoring a monograph on border security and trade, with an emphasis on the Texas-Mexico border. Many other CIBERs have succeeded in injecting homeland security issues into education, research and outreach activities of their business schools and have helped other parts of their institutions develop and offer relevant programs.

CIBERs have also formed a consortium, pooling our resources, to examine homeland security issues. We have identified micro- and macro-costs and specific risks, but also found new opportunities for businesses that produce goods and services to protect U.S. firms, people, and the global supply chain that serves American markets. Coordinated by Thunderbird CIBER, activities range from conferences that focus on national security issues as they relate to firms doing business internationally, to research that focuses on specific elements of national security and the costs and risks that businesses face. Further examples of homeland security initiatives are found in the CIBER report, "Homeland Security and U.S. International Competitiveness: 2003-2005 Projects."

WEAKNESSES

The CIBER legislation is well written and there are few weaknesses. The fact that CIBERs strive to cover a very broad spectrum of activities linked only by the concept of international competitiveness provides tremendous opportunity to exploit synergies that traditional organizational structures divide. This may have the undesired consequence of spreading limited resources over such a broad canvass that impact becomes more difficult to perceive and to measure. For example, it may be asking too much for CIBERs to comply with all the programmatic requirements while also responding to urgent developing priorities

such as homeland security and emphasis on less commonly taught languages. Further, as CIBERs' mission becomes more popular and better known by stakeholders, it has become more difficult for CIBERs to keep up with demands. The identification of primary responsibilities and clarification of the expectations of specialization or selectivity in the pursuit of common objectives might be helpful.

MEASURING EFFECTIVENESS AND SUCCESS

Given the many activities in which Title VI Centers are engaged, simple measures of effectiveness for any one program, let alone the group, are difficult to define. CIBERs understand the need for the tripartite mission of teaching, research and outreach, but they also recognize that it is difficult for a single Center to contribute effectively on all three dimensions simultaneously. To creatively develop a wide array of activities that meet the statutory mandate, the Centers capitalize upon the strengths of their respective institutions while simultaneously responding to the unique needs of the business and educational communities each serves.

Effectiveness

As mentioned above, CIBERs are required to submit annual reports documenting how each is meeting the stated objectives of the legislation. These reports, submitted through the EELIAS system, have been designed in consultation with the CIBERs and in alignment with the authorizing legislation's stipulation of "Mandatory" and "Permissible" activities (see 612c). The reports essentially demonstrate the extent to which each CIBER is carrying out these and other activities. The data consist primarily of *numbers*, i.e., numbers of courses taught, numbers of students enrolled, numbers of participants in a conference, numbers of working papers, numbers of lesson plans, etc.

AIBER compiles similar data that provide a collective picture of CIBER activity for every year since the program was established. For example, for 2004-2005, CIBER institutions delivered 2,666 undergraduate and 2,674 graduate courses with international business emphasis, including 901 new, revised, or upgraded courses; facilitated overseas experiences (internships, student exchange, summer classes) for 15,050 students; and supported international study tours for 993 faculty. Since the inception of CIBER, 189,769 business persons have attended executive training programs which had an international/global component. A complete report of AIBER data is included in the Attachments.

This information is generally augmented with evaluation questionnaires administered at the time of each event, class or executive program. Participant evaluations attest to the quality of the program and how well it met expectations. On occasion, these evaluations may be supplemented by testimonials. For example, a faculty member from the University of Illinois who participated in the "Anti-Money Laundering" program in Panama, organized by Florida International University's CIBER, said "An enormous amount of information and insight was provided in a very short time; I don't believe I have ever participated in as intense and exciting a conference of this sort. The experience will be extremely valuable for my research on payments and payments systems, and I am extremely grateful to CIBER for providing the opportunity to participate." A student enrolled in Columbia CIBER's study tour to India wrote: "This was one of the highlights of my Columbia Business School experience. Visiting India's most successful companies allowed me a deeper understanding of the country's opportunities and the macroeconomic factors driving its growth, as well as some of the cultural and political challenges of conducting business in the region."

