



**Florida Atlantic University  
Academic Program Review  
Self-Study Report**

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## A. MISSION AND PURPOSE OF THE PROGRAM

**Mission statement.** Using experiential-based pedagogy, we are committed to provide International Business (IB) students with the skills and knowledge commensurate with those provided by top-rated programs that will enable them to procure jobs in fields with an international component, whether in the U.S.A. or abroad. In addition, we aim to provide related service to the South Florida community as well as the International Business academic community. Finally, our faculty are committed to continually develop the field of International Business by publishing International Business and related research in high quality peer-reviewed journals. As such, we view our pedagogical, research and service missions as complementary.

### **The International Business Program's purpose in the context of the FAU strategic plans.**

The program provides a high-quality of education to International Business students. A student organization called the Global Business Association, provides extra-curricular opportunities to International Business majors. The undergraduate major is offered on two campuses (Boca Raton and Davie). A broad range of upper-division courses are not only taken by IB majors but also by other business and non-business majors. An International Business concentration is offered in the MBA program, and attracts the largest number of students across all MBA concentrations. The curriculum for the MS in International Business has recently been revised and will be offered in the near future.

The University's ["Strategic Plan for the Race to Excellence"](#) includes pillars, platforms, and goals. The pillars are areas of focus. The platforms and goals are scholarly activities and initiatives respectively that support the institution's vision.

The IB program contributes to the mission and strategic plan of the University in the following ways. Through courses offered, student-faculty research collaborations, and faculty scholarly publications, the International Business program contributes to the Global Perspectives and Participation platform. Experiential education also contributes to this platform by joint learning with other institutions and students across the globe. In addition, by serving a large number of first generation and minority students and building cross-cultural competencies through our global pedagogy and cross-cultural research, we contribute to the Diversity platform.

The IB program also contributes to all six goals specified in the University's strategic plan.

- **Boldness** through evaluating and updating curricula with evidence-based practices; the development of online classes, with the support of the Center for Online and Continuing Education; fast track courses and substantial summer semester offerings, all of which enable our students to graduate on time.
- **Synergy** by hiring internationally recognized faculty and emphasizing cross-disciplinary classes.
- **Place** by working with the local community to support the placement of our students in internships and full-time jobs.

- **Quality** through the ongoing program assessment and publications in top-tier peer-reviewed research journals.
- **Brand** as demonstrated by national rankings.
- **Strategy** by making efforts to maintain alumni relations and encourage a lifelong commitment to the University across the full range of financial, political, and social support.

## **B. RESPONSES TO THE LAST PROGRAM REVIEW**

**Goal 1: To increase the visibility and stature of the International Business faculty and program within the College of Business.** The following action plans should be implemented. First, a Program Director should be appointed. The International Business Program is the only Program in the College without a Director. A Director is needed to administer, develop, and be an advocate for the Program among the IB faculty and students. Second, a structure must be developed to sustain associations among faculty across departments who are teaching and doing research in International Business. The structure (e.g., a center) will be a vehicle advancing research and other academic initiatives, such as grant funding, related to International Business.

**Response:** In 2016 the College hired Len Treviño to be the Director of the International Business program. The Dean also named him the SBA Communications Distinguished Professor of International Business.

To date no formal structure has been created to sustain associations among faculty across departments.

**Goal 2: To improve the educational preparation of students majoring in International Business.** The following action plans should be implemented. First, a review of the undergraduate curriculum requirements should be done. The Review Team Report indicated that the faculty should consider adding courses in Export-Import Management and Advanced Global Management. Other recommendations included how courses offered by the Departments in the College of Arts and Letters, such as Language, Linguistics, and Comparative Literature, Political Science, or Anthropology, might be integrated into the curriculum. Second, the faculty should consider requiring International Business majors to minor in a functional area. It seems to be a common observation that minoring in an area such as Finance and Marketing improve International Business graduates' prospects of acquiring entry level positions. Other areas might be similarly attractive to prospective employers, such as Hospitality Management, Supply Chain Management, or Business Analytics. Third, the two previous action plans should be executed in the context of updating and implementing a proposed plan to offer tiered tracks for International Business majors, namely a General Track, an Area Studies Track, and an Advanced Scholar Track.

**Response:** As part of an effort to review the College's International Business curriculum, a systematic and comprehensive review of 51 programs was conducted. These programs included 28 undergraduate IB programs ranked by US News & World Report (USNWR) in 2019, all members of the Consortium for Undergraduate International Business Education (CUIBE), and the top ranked USNWR undergraduate business programs that had an IB major. After reviewing

all of the programs, a coding scheme was developed to capture the key features of each program. Analyses showed that the cross-cultural behavioral course was not key to being ranked. Instead, ranked programs offered a global human resource management course. Accordingly, we developed a global human resource management class to replace our cross-cultural communication and negotiation course. In addition, travel abroad and choice of context or applied exposure were noted in a majority of the combinations of offerings at ranked programs. As a result, Cross-Cultural Communication and Negotiations (MAN 3611) was replaced with Global Human Resource Management (MAN 4610). The external benchmarking review suggested that the Global Human Resource Management course was more in line with the offerings of top-tier IB programs. Beginning in 2016, an X-culture® experience was incorporated into MAN 4610. This experience is based on Collaborative Online International Learning (COIL) which relies on a network of faculty at schools around the world providing their students the opportunity to engage in virtual teamwork with a real company.

The faculty agreed that IB majors would be well served if they added a functional minor and students are being advised to do so. In addition, to increase enrollment, the faculty plan to propose offering an IB minor this year.

The faculty have not considered the third action plan which involves a scholar's track, essentially an honor program for International Business majors.

**Goal 3: To increase the visibility and stature of the International Business program regionally and nationally.** The action plans specified under Goal 2 should substantially improve the undergraduate International Business major. The following action plans should build upon those initiatives. First, the faculty should seek membership in the Consortium for Undergraduate International Business Education (CUIBE). As the Review Team Report states "The process of seeking full membership involves a self-study and site visit that... could have a catalytic effect in jump-starting the IBT program". Second, the faculty should develop a plan for branding the International Business major in south Florida where its competitor in Miami already has a naming advantage. This critical challenge might be addressed by getting the program ranked.

**Response:** A great deal of effort and time was devoted to becoming a member of the Consortium for Undergraduate International Business Education (CUIBE). This achievement required lengthy application documentation and a review team site visit. The College became an Associate Member in 2016 and the program's status was elevated to Full Member in 2018. CUIBE membership was an important step in raising the profile and visibility of the program nationally and internationally.

The International Business program at FAU was ranked # 25 in the U.S. News and World Report in 2019 and # 22 in 2020. This marks the first time any undergraduate program in FAU's College of Business has been ranked in the top 25 by USNWR.

All of the International Business faculty have published in ABS 4\* journals and some multiple times recently. This has positively impacted the profile and visibility of the program.

**Goal 4: To enhance the “esprit de corps” among International Business students and faculty on the Davie and Boca Raton campuses.** Successful International Business programs in top institutions not only have strong academic programs but also institutional structures that encourage the interaction among International Business students themselves, and between students and faculty. The action plan under this Goal is to establish a student service type arrangement in which an energetic staff person is appointed to oversee the development of events and other opportunities for professional interaction, including stakeholders in south Florida such as prospective employers. The arrangement should create an “esprit de corps” among all the International Business students on the two campuses (i.e., one arrangement for the College instead of two arrangements on both campuses). If successfully executed, this plan should have a cascade effect of increasing FAU’s presence in Broward.

**Response:** As an initial step to support this goal, we established an international business student organization called the Global Student Association. This organization is co-chaired by David Hertz and Len Treviño. Further, a coordinator position was established in 2016 in Management Programs. Part of this person’s role is to assist in developing events and other opportunities in South Florida regarding the department and the college’s entrepreneurship center. We are in the process of hiring a replacement coordinator and when that person is on board, he or she will work with the chair and program director to partially assist in IB activities until funding is achieved to bring a full-time person into this role. Meanwhile, two instructors have been working with the program director to address some of the elements in this goal. It is possible that if funding becomes available, one of the instructors could take on an even greater engagement in IB programs.

## **C. INSTRUCTION**

### **Baccalaureate Program: BBA/BS in International Business**

#### **Student Learning Outcome Assessments**

The Student Learning Outcome Assessments (SLOA) for Undergraduate International Business majors are based on the SLOA used for all Business majors who are required to take the capstone course on Global Strategy and Policy (MAN 4720).

**Outcome Description.** [Content Knowledge – Declarative Knowledge] [Communication – Team Collaborative Communication and Written Communication] [Critical Thinking – Analytical Skills] Students will acquire common concepts, knowledge and skills needed to function in an entry-level management point. Students completing MAN 4720 will demonstrate knowledge of fundamental concepts across functional boundaries, including: Finance, Management, Marketing, Operations, and Information Systems. In MAN 4720 students will produce a traditional business document that is clear, well-written, and follow standard conventions in style, punctuation, grammar, spelling, sentence structure, paragraph formation, and appropriate word choice. In MAN 4720 students will demonstrate analysis and critical thinking through their ability to apply relevant theoretical models and strategic concepts to complex fact patterns. Students will demonstrate their ability to process information and to conduct a critical analysis that applies this information to strategic decisions.



## **Implementation Strategy.**

In MAN 4720 students will

- Develop strategic thinking – learn the concepts, model and tools of strategic analysis, and more importantly apply them to actual competitive situations;
- Improve written communication skills;
- Demonstrate understanding of how to use the major tools of strategic management to analyze and diagnose business situations; and
- Integrate concepts of entrepreneurship into the understanding of competitive situations.

## **Assessment Method.**

In MAN 4720 Porter's Five Forces assignment is used to assess professional communication, critical reasoning, and general management knowledge, including entrepreneurial actions.

Testing occurs across all sections of the course.

- Weight of assignment. This assignment is weighted between 5 and 12 percent of the overall course grade.
- Criteria. Students are assessed on knowledge and application of industry issues, use of appropriate terminology and conveyance, development via references and examples, analysis and evaluation, report format and organization.
- Entrepreneurship. This assignment will include a question on entrepreneurship.
- Rubric. A three-point scale is used for assessment reporting purposes. Faculty do not have to use this rubric for grading purposes.

In 4720, knowledge of general strategic management knowledge is assessed by using a student's average across all multiple-choice tests or quizzes during the entire course.