Success

Title VI, Part B legislation has helped build a critical mass of institutions working towards the common goal of making U.S. businesses more competitive. In a 2002-2003 comparison of 30 CIBER schools with 35 non-CIBER institutions included in the *Financial Times Top 100*, a ranking of global MBA programs,

CIBER schools were more likely to have international business courses in the required MBA core, more likely to require an international course in the various business discipline concentrations, and more likely to have specialized concentrations, certificate programs, or degrees in international business than non-CIBER schools.

Reflecting the CIBER mandate to include foreign language and area studies knowledge in business courses, CIBER schools were also more likely to offer courses that focused on a particular geographical area (i.e. Business in Latin America, Business in China, etc.) and tended to cover more regions/countries by offering a larger number of such courses than non-CIBER schools. In 2003-2004 alone, CIBER institutions offered commercial language courses in Arabic, Chinese, French, German, Hungarian, Italian, Japanese, Korean, Mandarin Chinese, Persian, Portuguese, Russian, Spanish, Swahili and Thai.

A major goal of CIBERs is to supply the work force with managers competent to operate internationally. Our ability to measure this impact is limited because of the tendency for international opportunities to occur later in the career cycle rather than as entry-level positions for new graduates. It may be several years before a new graduate is in a position to use his/her language or international business skills and probably seven to ten years before this knowledge makes a significant contribution to the person's career and/or the company's bottom line. James Copeland, Jr., retired Chief Executive, Deloitte & Touche USA, speaking at the Global Forum on Management Education in October, 2005, said:

"As a college student, I certainly never anticipated having a global leadership role; therefore, I did not attempt to prepare myself for a global business role when I was at Georgia State University... During the first twenty years of my career, I had little or no need for language or other international business skills...but things changed dramatically after my first two decades."

Copeland commented that today he would insist that students know "at least one language other than their own—not because they will necessarily need the language, but because it will demonstrate a respect for culture and societies other than their own."

Overall, the true success of Title VI, Part B is seen in the long-term impact that CIBER programs have had in helping make U.S. firms more competitive internationally. There are many success stories. For example, a director of international trade promotion for the State of Washington who attended the CIBER-sponsored National Forum on Trade Policy noted, "I definitely learned things of great value, enabling me to better assist Washington State companies in the global marketplace." A user of the globalEDGE Website developed by the Michigan State CIBER said: "globalEDGE became a very powerful tool when I worked on the project of analyzing low cost country opportunities at Whirlpool this summer. It is a portal of an unbelievably large amount of information and data regarding international business...(and) the methodology used to analyze the emerging markets is very thought-provoking." A firm assisted by the Kansas CIBER stated: "Two years ago, (our firm) was asking the question, 'What is the best way to introduce our precast concrete building systems into the China market?' By working with a faculty/MBA student research team at CIBER, we were able to gain an understanding of the best ways in which to do business in China."

Types of Evaluation

CIBERs are currently evaluated annually in at least four ways. First, they annually provide the U.S. Department of Education, through GPRA-mandated reports, with a narrative program description, budget information, and output numbers. We are subject to audit at any time and may receive site visits that enable our USDE program officer to be aware of our activities in ways that written reports cannot provide.

CIBERs are also subject to the scrutiny of their grants office and particular academic unit. We produce annual activity reports to faculty and administrators, and periodic budget reports to our universities'

sponsored programs accounting centers. AACSB accreditation places increasing emphasis on assurance of learning and we anticipate that our curricular initiatives will be subject to that scrutiny as well. Courses and programs related to international business are evaluated as part of the normal academic process.

Several times during the grant cycle, CIBERs are visited by an independent, outside evaluator. This individual may come from academia or the business community, and both of these may be represented over the life of the grant. The evaluators review performance and make suggestions for improvement. They also share ideas and information regarding other successful programs they have seen. These reports are used internally and shared with the program officer.

Finally, CIBER Advisory Councils, whose minimum composition is mandated in the statute, bring the perspectives of business, state government, and various academic disciplines to the discussion. The Councils assure the relevance of CIBER programs to the needs of proximately located business and nearby institutions of higher education. Council members from other units on campus help CIBERs make maximal use of University-wide resources. Given the diversity of legislated mandates, CIBERs must be selective in focus: CIBER Advisory Councils help us establish priorities and make the trade-offs. As a result, they are in a good position to customize the evaluation, making it more meaningful in many ways.

Measurement Improvement

The emphasis placed on evaluation in the current competition has certainly led us to examine the possibilities and take steps to more systematically measure not only activity but also outcomes. It is important that CIBERs work towards measuring longer-term impact than we typically have done in the past. Generally faculty fill out evaluation forms at the end of each faculty development program. For example, an associate professor of advertising commented that as a result of a Florida CIBER faculty development program in Asia she “gained insight and material that not only will be directly reflected in my teaching, but also sparked new research ideas and established potential collaborations.” While this is good information, we should also know whether the program significantly altered the teaching or research program of this professor, or what the impact on her students might have been two, five, or eight years later.

The same can be said about student programs or CIBER-funded research. Sometimes we learn about the long-term impact on students, as was the case for a Texas A&M student, who wrote: “I’m a former student who participated in an exchange program at Monterrey Tech...I just wanted to let you know that two years later, I am still reaping the benefits of that experience. I was offered a position at Bank of America to work on a Latin American project earlier this year.” More frequently, we have only the student’s immediate reaction, favorable though it might be. The question is whether we can demonstrate a positive return to businesses-- those that hire students from CIBER institutions, participate in outreach seminars, or use students for special research/consulting projects. Often the impact of education on a career is subject to significant lags, hampering our efforts to know the full payoff from our investment.

Despite the constraints of four-year funding cycles, we need to systematize the collection of evaluative information over a longer time horizon. Technology may help us but tracking individuals and analyzing the resulting data will take both time and money. The widespread use of the Internet will permit us to do on-line surveys, develop interactive websites, and hold virtual community seminars. The ability to “crawl” these sites, know who we reach and what ripples we create, may help us identify and map the range of our impact and the penetration of international business knowledge.

At the same time, we should realize that some of the most important impacts are not expressed in concrete or measurable results. For the purposes of Title VI, Part B, desirable results may consist of simply changing the perspective of a student, faculty member, or business person, making him or her

more comfortable traveling abroad or talking to people from other countries. CIBER programs generate innumerable experiences of this type. As an Illinois student said,

“I did not realize how little I knew until I stepped outside the boundaries I created in my mind. I never really considered how other cultures think and what makes them act the way they do. I want to thank CIBER for encouraging me to step outside these boundaries...I learned more than I could have imagined, but the most important thing that I gained was the desire to reach other cultures and to learn everything I could.”

CIBERs are in fact studying and teaching about these kinds of qualitative interactions. The InterCultural Edge consortium led by Duke University is working to provide a scientifically validated research instrument that measures and describes interactions among different cultural perspectives.

Conclusion

Tomorrow's business leaders must learn to function with a global perspective. The centers for International Business Education and Research have responded to this need with a variety of interdisciplinary programs that integrate foreign language training and international studies with business, finance, marketing, management communications systems and other professional curricula. Additional programs provide business training for foreign language faculty and students, enabling a crossover of talents from both business and area studies.

Today, at the 15 year mark in CIBER history, the world of international business is dramatically changed from the Cold War environment of the 1980s. The establishment of the European Union and its subsequent expansion to 26 nations has created a block of a half billion people living in democratic states with educated work forces and companies competitive in global markets. In Asia, continued reforms in China and India have fundamentally altered the business model for most companies competing in global markets. Increasingly, citizens from China and India are not only workers for U.S. companies, they are also becoming important customers.