- Method. Faculty may assess their students with a single multiple choice exam, multiple smaller quizzes, or some combination. Faculty will then sort students into three categories "below expectation," "meets expectations," and "exceeds expectations."
- Criteria for success. The goal will be that 85% of the students will "meet expectations" across sections in both the written case study and the multiple-choice tests.

## **Assessment Results for Spring 2020**

Overall, 87% of students who completed the Porter's Five Forces assessment met the goal of either meeting or exceeding expectations. Thirty percent of students achieved assessment scores of 3 ("exceeds expectations"). The percentage of 1 scores ("does not meet minimal standards") decreased slightly to 11.4% from 12.3% in 2019. This is consistent with the trend of the past several years. In 2013, 39% of students did not meet minimal standards, dropping to 20% in 2014, and 18% in 2015. From 2016 to 2019, we held steady at approximately 12% of the students not meeting minimal standards. The remaining students did not submit a Porter's assignment for grading.

This year we reintroduced an assessment of general strategic management knowledge based on the average of students' multiple-choice quiz and test scores. Our goal was that 85% of students would either meet or exceed expectations. Unfortunately, we fell slightly short of this goal, with only 82% of students either meeting or exceeding expectations. However, given the extraordinary nature of Spring 2020 with school shifting completely to distance learning after Spring Break due to Covid-19, these scores were deemed acceptable given the circumstances.

### **Program Improvement**

MAN 4720 will continue to use a Porter's Five Forces assignment to assess both Professional Communication and Critical Thinking. Faculty will share resources and best practices on rubrics and assignments.

- Method. All sections of MAN 4720 must assign a Porter's Five Forces exercise. The specifics of the assignment are left to the discretion of faculty. Several faculty members use the Airline industry case. Others allow students to find their own industry and either write a take-home essay or give an in-class quiz.
- Weight of assignment. The assignment is weighted between 5 and 12 percent of the overall course grade.
- Entrepreneurship. This assignment will include a question on entrepreneurship.
- Rubric. The current rubric and its 3-point scale will continue to be used for assessment reporting purposes. However, faculty do not have to use this rubric for course assignment grading purposes.
- Criteria. The goal will continue to be that 85% of students "meet expectations" across sections.

Content Knowledge of strategic management will continue to be assessed using a student's average across all multiple-choice tests or quizzes during the entire course.

- Method. Faculty may assess their students with a single multiple choice, exams, multiple smaller quizzes, or some combination.
- Criteria. The goal will be that 85% of students earn an average of 80% across sections.

### **Admissions Criteria for Undergraduate International Business Major**

The admissions criteria for the major include 60 credit hours (including the Intellectual Foundation Program (IFP) required courses), the equivalent of two years of high school foreign language, and a 2.5 GPA in Pre-Business Foundation Courses.

#### **Pre-Business Foundation Courses**

Principles of Accounting 1	ACG 2021	3
Principles of Accounting 2	ACG 2071	3
Macroeconomic Principles	ECO 2013	3
Microeconomic Principles	ECO 2023	3
Information Systems Fundamentals	ISM 2000	3
Methods of Calculus	MAC 2233	3
Introductory Statistics	STA 2023	3

**Number of International Business majors:** The headcount of the International Business majors has been trending downward over the past three years. The old International Business & Trade major is being phased out with seven students remaining.

### Annual Enrollment Unduplicated Count by Year

AY	BBA		BS	
	INBT	INBU	INBT	INBU
2014-15	251		3	
2015-16	227		6	
2016-17	218	3	5	
2017-18	122	88	1	
2018-19	50	133		1
2019-20	7	157		

INBT=International Business and Trade

INBU=International Business

### Degrees Awarded by Year

The following tables show the number of degrees awarded by program over a five-year period. The numbers for International Business have not yet matched the peak for the old International Business and Trade. The Management Programs department offers majors in Health Administration, and Entrepreneurship which have proven to be popular with students. These we think could account for the lower numbers for International Business.

DEGREES AWARDED (BBA and BS International Business and Trade) – AY 2014-2020				
PROGRAM		Graduating AY	Count	
BA-BBA-INBT	BBA International Business and Trade	2014-15	88	
BA-BBA-INBT	BBA International Business and Trade	2015-16	77	
BA-BBA-INBT	BBA International Business and Trade	2016-17	80	
BA-BBA-INBT	BBA International Business and Trade	2017-18	64	
BA-BBA-INBT	BBA International Business and Trade	2018-19	36	
BA-BBA-INBT	BBA International Business and Trade	2019-20	5	
BA-BS-INBT	BS International Business and Trade	2014-15	1	
BA-BS-INBT	BS International Business and Trade	2015-16	3	
BA-BS-INBT	BS International Business and Trade	2016-17	2	

<b>DEGREES AWARDED (BBA and BS International Business) – AY 2018-20</b>			
PROGRAM		Graduating semester	Count
BA-BBA-INBU	BBA International Business	Summer 2018	4
BA-BBA-INBU	BBA International Business	2018-19	37
BA-BBA-INBU	BBA International Business	2019-20	50
BA-BS-INBU	BS International Business	Summer 2019	1

<b>BBA Degrees Awarded (INBT &amp; INBU Majors) - 1st &amp; 2nd majors</b>					
	INBT-1st	INBT-2nd	INBU-1st	INBU-2nd	TOTAL
2014-15	88	7			95
2015-16	77	3			80
2016-17	80	9			89
2017-18	64	2	4		70
2018-19	36	1	37		74
2019-20	5		50	4	59
TOTAL	350	22	91	4	467

### **Average Lecture/Course Section Size Taught by Faculty**

The data on average class size and student/faculty ratio are for Management Programs overall. Specific data on International Business are not available. Average lecture section class size has increased by approximately 15% while student/faculty ratio has increased more than 45% over a 5-year period. These increases may be attributable to pressure to increase productivity. A wide variety of electives and Special Topics courses are rarely offered as these tend to attract smaller numbers of students.

	2014-15	2015-16	2016-17	2017-18	2018-19
Undergraduate	30.4	32.1	33.5	33.5	35.1
Graduate	16.2	20.6	19	16.9	16.6
Total	46.6	52.7	52.5	50.4	51.7

### **Faculty/Student Ratio**

Below are the annualized student FTEs produced per Faculty Instructional Person-Year.

	2014-15	2015-16	2016-17	2017-18	2018-19
Undergraduate	56.5	52	51.2	82	82.6
Graduate	9.5	6	5.2	6.9	5.6
Total	66.0	58.0	56.4	88.9	88.2

## **Curriculum**

Dr. Len Treviño formed a committee to examine the undergraduate International Business curriculum in Fall 2018. The committee comprised faculty who teach courses in or who otherwise support the International Business major. The purpose was to examine the curriculum and generate recommendations. A systematic and comprehensive review of 51 programs in all: 28 undergraduate IB programs ranked by US News & World Report (USN) in 2019, and all CUIBE members and the top ranked USN undergraduate business programs which had an IB major. After reviewing all the websites, some variables emerged as possible ways to codify the key features of each program. The variables were cross-cultural behavioral course (e.g., communications, leadership), global human resource management, travel abroad required, choice between an applied course in the form of internships or consulting projects, or context emphasis such as additional foreign language competency, sociocultural course (e.g., geography, anthropology), and second major or minor required. Analyses showed the cross-cultural behavioral course was not key to being ranked. Instead, programs offered a global human resource management course. Travel abroad and choice of context or applied exposure were noted in a majority of the combinations of offerings at ranked programs. The faculty acted on the committee's recommendations and began revising the curriculum. The cross-cultural management course was eliminated, and a global human resource management course was created.

Regarding context/applied, we have for the time housed the X-culture® experience in the global human resource course (MAN 4610). This experience is based on collaborative online international learning (COIL) which relies on a network of faculty at schools around the world providing their students the opportunity to engage in virtual teamwork. Students from different countries work in teams to address business questions presented to X-culture® by a real, participating company.

Action is yet to be taken on travel abroad requirements. Seventy-four percent of the majors are full-time students. This means at least 26% may not be able to take time away to study abroad. Even among the 74% of full-timers, some may have jobs and commitments which constrain them from going abroad for a program. With current travel restrictions, we can use this time to research further and plan. CUIBE member schools have been implementing virtual options for their students.

## **Internships and Study Abroad Options**

Internships are processed in the Office of Student Academic Services in the College of Business by a designated advisor. The advisor recruits students by making presentations in large sections of core courses. Students may find their own sites, or they may use the university's career portal to identify prospects. The advisor works with each student to develop learning objectives for the internship. The faculty of record reviews applications two weeks prior to the start of the semester. Interns attend an orientation session by the advisor where time management, professional behavior and responsibility are emphasized. Over the past five academic years, three

International Business majors have participated in an internship for credit.

There are a variety of study abroad options for students. The university has entered into Memorandum of Understanding (MOU) agreements with exchange partner universities. Students enroll at their home university and pay tuition locally and take pre-approved courses at the partner institutions. These are coded as “Exchange” in the Study Abroad table below. The students pay for travel, room, board, and personal expenses.

There is also the option for students to enroll at non-partner institutions and under this arrangement the students pay tuition to the foreign school. These are coded as “Direct-Enroll”

Another option is coded as “Third Party.” This is when an FAU student does a study abroad experience sponsored by another university or program provider (such as a private one). Sister schools such as the University of Florida and Florida State University within the Florida State University System often recruit students to their programs since the credits easily transfer and they have many partnerships.

In the summers, we have been offering “Faculty-Led” short foreign field experiences to Costa Rica. The Costa Rica program was initiated 20 years ago as one of the initiatives undertaken when implementing a U.S. Department of Education grant to develop our undergraduate International Business major.

### **Study Abroad Options for International Business Majors**

Academic Year	Location	Program Type
2015-16	Paris, France; Madrid, Spain	Exchange
	Costa Rica	Faculty-Led
2016-17	Madrid, Spain; Barcelona, Spain; Paris, France	Exchange
	Costa Rica	Faculty-Led
2017-18	Bordeaux, France	Direct Enroll
	Dublin, Ireland; Paris, France; Lisbon, Portugal; Madrid, Spain	Exchange
	Milan, Italy; Valencia, Spain	Third Party
2018-19	Barcelona, Spain; Madrid, Spain	Exchange
	Paris, France	Direct Enroll
	Dublin, Ireland	Third Party
2019-20	Sejong, South Korea	Direct Enroll
	Japan	Exchange

## FAU College of Business Global Partners

In addition to these institutions with specific College of Business relationships, FAU has a larger list of schools with comprehensive agreements to facilitate global student and faculty cooperation. Schools marked with an \* have student exchange agreements with FAU's College of Business.



**BRAZIL**

- [Universidade do Sul de Santa Catarina \(UNISUL\) \\*](#)
- [Federal University of Minas Gerais \(UFMG\) \\*](#)



**FINLAND**

- [Aalto University - Helsinki \\*](#)



**FRANCE**

- [American Business School – Paris \\*](#)
- [Ecole Supérieure des Sciences Commerciales d'Angers \(ESSCA\) – Angers \\*](#)



**GERMANY**

- [Accadis University – Frankfurt Main](#)



**INDIA**

- [Institute of Management Technology - Ghaziabad](#)
- [T.A. Pai Management Institute – Manipal](#)



**IRELAND**

- [Dublin Institute of Technology \\*](#)



**PORTUGAL**

- [Instituto Universitario de Lisboa \(ISCTE\) \\*](#)



**SAUDI ARABIA**

- [Al Baha University – Al Baha](#)



**SOUTH KOREA**

- [Woosong University, Solbridge International School of Business – Daejeon](#)



**SPAIN**

- [Escuela Superior de Gestion Comercial y Marketing \(ESIC\) – Madrid](#)
- [Instuto Quimico de Sarria - Barcelona \(IQS\) \\*](#)
- [Universitat de Valencia](#)



**SWEDEN**

- [Stockholm University \\*](#)



**TURKEY**

- [Bilkent University – Ankara \\*](#)



**UNITED KINGDOM**

- [London South Bank University \\*](#)
- [Plymouth University \\*](#)
- [Northumbria University - Newcastle \\*](#)



### **Pedagogy/Pedagogical Innovations**

The new course, Managing Human Resources Globally (MAN 4610), currently has as a requirement for students to participate in X-culture™. Students complete consulting-style projects for organizations while working in virtual international teams of five or six students.

### **Scope of Institutional Contributions to Programs outside of International Business**

The Management Department offers International Business (MAN 3600) which is a required course for Management majors. Currently, we do not have any agreements or arrangements with units outside of the department for any of our courses to be included in their curricula.

### **Student Profile**

The table below shows the gender, race and ethnicity of the International Business majors. Blacks are underrepresented vis-à-vis the College, while Hispanics are overrepresented. The overrepresentation of Hispanics presents challenges and opportunities involving language proficiency if these students have Spanish as their first- or second-language. Students of Black or Asian or Pacific descent can be more systematically targeted in our outreach efforts.

## International Business Majors by Gender, Race, and Ethnicity

		International Business			College Total	University Total
		2016-2017	2017-2018	2018-2019	2018-2019	2018-2019
<b>American Indian/Alaskan Native</b>	<b>Female</b>		1	1	31	109
	<b>Male</b>	1			23	84
	<b>Total</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>54</b>	<b>193</b>
<b>Asian or Pacific Islander</b>	<b>Female</b>	6	4	3	203	872
	<b>Male</b>	1	1	2	219	718
	<b>Total</b>	<b>7</b>	<b>5</b>	<b>5</b>	<b>422</b>	<b>1,590</b>
<b>Black (Not of Hispanic Origin)</b>	<b>Female</b>	15	16	16	858	3,897
	<b>Male</b>	7	7	7	709	2,438
	<b>Total</b>	<b>22</b>	<b>23</b>	<b>23</b>	<b>1,567</b>	<b>6,335</b>
<b>Hispanic</b>	<b>Female</b>	57	40	34	1,060	4,537
	<b>Male</b>	37	39	32	1,073	3,192
	<b>Total</b>	<b>94</b>	<b>79</b>	<b>66</b>	<b>2,133</b>	<b>7,729</b>
<b>White (Not of Hispanic Origin)</b>	<b>Female</b>	37	30	22	1,372	5,913
	<b>Male</b>	37	33	32	2,047	5,258
	<b>Total</b>	<b>74</b>	<b>63</b>	<b>54</b>	<b>3,419</b>	<b>11,171</b>
<b>Non-Resident Alien</b>	<b>Female</b>	7	15	18	140	465
	<b>Male</b>	16	11	12	201	521
	<b>Total</b>	<b>23</b>	<b>26</b>	<b>30</b>	<b>341</b>	<b>986</b>
<b>Not Reported</b>	<b>Female</b>	0	1	1	37	129
	<b>Male</b>	1	1		33	103
	<b>Total</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>70</b>	<b>232</b>
<b>Total</b>	<b>Female</b>	122	107	95	3,701	15,922
	<b>Male</b>	100	92	85	4,305	12,314
	<b>Total</b>	<b>222</b>	<b>199</b>	<b>180</b>	<b>8,006</b>	<b>28,236</b>

## Scholarships

Scholarships are awarded to International Business majors averaging \$2,339 per award. The number of scholarships hit a low in the 2017-19 AY and has rebounded somewhat in the most recent AY. The total dollar value of scholarships peaked in 2018-19 at \$153,000 and currently is \$131,000. If we want to encourage more of the majors to participate in travel abroad activities, it would be very helpful to increase the total dollar value of scholarships as well as the number of awards.

### Average Scholarship Size by Year for International Business

Academic Year	Average Scholarship Size
<b>521101</b>	<b>\$2,339</b>
<b>2014-2015</b>	<b>\$2,151</b>
BA-BBA-INBT	\$2,169
BA-BS-INBT	\$924
<b>2015-2016</b>	<b>\$2,152</b>
BA-BBA-INBT	\$2,178
BA-BS-INBT	\$1,080
<b>2016-2017</b>	<b>\$1,678</b>
BA-BBA-INBT	\$1,677
BA-BS-INBT	\$1,695
<b>2017-2018</b>	<b>\$2,605</b>
BA-BBA-INBT	\$2,325
BA-BBA-INBU	\$3,146
<b>2018-2019</b>	<b>\$3,190</b>
BA-BBA-INBT	\$2,115
BA-BBA-INBU	\$3,473
<b>2019-2020</b>	<b>\$2,704</b>
BA-BBA-INBT	\$1,000
BA-BBA-INBU	\$2,740
<b>Overall average</b>	<b>\$2,339</b>

### Scholarship Recipients among International Business Majors

Academic Year	Headcount of Scholarship Recipients
<b>2014-2015</b>	<b>69</b>
BA-BBA-INBT	68
BA-BS-INBT	1
<b>2015-2016</b>	<b>83</b>
BA-BBA-INBT	81
BA-BS-INBT	2
<b>2016-2017</b>	<b>62</b>
BA-BBA-INBT	59
BA-BS-INBT	3
<b>2017-2018</b>	<b>41</b>
BA-BBA-INBT	27
BA-BBA-INBU	14
<b>2018-2019</b>	<b>48</b>
BA-BBA-INBT	10
BA-BBA-INBU	38

<b>2019-2020</b>	<b>49</b>
BA-BBA-INBT	1
BA-BBA-INBU	48
<b>Grand Total</b>	<b>352</b>

### Scholarship Amount by Year for International Business

<b>Academic Year</b>	<b>Scholarship Amount</b>
521101	\$823,492
2014-2015	\$148,417
BA-BBA-INBT	\$147,493
BA-BS-INBT	\$924
2015-2016	\$178,595
BA-BBA-INBT	\$176,435
BA-BS-INBT	\$2,160
2016-2017	\$104,007
BA-BBA-INBT	\$98,923
BA-BS-INBT	\$5,084
2017-2018	\$106,816
BA-BBA-INBT	\$62,770
BA-BBA-INBU	\$44,046
2018-2019	\$153,138
BA-BBA-INBT	\$21,152
BA-BBA-INBU	\$131,986
2019-2020	\$132,519
BA-BBA-INBT	\$1,000
BA-BBA-INBU	\$131,519
Grand Total	\$823,492

### Advising Procedures

International Business majors are advised by the professional advisors in the Student Academic Services office of the College of Business on the Boca Raton and Davie campuses. The advisors in this office send students to the Management Programs Department when they have questions regarding choice of major and/or employment possibilities.

### Graduation Rates

The 4-year graduation rate for most recent year available was 68% for first-time in college (FTIC) students who majored in International Business. The 6-year graduation rate was 95.7%. The dramatic improvement in the 4-year graduation rates for our majors in recent years is comparable to the improvements across the college and university. These improvements are due to a range of strategic initiatives implemented by the Provost Office

4yr-graduation rate (FTIC)			BBA & BS (INBT/INBU)	
2012-13	2013-14	2014-15	2015-16	2016-17
36.7%	60.9%	72.7%	71.4%	68.0%

6yr-graduation rate (FTIC)			BBA & BS (INBT/INBU)
2010-11	2011-12	2012-13	2013-14
90.9%	90.5%	86.7%	95.7%

## Student Recruitment

Outreach to prospective students is coordinated by the Dean of Undergraduate Studies office at the university level, and the Student Academic Services office in the college. A designated academic advisor supports the Admissions office in recruitment events. The two largest events are Explore FAU Day and Choose FAU Day, both of which take place on the Boca Raton campus.

Explore FAU Day typically takes place on a Saturday twice per year—once in the fall (usually October) and once in the spring (usually April). This event is geared toward prospective FAU undergraduate students and their families. There are various presentations and activities throughout the day including a breakout session facilitated by each college. In the more recent versions of the event, the Admissions office has also requested college representation at tabling in the breezeway. The tabling area allows visitors who missed the breakout session to still collect information about their chosen program. It is also useful for students who may be interested in multiple majors to collect various information. A faculty representative from International Business is present at the information table portion of the event while a College of Business academic advisor and career advisor presents during the breakout session.

Choose FAU Day is a similar event but with a slightly different audience. Choose FAU takes place only in the spring and is directed specifically at admitted high school seniors with the goal of getting them to submit an admissions deposit and commit to attending FAU that fall. This event takes place on a Friday morning, so the scheduling of the breakout session varies depending on what spaces are available. It always includes a College of Business Majors Mini-Fair information table event in the Sean Stein Pavilion where students can meet the faculty and ask questions about their major of interest.

There are also other smaller events that Admissions holds throughout the year off campus at our feeder schools—information sessions, FAU major fairs, articulation meetings, and so on. These smaller events usually only have one or two representatives per college so an International Business faculty may not be present.

The Davie campus is in a diverse county with strong representation of students from the Caribbean. Outreach on this campus could be particularly fruitful for further increasing diversity.

## Placement Rates and Employment Profile

Compared with the largest major in the department which is Management, the International Business graduates lag in the percentage employed full time. In quarterly earnings, International Business graduates increased, the Management graduates increased more such that the divide widened from 2014-2015 to 2015-2016.