CIBERs have adapted nimbly to the changing environment of global business, bringing the government's resources quickly and efficiently to bear upon the most pressing issues confronting American businesses in the global arena (see Figures A and B). The dramatic enhancements in information, communication and transportation technologies over the last decade have globalized manufacturing, connected knowledge workers from across the globe, and provided unprecedented increases in productivity for companies who understand where and how to harness these technological changes. CIBERs have been at the forefront of researching these issues, identifying the changes, and integrating this knowledge into their hundreds of individual programs impacting hundreds of thousands of students and business people.

Given the enormous changes in the external context and after 15 years of funding, we believe the NAS review is timely and well-advised. We look forward to the insights that the NAS study will provide.

Thank you again for this opportunity to share our experience with you. I would be pleased to answer your questions.

Attachments: Figure A: Topical Focus 2003-04 Conferences and Seminars for Business People
Figure B: Geographic Focus 2003-04 Conferences and Seminars for Business People
CIBER Outputs and Outcomes (2004-2005)

Figure A

Topical Focus 2003-04 Conferences & Seminars for Business People

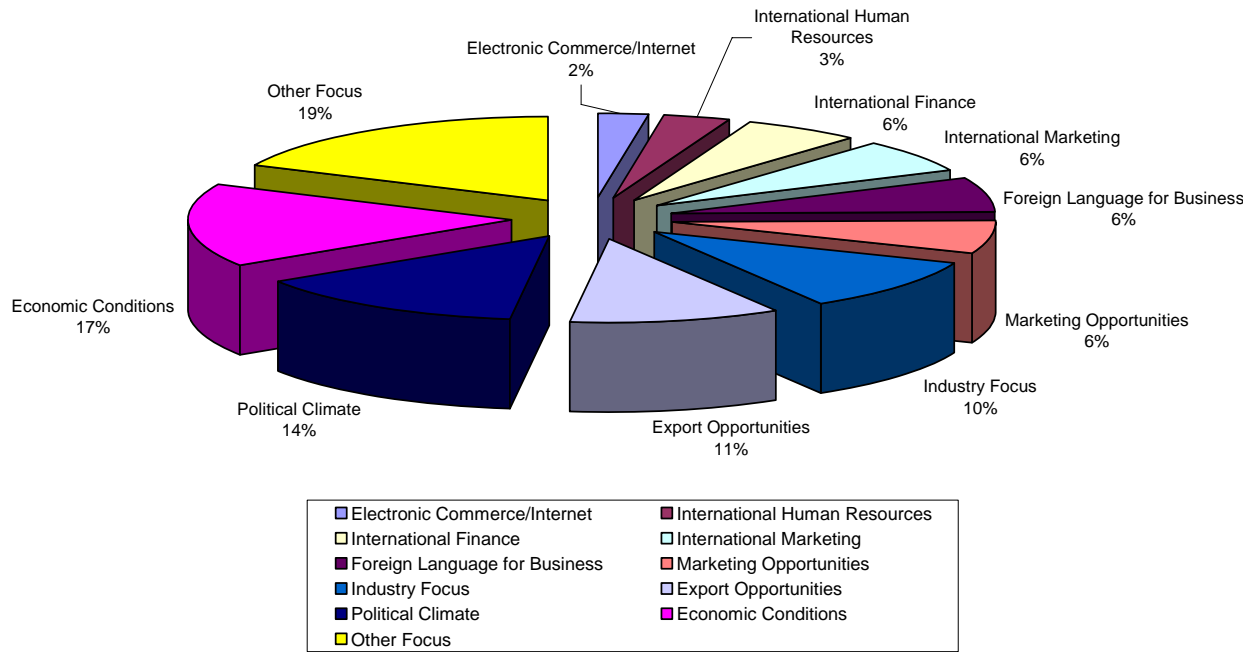


Figure B

Geographic Focus 2003-04 Conferences & Seminars for Business People