<b>Placement and Salary Data of Graduates</b>						
Year	Major	# Graduates	# Employed	# Employed Full-time	% Employed Full-time	Average Quarterly Full-Time Earnings
2014-15	International Business	88	56	51	58%	\$10,470
	Business Administration	290	208	181	62%	\$10,887
2015-16	International Business	79	47	40	51%	\$11,772
	Business Administration	253	197	166	66%	\$13,672

Source: Florida Education and Training Placement Information Program

## Graduate Program: MS in International Business

### Admissions Criteria

We plan to adhere to the following criteria.

1. Completed bachelor's degree from a regionally accredited college or university.
2. Strong grade point average on all previous coursework (typically 3.0 minimum GPA) though emphasis is given to the last 60 credits earned.
3. Official GMAT score of at least 500 or GRE scores of at least 153 (verbal), 144 (quantitative) and 4 (analytical writing).
4. An essay describing both the applicant's background and objectives for undertaking graduate study (500 to 1000 words in length).
5. For FAU graduates, the names of two International Business faculty members as their references. For all other students, two letters of recommendation sent by the recommenders to the Department of Management Programs.
6. Applicants who apply after March 1<sup>st</sup> (for fall admission) or after November 1<sup>st</sup> (for spring admission) may be admitted to the graduate program.

## **Enrollment Data**

Enrollment information is not available since the program has not been implemented.

## **Average Faculty/Student Ratio**

We expect to maintain a faculty ratio of roughly 1/11.5 in line with comparable programs in the University.

## **Curriculum**

The MS degree should typically be completed within three semesters with 33 credits of coursework. A full-time enrollment requires completion of 12 credits per semester. The program is designed to provide flexibility. Students can complete the MS degree in 12 months through the Fall, Summer and Spring semesters.

## **Required Coursework (27 credits)**

ECO 6716	Advanced International Monetary Economics
ENT 6946	Entrepreneurial Consulting Project (capstone course)
FIN 6246	Financial Markets
GEB 6217	Communication Strategies for Business Professionals
MAN 6609	Cross Cultural Management and Human Resources
MAN 6728	Managing in Emerging Markets
MAN 6937	Global Environment of Management
MAR 6815	Advanced Marketing Management

AND

MAN 6596	Global Supply Chain Management
OR	
MAN 6614	International Business Operations

## **International Business Elective Coursework (6 credits)**

Graduate electives of relevance to international business must be approved by the Chair or Program Director.

## **Internships and Field Experiences**

Internships are not feasible given the relatively short duration of the time necessary to complete the program for full time students or because working professionals are expected to enroll in the program.

We intend to provide international field experiences to students initially through the University Student Academic Services office in collaboration with the External Advisory

Board. If an International Business Center is established, we expect the Center to provide the staffing to co-ordinate these field experiences.

### **Scope of Institutional Contributions**

The MS in International Business program is expected to contribute to the University's goals of developing an international reputation for excellence in higher education.

### **Student Profile**

We expect a diverse student body representative of the population in S. Florida. It is our hope that the student profile will have an equal mix of Hispanic, African-American and White students.

### **Advising Procedures**

The program director is expected to provide basic advising for students with respect to their plans of study.

### **Placement Rates and Employment Profile**

We expect graduates of the MS program to be successful in careers in international trade, entrepreneurship, and the management of global businesses. Some graduates may go on to pursue a doctoral degree in International Business or a related field.

### **Student Recruitment**

We expect student recruitment to be driven by a mix of FAU undergraduate students who have experienced our exceptional faculty, curriculum, and facilities and by working professionals in the vibrant international business environment in South Florida who seek to enhance their career prospects.

## **FACULTY**

### **Departmental Administrative Structure**

The International Business program is administered by the Program Director. The Program Director is appointed by the Dean of the College of Business and is a direct report of the Chair of the Department of Management Programs. The Program Director is on a 12-month appointment.

### **Faculty Profile**

The International Business faculty in the Department of Management Programs includes 4 tenure-track faculty and 3 full-time instructors. A little more than one year ago, a tenured faculty member retired. If approval is obtained to fill the line after the pandemic, there will be 5 tenure-track International Business faculty in the department.



Of the 4 current tenure-track faculty the Program Director is the only Professor, and there is one tenured associate professor, one untenured associate professor, and one assistant professor. By 2021-2022 or 2022-2023, we should have 3 associate professors. As we try to limit the service responsibilities of untenured faculty, the few tenured faculty have assumed very heavy service responsibilities in recent years.

We have a highly productive and committed group of faculty that has stepped up to contribute significantly. They have proven that they can maintain a high level of research productivity despite greater contributions to service, and they have done this departmental work because they want to be fully involved in shaping the future of the department. One assistant professor is currently in his fourth year, having successfully passed his third year review, and has already contributed significantly to the ambitious set of projects the department has undertaken. In only a couple of years, our International Business faculty will be much more balanced in terms of rank. Even now, with the majority being untenured tenure-track faculty and instructors, we have accomplished a lot over the past few years and achieved a National Ranking of top 25 (Ranked 22) in the US News & World Report Ranking of Best IB Programs. The program has never been ranked in its history. In many ways, the International Business faculty have never been more energetic, more committed, and more united.

The program has also successfully promoted diversity among our tenure-track faculty. Our tenure-track faculty include one Latinx, two Asian men, and one Black woman. At the rank of instructor, we have two White men and one White woman. In terms of nationality and regional origins too we have diversity with one second-generation Mexican immigrant, two associate professors from Jamaica and India, and one assistant professor from India. We are mindful of diversity in our tenure-track search, and we are hopeful that new searches will result in a more diverse faculty.

The following summarizes the areas of specialization of our current tenure-track faculty:

Foreign Direct Investment: Len Treviño, Rajeev Sawant

Cross-cultural Management: Len Treviño, Chandrashekhar Lakshman, Donna Cooke

International Human Resource Management: Donna Cooke, Chandrashekhar Lakshman

International Political Economy, Business-Government Relationships: Rajeev Sawant

Internationalization, Institutional Theory – Len Treviño

### **Faculty Teaching Loads**

The standard teaching load for tenure-track faculty is 2-2 provided they sustain high research productivity. The program director is released from one course per academic year. The standard teaching load for full-time instructors is 4-4.

## **Strategic Planning for Hires**

We do not anticipate that we will have the opportunity to hire more faculty until the COVID-19 pandemic subsides. When it does, we seek to obtain approval to hire a new Assistant/Associate professor.

If we were to have the opportunity to make additional tenure-track hires in the near future, we might choose to prioritize some important but relatively underrepresented areas and/or adopt some variant of a cluster approach. For example, we may focus on expertise in Latin America. With one faculty member doing work in this area but much interest in teaching and research in this area among our students and the wider South Florida community, we believe that building this area would strengthen the program, increase opportunities for research collaboration with faculty in the department and in other departments in the university, and provide opportunities to engage the community. This approach would be buttressed by Len Treviño's position as President of the Iberoamerican Academy of Management.

Ultimately, prioritizing hiring will be an outcome of careful deliberation among our faculty over the next few years as we move forward with our research agendas and curricular design projects. We spend a lot of time developing a clear vision of what we want for every position that we are permitted to fill. Our future searches will be no exception to this practice.

## **International Business Faculty in the College across Departments**

Consistent with the multidisciplinary nature of the International Business discipline, our faculty resources are spread across departments (see table below). However, a majority of the faculty in the International Business program are in the Management Programs department. Collectively, these faculty bring together expertise in the following domains: Foreign Direct Investment, Internationalization, Institutional Theory, International Political Economy, Business-Government relationships, Cross-Cultural Management, International Human Resource Management, International Marketing, Global Supply Chain Management, International Finance, and International Economics.

Name	Department	Position	Teaching in the IB Program	IB Researcher
Katarina Brant	Management Programs	Instructor	X	X
Donna Cooke	Management Programs	Tenure Track	X	X
Lakshman Chandrashekha	Management Programs	Tenure Track	X	X
David Herst	Management Programs	Instructor	X	X
Joseph Patton	Management Programs	Instructor	X	X
Rajeev Sawant	Management Programs	Tenure Track	X	X
Len Treviño	Management Programs	Tenure Track	X	X
Melanie Lorenz	Marketing	Tenure Track		X
David Menachof	IT and Operations Management	Tenure Track	X	X
Christopher J. Boudreaux	Economics	Tenure Track		X
Douglas Cumming	Finance	Tenure Track		X
Anita K. Pennathur	Finance	Tenure Track	X	X

## D. RESEARCH

### Faculty Research Productivity

The International Business faculty has maintained high research productivity from 2017 to 2020. As the table below shows, our peer reviewed publications have numbered at least 7 across the three most recent years, with the most recent count being 10 in 2019-20.

This steady research productivity can mostly be attributed to our continued attention to program building, resulting in faculty who are ambitious and energetic contributors. The productivity of our faculty has contributed to a culture of scholarly engagement. We anticipate, within the next couple of years, that we will see a few more major high-impact and other peer-reviewed publications. In addition to the peer-reviewed publications, our tenure-track faculty have been very active in making presentations at professional meetings or conferences, with as many as 20 presentations given in 2017-2018.

	International Business Group <sup>a</sup>		
	2017-18	2018-19	2019-2020
<b>Books (including monographs &amp; compositions)</b>	0	0	2
Other peer-reviewed publications	11	7	11
All other publications			
Presentations at professional meetings or conferences	20	7	11
Productions/Performances/Exhibitions	0	0	0
Grant Proposals submitted	0	0	0

<sup>a</sup>Data compiled for International Business faculty housed within the department of Management Programs based on CVs included. Official College data not available at this level of granularity.

C 1-9 Research/Scholarly Productivity  
Management Programs

		Management Programs			College Total	University Total
		2016-2017	2017-2018	2018-2019	2018-2019	2018-2019
<b>1. Books (including monographs &amp; compositions)</b>	#	4	1	1	3	95
<b>2. Other peer-reviewed publications</b>	#	32	34	41	137	1,376
<b>3. All other publications</b>	#	157	13	5	35	565
<b>4. Presentations at professional meetings or conferences</b>	#	44	50	54	168	1,676
<b>5. Productions/Performances/Exhibitions</b>	#	0	0	0	0	514
<b>6. Grant Proposals Submitted</b>	#	1	1	2	4	290

## Grant Proposals

In response to the college and university emphasis on seeking external research funding, the Management Programs department faculty have been engaged in submitting research grant proposals as shown in the table above.

## High-Impact Publications in International Business

Our International Business faculty in the department continue to publish in high-impact journals in the field, which enhances the foundation for the program. This group has published in ABS 4\* journals such as *Journal of International Business Studies*, *Academy of Management Journal*, *Academy of Management Review*, *Journal of Management*, and *Journal of Applied Psychology*. This group has also published in ABS 4 journals, such as *Journal of World Business*, *Academy of Management Learning and Education*, *Journal of Management Studies*, *British Journal of Management*, and *Human Resource Management*. Additionally, faculty in other departments within the college who contribute directly to the IB program of study also excel in this area, although they are not counted in this specific report.

## E. SERVICE

As the data below demonstrate, our faculty do a lot of service for the profession, college and university, the department, and the community.

As a consequence of our small number of tenure-track faculty and the demand for them to serve on college standing committees, faculty search committees in the department, and task-oriented departmental sub-committees, our faculty dedicate most of their service time to institutional service. Most of our faculty do significant professional service as well, organizing conference panels, reviewing manuscripts for disciplinary journals, reviewing book proposals, serving as editors or book review editors of disciplinary journals.

In recent years, an extraordinary amount of time has been dedicated to serving on search committees to hire new junior faculty. While most faculty are highly motivated to do this work, faculty searches are one of the most time-consuming service responsibilities. In the past four years, we had four searches for tenure-track faculty, two of which were successful.

The IB program’s curricular enhancement projects have also required a significant amount of faculty time. This work is ongoing and involves all of our faculty.

	<b>International Business Group<sup>a</sup></b>		
	2017-18	2018-19	2019-2020
<b>Faculty memberships on department, college, or university committees</b>	3	7	9
<b>Faculty memberships on community or professional committees</b>	1	1	1
<b>Faculty serving as editors or referees for professional publications.</b>	4	4	4

<sup>a</sup>Data compiled for International Business faculty housed within the department of Management Programs based on CVs included. Official College data not available at this level of granularity.

B 1-3 Service Productivity  
Management Programs

		<b>Management Programs</b>			<b>College Total</b>	<b>University Total</b>
		<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2018-2019</b>	<b>2018-2019</b>
<b>1. Faculty memberships on department, college or university committees</b>	#	76	67	56	299	2,561
<b>2. Faculty memberships on community or professional committees</b>	#	52	48	34	122	1,246
<b>3. Faculty serving as editors or referees for professional publications</b>	#	28	23	22	146	619

## **F. STRENGTHS AND OPPORTUNITIES**

1. High level of productivity of our tenure-track faculty. All of our IB faculty have published in ABS 4\* journals and some multiple times recently. Faculty are committed to continually developing the field of international business by publishing international business and related research in top IB and management journals. Our faculty are highly productive in each of the three major dimensions of their jobs: teaching, research, and service.
2. Shared commitment to the collective good. All of our tenure-track faculty are enthusiastically on board with the curricular revision we completed. Our curriculum is now in line with top-tier IB programs and includes a course on Global Human Resource Management. All our faculty are committed to becoming more effective teachers, defined in terms of student achievement of learning goals rather than student ratings of their professors. We have shared scholarly interests and envision collaborative research projects

involving multiple faculty members, graduate students, and/or strong undergraduate students.

3. Our faculty are committed to using experiential-based pedagogical approaches in teaching and developing our students to be successful in their IB careers. We are currently assessing which course would be best to incorporate the X-culture® experience.
4. The courses in our IB program are multi-disciplinary in emphasis and provide a cross-cultural perspective for our students, with adequate attention to the development of emotional intelligence and cultural intelligence.
5. We enjoy the advantages of being located in South Florida (window to MNCs in Latin America) by drawing on available resources and contributing to the local community in return. By serving a large number of first generation and minority students and building cross-cultural competencies through our global pedagogy and cross-cultural research, we contribute to the Diversity platform.
6. We have a highly visible IB program with consistent top 25 ranking in U.S. News and World Report (USNWR; # 22 in 2020; #25 in 2019).
7. We now have an enthusiastic program director (with reference to previous program review) and a more focused set of administrative, curricular, and student engagement initiatives in place. Our students are now fully engaged with their participation in the Global Business Association.
8. We exhibit strong collegiality. In the Management Programs department we can disagree with one another over departmental matters and disciplinary futures while continuing to be able to forge a strong, shared curriculum and support one another through the rigors and vicissitudes of IB research.

## **G. WEAKNESSES AND THREATS**

1. We have only a small number of tenure-track faculty to do the core work of developing the program. We currently have 4 tenure-track faculty (including the director of the program) across two campuses, 2 in Boca and 2 in Davie. At the same time, all our faculty have ambitious research agendas, while two among us are working toward promotion and tenure.
2. Our graduate student teaching assistantships could be more competitive.
3. Despite recent improvements, we still need to further strengthen our connection with a broad range of stakeholders in the program, namely among students, faculty, employers, the broader community, and the region. With adequate resources, we may do this more effectively with a Center for International Business.

4. The Student Learning Outcome Assessment are common to all business majors and not specific to the International Business program.

## H. RESOURCE ANALYSIS

1. *International Business Faculty.* On the positive side, we have a highly productive group of ambitious scholars. Our faculty have consistently published in top-tier journals. In addition, they have contributed significantly to FAU's IB program development, culminating in a top 25 ranking in USNWR for the last two years.
2. *Support Resources.* For a highly ranked program, we are severely deficient in support resources. The program does not have any formal program support in the form of student assistants. We hope this will be addressed with the proposed IB Initiative but for now it is a barrier to advancement. Because all of the IB faculty have strong ongoing research orientations, it would be useful if we had at least part-time assistance to help with the details involved in program advancement. For instance, we would benefit from having up to 20 hours per week in student assistants to help manage details of the International Business program.
3. *Doctoral Program.* Recently Management Programs decided to focus its doctoral studies on Entrepreneurship. Having the ability to mentor and work with doctoral students is one reason many of us elected to continue our careers at FAU. Not having doctoral students may constrain our ability to recruit top IB faculty. All of the IB faculty are enthusiastic about working with and training talented IB doctoral students. Further, based on our research productivity, we are confident that we could attract strong doctoral students and place them well.
4. *Enrollments.* Our enrollments have declined recently. We believe this may be partly related to inadequate promotion of and support for the IB program.

## I. FUTURE DIRECTIONS

**Anticipated changes relevant to future directions:** We can anticipate a number of changes that will provide opportunities for and challenges to the IB program.

Our first priority is to increase enrollments in our IB program. We need to do a better job in terms of promoting our nationally ranked program. Our plan to add an IB minor should help but we have to develop a global mindset among our students and let them know about the advantages of an international business career.

Pending budgetary constraints, especially considering COVID-19, we anticipate hiring an open-rank IB scholar, with a diverse hire being a priority.

We hope to receive approval for an FAU Initiative in International Business to support our International Business Program by attracting high quality students, while simultaneously enhancing the quality and impact of their education. (See Section J below.) Through an active partnership with the business community, the Initiative will provide a steady flow of internships, scholarships, case competitions, speakers, cross-national team building, and study abroad opportunities. Student involvement in research and program development will round out the Initiative's support at FAU. Housed in the nationally ranked College of Business at Florida Atlantic University, the FAU Initiative in International Business will be our state's epicenter for teaching and research in international business and cultural awareness. It will open doors to talented students who will become global business leaders. And it will solidify FAU's legacy in our community as a pioneer in the study of global commerce.

We hope to receive funding for an IB Center. This would allow us to build on the IB Initiative by hiring talented IB faculty, serving the local IB community, and developing our students for IB careers. We envision a center that has a community- and student-based focus. Regarding the community, we anticipate offering training to local businesses that would like to internationalize their operations. With respect to students, we would like to fund more scholarships to enable them to study abroad. In addition, we would like to develop relationships with local and international companies to provide our students with a consistent flow of internships and full-time opportunities.

We expect that our national ranking, coupled with an IB Initiative, will help us to increase enrollment.

We would like to welcome visiting scholars to our Boca Raton campus to extend our research wings globally.

We plan to evaluate the possibility of a two-tiered undergraduate program. In this case, our plan is to develop an honors program that would have a required study abroad component.



**Questions for the review team:** We welcome your general insights but would ask you to consider a small set of questions relevant to challenges that we have identified and frequently discuss.

1. We have experienced a drop in enrollment in recent years, in spite of our national ranking. We have elucidated our own recommendations in this self-review, but we are also interested in what strategies and tactics you would recommend to help us increase enrollment in our major and proposed minor.
2. Are there any features that you would like to see from a top 25 program that we could implement? Although we have made a lot of progress in the last few years, we are determined to maintain a cutting-edge IB program. We have included a copy of our IB initiative as an appendix to help you further understand our future plans.
3. Are our levels of providing students opportunities for engagement in the practicing world of IB sufficient (e.g., internships, study abroad, guest speakers)? Please consider this question with the understanding that, as a large public school with many working students, we have our own set of limitations and constraints. Thus, we may need to think outside of the box.
4. Do you have any recommendations recruitment and hiring of diverse faculty and staff?
5. We have made a concerted effort to improve our course delivery following the rearrangements necessitated by COVID-19. We would be interested in your reflections on course delivery, as well as study abroad, in the future. To what extent will the experience of the pandemic and the changed behaviors we have adopted to cope with it, have long term consequences for course delivery and travel?

## **J. PROPOSAL FOR INITIATIVE IN INTERNATIONAL BUSINESS**

### **Conducting Global Business in a Modern World**

The FAU International Business Program is built to prepare students to contribute effectively to their organizations and community in a global business environment. We offer undergraduate and graduate programs taught by distinguished faculty who emphasize the study and application of the latest International Business theory. Our IB program is ranked among the Top 22 undergraduate business programs by U.S. News & World Report.

The FAU Initiative in International Business is designed to support the FAU International Business Program by attracting high quality students, while simultaneously enhancing the quality and impact of their education. Through an active partnership with the business community, the Initiative will provide a steady flow of internships, scholarships, case competitions, speakers, cross-national team building, and study abroad opportunities. Student involvement in research and program development will round out the Initiative's support at FAU.

Housed in the nationally ranked College of Business at Florida Atlantic University, the FAU Initiative in International Business will be our state's epicenter for teaching and research in international business and cultural awareness. It will open doors to talented students who will become Global business leaders. And it will solidify FAU's legacy in our community as a pioneer in the study of global commerce.

Our proposal for the Initiative in International Business is guided by a vision that incorporates the following four goals:

- (1) *To support FAU's commitment to international business.* Circumstances surrounding global business and trade are fluid, requiring FAU to continue to be at the leading edge of understanding its impacts and processes.
- (2) *To strive for continuous excellence.* We strive to remain a top-ranked program led by faculty research and student engagement through such organizations as the Consortium for Undergraduate Business Education (CUIBE).
- (3) *To integrate the program into the multicultural and global business hub in South Florida.* Our region is home to the global city of Miami, serving as the integral link for commerce and finance between Europe, Latin America, and the Caribbean. Connections with companies with international operations in South Florida will distinguish the FAU program from others in the rest of the country.
- (4) *To create a program of immersive experiences.* We aim to challenge students in the classroom *and* in the boardroom. Bringing multinational organizations to campus to actively engage undergraduates, matching students with internships in South Florida and abroad, and increasing our connections with other IB programs around the globe to provide an unrivaled study-abroad program.

The FAU Initiative in International Business is necessary to transform FAU's International Business Program into a keystone for South Florida's global economy.

## **Sample Initiative Short Term/Medium Term Objectives**

- (1) *Remain a top ranked IB program, ranked in top 25 every year*
- (2) *Actively participate in CUIBE and participate in CUIBE case competitions each year*
- (3) *Place 5 student internships with international companies in South Florida*
- (4) *Place 2 student internships in other countries*
- (5) *Expand Global Business Association to X students*
- (6) *Bring 3 guest speakers in IB to speak on campus or virtually per year*
- (7) *Expand advisory board to 20 individuals/companies, and get the board more actively engaged*
- (8) *5 students in COB study abroad with partner institutions*
- (9) *Integrate FAU's IB program into the global business hub of Miami/South Florida*
- (10) *Generate \$ 400,000 in funding for IB initiatives*

## **Sample Activity Breakdown**

### ***International Business Center***

We envision a permanently staffed and funded IB Center as a repository of relationships, knowledge and capabilities for achieving the University's IB vision and goals outlined below. An IB Center serves as a nodal agency that can develop and maintain relationships with international companies, advisory board members, business and academic institutions, prominent business members and the wider business community in South Florida. The IB Center will also maintain the knowledge and capabilities with respect to infrastructure needed to host conferences, host/enter student business competitions, run IB bootcamps, maintain IB internship and study abroad programs, administer student scholarships, and stimulate IB student research at the undergraduate and graduate levels. These activities are further explicated below.

### ***International Internships***

Between two to five undergraduate students will participate in high quality internships with international companies, either in South Florida or abroad. Focus will be on companies that have international operations based in South Florida, or have office in other countries.

### ***Global Business Association***

This club for international business students will be expanded to xx students, who will focus on bringing guest speakers to campus, participating in case competitions, and making connections with international companies in South Florida

### ***Guest Speakers in International Business***

High-quality guest speaker presentations will be scheduled each semester. Speakers will appear live on campus, or virtually. Virtual guest speaker sessions will be recorded and available for asynchronous viewing. Focus will be on executives or company teams actively working in international business in South Florida.

### ***International Program External Advisory Board***

The existing advisory board will be more actively engaged, with regular meetings. Board will be asked to help with securing internships, guest speakers, and financial contributions. Membership of the board will also be expanded to 20-25 companies.

### ***International Business Undergraduate Student Scholars***

Between 10-20 undergraduate students will be recognized by Initiative in International Business and receive a scholarship. Students will be chosen based on criteria by the FAU International Business Program Advisory Board. Upon selection, we will host a pinning ceremony so that the families of these students can celebrate this honor, too.

### ***International Business Graduate Student Scholars***

One graduate student who receives this stipend will work with the Initiative to support its activities. Our plan is that FAU will provide this student with a partial tuition waiver (currently 50% of tuition).

### ***International Business Undergraduate Research***

FAU is home to outstanding undergraduate research activities, and the Initiative will extend its reach to international business. Local international business leaders will be invited to campus to take part in classroom discussions with the end goal of independent studies with students, writing international business case studies or research articles, and presenting the findings at conferences.

### ***International Business Case Competitions***

Each year CUIBE hosts an excellent Global Case Competition and the Initiative endeavors to annually send a team of 3-5 students and an advisor. This activity is important to our students by giving a deep dive into an international business case and close mentoring from a faculty advisor and business mentors.

### ***International Business Bootcamp (7<sup>th</sup>-12<sup>th</sup> graders)***

To honor the legacy of international business in South Florida, the initiative will include and encourage 7<sup>th</sup> through 12<sup>th</sup> graders in a free, weeklong International Business Boot Camp each summer. The campers will spend the week digging into functional areas and visit local multinational businesses to better understand logistics, production, and other core processes.

### ***International Business Conference***

The Center will host an annual International Business Conference that brings together the best in research and practice on global business. Open to students, faculty, business leaders and community members, its purpose is to feed the growth of global business networks in South Florida and recognize leaders in the field. *We estimate \$30,000 based on 100 people, including food and honoraria for speakers. Due to the pandemic, the 2021 conference may be online at a lower cost.*

### ***Initiative in International Business Faculty Support***

To support the Initiative's activities, some faculty and student assistants will be charged with managing the day-to-day operations including but not limited to student internship program (minimum 10 students per year), the student-run Global Business Association, IB program recruitment, speaker selection, engagement with the IB program Advisory Board, fundraising, and internship development.

### ***IB Business Visiting Scholar***

Our visiting scholars program will attract visionaries from around the world for commitments of three months to a year. Their charge will be to collaborate with students, faculty and business leaders to advancing the IB program's research agenda.

### ***Initiative Execution***

In order to execute the IB initiatives vision and meet its approved objectives we envision support for the following requests.

### ***Short-term Requests***

1. A suitable location for the IB Initiative. Ideally this location would be adjacent to an office for the IB Programs Director on the first floor of the DeSantis Building.
2. Staffing to help with the logistics of the IB Initiative, including fundraising, study abroad programs, internships, full-time jobs, recruiting IB students, etc.
3. Seed Funding for student scholarships that may be augmented through fund-raising efforts noted below.

### ***Medium-term Requests***

1. An IB center with \$1m expendable for 5 years. Or \$5m endowment – \$195k/yr. As noted above the IB center is critical for developing the financial, logistical, and institutional capabilities necessary to execute our planned activities.

### ***Current Resources***

1. IB Faculty – Katarina Brant, Donna Cooke, Lakshman Chandrashekar, David Herst, Joseph Patton, Rajeev Sawant, Len Treviño,.
2. IB Affiliated Faculty – Douglas Cumming, Melanie Lorenz, David Menachof,
3. Goodwill – USNWR # 22 ranking
4. IB External Advisory Board current members (Appendix x shows list of current board members).

### ***To Do List***

1. Create an IB Executive of the year award; this could coincide with our hosting CUIBE Fall Governance Meeting.
2. Add external advisory board members – Florida Crystal, North West (<https://www.northwest.ca/contact-us>) – Dan McConnell; - David Spinola – Sprout Loud Media (<https://www.linkedin.com/in/davidspinola/>); Carrier; American Household; Otis Elevators; maybe Fred Perry; SBA Communications (Jeff Stoops CFO: <https://www.linkedin.com/in/jeff-stoops-79750b8/>)
3. Increase internships and jobs in S Florida that have a true international component
4. Bring more IB speakers to classes, aiming with 2 speakers a year.
5. Create an IB minor

### ***Potential Revenue Sources***

1. Advisory Board to solicit donations
2. SBDC Global Ventures
3. Large donors (e.g. Fanjul family: Florida Crystals/Domino Sugar)
4. Certificates or Executive Education. Create a certificate program concentrated on training executives and small business owners in South Florida to develop an export business.

5. Fulbright and other international pieces; governments to pay the market rate pieces (\$800-1000/credit hour).
6. Federal work study (FWS)

### ***Program Development***

MS International Business: By any measure we do not have sufficient full-time faculty to teach in the new program. We should hire a new faculty as soon as possible, perhaps a new diversity hire to teach in this program. Concerning our strategic objectives, a Latino/Latina scholar would be ideal. Adjunct faculty could make up shortfalls.

### **About the College of Business**

**FAU and International Business Education:** The College revised the international business major by eliminating the previously required Cross-cultural negotiations course and replacing it with the Managing Human Resources Globally. (See the syllabus in the Appendix.) The old course was taught from a cross-cultural perspective while the new course reflects the more current multinational perspective. Students have the option of taking the new International Negotiations course as an elective.

**Faculty Research:** In the past five years, FAU faculty have published articles in the most respected and recognized journals in International Business.

- *Journal of International Business Studies*
- *Journal of World Business*
- *Asia-Pacific Journal of Management*
- *International Business Review*
- *Journal of International Management*
- *Management International Review*
- *International Journal of Human Resource Management*

Faculty have also authored a book and several book chapters and presented papers on international business at leading academic conferences. Dr. Treviño serves on the editorial advisory board of the Journal of World Business.

### **Core International Business Faculty**

**Katarina K. Brant, Ph.D.**, is an instructor in the Management Programs department. She received her Ph.D. in Management from Florida Atlantic University. She supports the international business program by teaching undergraduate and graduate courses. Her work focuses on leadership and cross-cultural studies. She has published in *Human Resource Management Journal* and *International Journal of Public Administration*.

**Donna K Cooke, Ph.D.**, is an associate professor in the Management Programs department. She supports the international business program by working on curriculum and program development and teaching undergraduate courses. She is the faculty of record for the internships. She has published in *Academy of Management Journal*, *Journal of Applied Psychology*, and *Decision Sciences*.

**Lakshman Chandrashekhar**, Ph.D., is an associate professor in the Management Programs department. He received his Ph.D. in Organization Studies from Southern Illinois University at Carbondale. His work focuses on global and cross-cultural leadership and international human resource management. He has published in leading international business and management journals, including *Journal of International Business Studies*, *Journal of Management Studies*, *Human Resource Management*, *Journal of Business Ethics*, *International Journal of Human Resource Management*, and *European Journal of Work and Organizational Psychology*, among others.

**David Herst**, Ph.D., is a Senior Instructor in the Management Programs department. He received both his masters and Ph.D. in industrial/organizational psychology from the University of South Florida. David supports the international business program by teaching at both the graduate and undergraduate levels. His research interests include cross-cultural negotiation, leadership, work/non-work conflict, and cross-cultural measurement invariance. As a consultant he has provided leadership development and training to Fortune 500 companies. Dr. Herst has published in *The Journal of Public Administration: Research and Theory*, *Public Management Review*, *Leadership Quarterly*, and *Asian Business and Management*.

**Joseph T. Patton** is an instructor in the Management Programs department. He will receive his doctorate from Florida International University in 2021. He supports the international business program by teaching introductory and advanced undergraduate courses. He was previously an expatriate executive with Colgate-Palmolive Company where he worked in the Latin American division with postings in NYC, Venezuela and the Dominican Republic. He has presented at conferences including the *Academy of International Business* and the *AIB Latin America Chapter* conference

**Rajeev Sawant**, Ph.D., is an assistant professor in the Management Programs department. He received his Ph.D. in International Business from the Fletcher School at Tufts University. His work focuses on foreign direct investment in infrastructure industries, business-government relations and emerging markets. He has published in leading international business and management journals, including *Academy of Management Review*, *Journal of International Business Studies*, *British Journal of Management*, *International Business Review*, *Journal of Business Research*, among others.

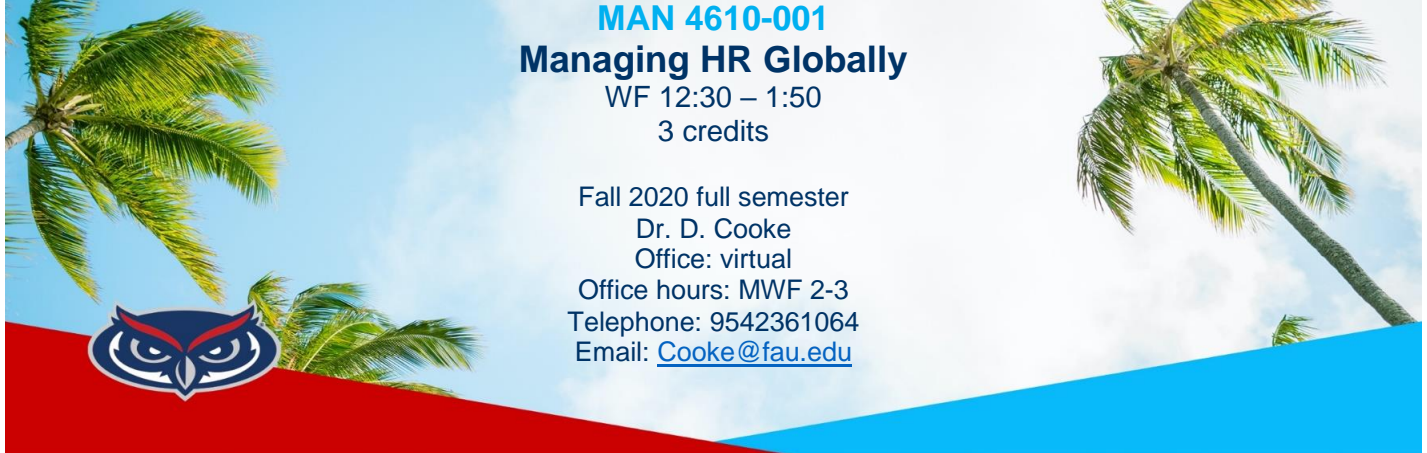
**Len J. Treviño**, Ph.D., is Director of International Business Programs and SBA Communications Distinguished Professor of International Business at Florida Atlantic University. He received his Ph.D. in International Business from Indiana University. His research focuses on the antecedents and consequences of foreign direct investment and the internationalization strategies of multinational enterprises. Dr. Treviño has published in leading international business and management journals, such as *Journal of International Business Studies*, *Journal of Management*, *Journal of World Business*, *Academy of Management Learning & Education*, *International Business Review*, *Journal of International Management*, and *Management International Review*.

## **About Florida Atlantic University**

Established in 1961, FAU officially opened its doors in 1964 as the fifth public university in Florida. Today, the University, with an annual economic impact of \$6.3 billion, serves more than 30,000 undergraduate and graduate students at sites throughout its six-county service region in southeast Florida. FAU is ranked as a High Research Activity institution by the Carnegie Foundation for the Advancement of Teaching. For three years in a row, *U.S. News & World Report* included FAU on the list of the most ethnically diverse universities in the U.S.



## Appendix A



**MAN 4610-001**  
**Managing HR Globally**  
WF 12:30 – 1:50  
3 credits

Fall 2020 full semester  
Dr. D. Cooke  
Office: virtual  
Office hours: MWF 2-3  
Telephone: 9542361064  
Email: [Cooke@fau.edu](mailto:Cooke@fau.edu)

### Course Description

Examines key topics in human resource management for multinational enterprises (MNE). The course covers the functions of selection, training, compensation and performance management. Emphasis is placed on understanding the differences between the various types of global assignments.

### Instructional Method

The course is delivered remotely during the scheduled time.

### Prerequisites/Corequisites

*Prerequisite: MAN 3025*

### Course Objectives/Student Learning Outcomes

Students will learn about human resource management (HRM) in the multinational context. We examine the effects of the internationalization process on HRM.

At the end of the course, students should be able to:

1. Describe the cultural and organizational contexts of global HRM.
2. Explain the impacts of M&As and IJVs on HR.
3. Differentiate between the types of international assignments and know some HR success factors and considerations.
4. Discuss some future challenges facing global HR such as ethics, and safety, health, and security risks.
5. Work effectively in a global virtual team.

#### *COVID-19 Statement*

*All students in face-to-face classes are required to wear masks during class, and students must sanitize their own workstations upon entering the classroom. Taking these measures supports the safety and protection of the FAU community. Students who do not adhere to these rules will be asked to leave the classroom and/or be removed from the course. Students experiencing flu-like symptoms (fever, cough, shortness of breath), or students who have come in contact with an infected person should immediately contact FAU Student Health Services (561-297-3512).*

## Required Texts/Readings

International Human Resource Management (7<sup>th</sup> ed.) Dowling, P. J., Festing, M., and Engle, Snr., A. D. Andover, UK. Cengage Learning.  
ISBN: 978-1-4737-1902-6.

## Course Evaluation Method

Your course grade is a function of the following:

3 Exams.....	60
X-culture.....	30
Cases.....	10

The three exams cover the chapters noted. Exams are taken during class time in Respondus. The questions are multiple choice format, administered in exam conditions – no books, notes, help.

Cases are prepared in groups of four students. You are to answer the questions and submit them in Canvas. As a class, we will discuss the cases.

## Course Grading Scale

The following grading scale is used: A (93.0 and above); A- (90.0-92.9); B+ (87 – 89.9); B (83 – 86.9); B- (80-82.9); C+ (77 – 79.9); C (70 – 76.9); D+ (65 – 69.9); D (60 – 64.9); F (below 60).

Incompletes are not an option for failing students. Students wishing to discuss course grades have within five days of general notification of grades to do so. Students desiring passing grades must adhere to the professor's requirements; ignorance of the policies stated herein is not an acceptable excuse.

## Policy on Makeup Tests, Late Work, and Incompletes

Assignments which are overdue will attract a grade penalty. Assignments which are submitted more than 72 hours late **will not be graded**. It is not my responsibility to remind you of due dates. Do not contact me to ask me if you can submit an assignment late. If it is within the 72 hour window, submit it and take the penalty. By waiting on my reply, you lose time and points.

## Special Course Requirements

We require X-Culture in this course. X-Culture is a global project involving other universities. The purpose is to give you the experience of working on a virtual global team.

You will be working in an international team of 5-6 people for about eight weeks. Every semester, we select several companies that present their real-life international business challenges. Your team will have to select one of those challenges and suggest your solution. The detailed list of tasks to be completed for each challenge is provided in the [Challenge Instructions](#) (access code 20202).

For more on the project, visit <https://x-culture.org>. We are 2020-2a.

To complete the X-Culture Project, please follow the following steps:

1. Review project materials on this page: <http://www.x-culture.org/2020-2a> (access code: 20202)
2. Before **August 31**, you will receive an X-Culture Welcome Letter that includes your personal Readiness Test link. You will be asked to complete a test that will check if you've reviewed the

materials from #1. The test will take about 30 min to complete and must be completed by **August 31**.

95% of all students pass the test the first time, another 3% pass on the second try. As long as you carefully review the project materials, you should have no difficulties passing the test. If you fail the test, you will still have to complete the test, but you will have to work individually, not in an international team.

3. As long as you pass the Readiness Test, you will receive the names and contacts of your team members. There will be 5-6 team members from different countries.

If you fail the test, you will be given another chance. If you fail again, you will have to complete the project individually.

4. You will then have two months to develop a business proposal for a real-life client organization.

5. After the project is over, you will receive an X-Culture Global Business certificate. Furthermore, members of the best teams will be invited to attend the Academy of International Business Conference ([www.x-culture.org/meetings/](http://www.x-culture.org/meetings/)). The students will meet in person their teammates, present their work, and have a chance to participate the many conference networking and presentation events.

**Grading:** The project will involve a series of tasks that you and your team must complete. Although you will work in a team, your grade will be largely determined by your INDIVIDUAL performance. X-Culture is an exercise, not a test. This means that your effort and diligence matters more than your knowledge (we have exams to test your knowledge). As long as you complete each task fully and on time, submit your weekly progress updates, and your team members give you high weekly peer evaluations, you will get an excellent grade.

<b>Performance Indicator</b>	<b>Recommended Value</b>
<b>Individual:</b>	
Completion of the pre-project training	Must pass to enroll
Weekly progress reports, submitted individually by each student (completed fully and before the deadline)	20%
Post-project survey (completed before the deadline, % questions answered, check for response non-randomness);	Must be completed to receive project grade/mark*
Peer evaluations (as evaluated by the other team members in terms of effort, intellectual contribution, help with writing the report, coordinating team efforts, other comments), reported weekly and post-project, average of all.	40%
<b>Team</b>	
Quality of the team report (as rated by the instructors)	40%

Here are rough estimates of the time requirements:

<b>Task, Students</b>	<b>Approx. Combined Hours</b>
-----------------------	-------------------------------

<i>Before the project starts:</i>	
Pre-project review of the materials	1-3
Readiness Test	1
<i>During the project:</i>	
Correspondence with teammates, per week	1-2
Research and report write up, per week	1-2
Other unexpected tasks and issues that need to be addressed	1-2
<i>After the project:</i>	
Post-project survey	1
<b>TOTAL over the entire semester</b>	<b>20-40 hours</b>

**Grading:** The project will involve a series of tasks that your team must complete, each graded as pass/fail. That is, a “pass” (100) is awarded if the task is completed fully by the respective deadline and a “fail” (0) is given if the student/team misses the deadline or partially completes the component of the project.

Although you will work in a team, your grade will be largely determined by your INDIVIDUAL performance. X-Culture is an exercise, not a test. This means that your effort and diligence matters more than your knowledge (we have exams to test your knowledge). As long as you complete each task fully and on time, submit your weekly progress updates, and your team members give you high weekly peer evaluations, you will receive a good grade. The quality of your team report matters, but less than your individual effort. Historically, most students in my class received a high grade for the project, but they all agree that it was not an easy task; one that required much, and at times frustrating, work - but in the end it was very rewarding and worth the extra effort.

## Classroom Etiquette Policy

The class meets online. When you are on camera or on audio, please be aware of what viewers can see and hear.

## Attendance Policy

*Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student’s responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student’s final course grade as a direct result of such absence.*

## Counseling and Psychological Services (CAPS) Center

*Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU’s Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve*

and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

## **Disability Policy**

*In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at [www.fau.edu/sas/](http://www.fau.edu/sas/).*

## **Code of Academic Integrity**

*Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).*

Exams are closed book, and to be done independently without human or other assistance. Violations of this policy are an academic integrity issue. I enforce this.

## Course Schedule

Date	Topic	Readings
Aug 26	Introduction, welcome, orientation, X-culture. Fill out Google Forms.	Syllabus, <a href="https://x-culture.org">https://x-culture.org</a>
Aug 28	X-culture readiness.	
Sept 2	Introduction to IHRM	Ch. 1
Sept 4	“, X-culture	
Sept 9	The cultural context of IHRM	Ch. 2
Sept 11	“, X-culture	
Sept 16	The organizational context	Ch. 3
Sept 18	“, X-culture, exam review	
Sept 23	<b>Exam 1</b>	<b>Ch. 1-3 (18)</b>
Sept 25	Cross border M&A, IJV, X-culture	Ch. 4
Sept 30	“	
Oct 2	Staffing, recruiting, selection, X-culture	Ch. 5
Oct 7	“	
Oct 9	Case discussion, X-culture	<b>Case 2 (2)</b>
Oct 14	International performance management	Ch. 6
Oct 16	“ . X-Culture ends.	
Oct 21	Case discussion, exam review	<b>Case 9 (3)</b>
Oct 23	<b>Exam 2</b>	<b>Ch. 4-6 (18)</b>
Oct 28	T&D, careers, talent	Ch. 7
Oct 30	“	
Nov 4	Case discussion	<b>Case 8 (2)</b>
Nov 6	International compensation	Ch. 8
Nov 12	“	
Nov 18	Case discussion	<b>Case 6 (3)</b>
Nov 20	Industrial relations, global institutions	Ch. 9
Nov 25	“	
Dec 2	Ethics, Trends, and challenges, case	Ch. 10
Dec 4	“, exam review	
Dec 11	<b>Final 10:30-noon</b>	<b>Ch. 7-10 (24)</b>

## Appendix B



### Course Description

A skill-based course that focuses on the conduct and impact of negotiations on business relationships, including the role of culture.

### Instructional Method

This class is designated as a “fully online class with live lecture.” This class will provide live (synchronous) content for a minimum 50% of the original scheduled meeting pattern, as published in the online schedule.

### Prerequisites/Corequisites

This class is worth three (3) credit hours.

Prerequisite: Junior standing and either MAN 3025, PSY 1012, ANT 2000, SYG 1000, SYG 2010, or HSA 4124.

This class is worth three (3) credit hours.

### Course Objectives/Student Learning Outcomes

This course is aimed at developing expertise in negotiations across cultural borders, working with various suppliers, developing multicultural project teams and sensitivity, and developing counter proposals.

As a result of taking this course, you will be able to:

1. Diagnose your own negotiation style, including strengths and areas for improvement.
2. Analyze conflict situations and effectively prepare for a variety of negotiations.
3. Improve your ability to negotiate desired outcomes.
4. Provide a functional and practical understanding of how culture impacts individual, group, and organizational behavior and effectiveness
5. Develop a practical understanding of cross-cultural human relations.

To achieve these objectives, the course uses **role-play exercises** with class debriefing and discussions. Because debriefings increase awareness and understanding of your negotiation strengths and weaknesses, **consistent class attendance is critical**. Reading and role-play exercises provide essential background knowledge and must be completed before class. Students will also complete several short experiential homework assignments and regular in-class quizzes to improve their grasp of negotiation concepts.

### COVID-19 Statement

*All students in face-to-face classes are required to wear masks during class, and students must sanitize their own workstations upon entering the classroom. Taking these measures supports the safety and protection of the FAU community. Students who do not adhere to these rules will be asked to leave the classroom and/or be removed from the course. Students experiencing flu-like symptoms (fever, cough, shortness of breath), or students who have come in contact with an infected person should immediately contact FAU Student Health Services (561-297-3512).*

## Required Text

The Mind and Heart of the Negotiator 7<sup>th</sup> edition, by Leigh Thompson  
Assorted role play exercises distributed via email  
Additional articles posted to Canvas

## Course Grading Scale

In keeping with University policy, the grading scale is: A = 93-100; A- = 90-92.9; B+ = 87-89.9; B = 83-86.9; B- = 80-82.9; C+ = 77-79.9; C = 73-76.9; C- = 70-72.9; D+ = 67-69.9; D = 63-66.9; D- = 60-62.9; F = 0 – 59.9.

## Course Evaluation Method

### Breakdown of Grades

1. Class Attendance & Participation	10%
2. Quizzes	10%
3. Graded Negotiation Exercises	25%
4. Real negotiation write-ups (2 at 10%)	20%
5. Team Country presentation	15%
a. Quiz on team country presentations	5%
6. Final identity, culture, self-reflection paper	15%

1. **Class Attendance and Participation.** Research shows that students learn more when they actively participate in discussions. Because debriefing the role-play activities contributes significantly to learning, students are expected to **attend** and **participate actively** during class exercises, discussions, and negotiation debriefings.

Despite Covid-19, this class will meet twice a week, as scheduled, using Zoom. Students who miss all or some portion of the class not only miss exercises and discussions, they may disrupt exercises and cause other students to miss the opportunity to learn from them. Therefore, ***students should be present on time*** for ***EVERY*** scheduled class session.

The other component of class participation involves students' active and enthusiastic participation in class discussions and activities. This component will reflect my evaluation of students' active contributions, for example:

- Was well-prepared for class exercises & discussions
- Participated enthusiastically in discussions, exercises and debriefings
- Volunteered unique insights and ideas to class discussions and debriefings

2. **Quizzes.** Students who are unprepared hinder the learning of others by wasting time reviewing readings and exercises or—worse yet—trying to “wing it” during role-play negotiations. To encourage consistent preparation, there will be 10-minute pop quizzes based on the readings at the start of some class sessions. There will be no make-up quizzes for absences or late arrivals, however the lowest score is dropped.

3. **Graded Negotiation Exercises.** Negotiations feel different when the outcomes have real consequences. I will grade a subset of the cases. I have not identified in advance which of the cases I will grade. Prepare for each case as if it is graded. There are several components of this grade

- Planning documents: Students are expected to have read their assigned role and completed a brief planning document in Canvas prior to the start of class. Your grade for these planning documents is strictly on completion of the document.
- Results on the actual negotiation: Your grade will be based on relative performance within a role (Your performance within a role will be compared with the performance of other students



in the same role.) You will earn a score between 70 and 100 based upon your relative performance. For example, if there are 10 buyers, the buyer with the most surplus will earn a 10, while the buyer with the lowest surplus will earn a 7. In addition, you will be graded on your write-up/ self-reflection. Students who miss a case for any reason will earn a score of 0.

4. **Real Negotiation Write-ups.** During this course you are required to go out and actually negotiate for something—twice. You can negotiate for anything—rent, hours at work, a restaurant meal, or a couch. My preference is for you to negotiate in a setting where negotiations are uncommon (e.g., not in a flea market). You can be the buyer or the seller, and although you do not need to complete a transaction to complete the exercise, the good or service that you negotiate for should be something that you would actually buy or sell. (Note: the negotiations should take place after the course starts). For one of the negotiations, you may negotiate against a good friend or loved one (e.g. mom, friend, significant other), but at least once you must negotiate against a relative stranger (but negotiating against your boss is ok). In your write-up I will be looking for (and grading) the following:

- (1) Overview: Provide a brief overview of the key events.
- (2) Analysis: What were the critical factors that affected the negotiation situation and outcomes, and what can you say about these factors in general? How do the concepts and strategies presented in lectures or readings enrich your understanding of the process of this negotiation, its outcome, or your own style? How successful were you in the use of these concepts and strategies?
- (3) Synthesis: What did you learn about yourself and others from this experience? What did you learn about negotiation or conflict from this situation? How does this experience compare to others that you or someone you know have had in comparable circumstances?

A “good” write-up is one that tries to step back from a negotiation, identifies key events and processes, uses readings to help structure the analysis, and is written well. A good paper is generally at least 5 pages long, 12 point font, and double-spaced.

5. **Team Region Report.** As a team, you will present on an assigned region of the globe. After doing appropriate research, present a 20-minute PowerPoint presentation describing business customs and practices in that country. Your task is to prepare a non-native businessperson to act appropriately in one or more business situations (e.g., an office meeting, a project proposal, a negotiation, a dinner meeting, an interview). Be sure to take into account both the cultural practices of this country and the cultural practices of the person for whom you are writing the report (you may be attempting to train a Latin American to do business in China, for example, so you would want to account for typical Latin American business practices when describing how the Latin American should conduct him/herself in China). You should incorporate lecture material as well as material from the text into the paper. Students will have the opportunity to complete peer evaluations to identify both high and low contributors. The final peer evaluation is evaluative in that it can affect each team member’s grade. Any student whose peer evaluation average is below a 73% average (i.e. below the passing grade of the course itself) will have his/her grades on the team assignments reduced to 80% of the team score.

**Final Self-reflection paper.** Your final assignment for the class is to reflect on how you have grown as a negotiator over the duration of the course. This is a self-assessment paper in which you analyze yourself, including your style and its strengths and weaknesses, based on your experience in the course, the feedback you received, as well as other experiences. This analysis should culminate in an action plan for developing as a negotiator. This should not be a simple recapitulation of recommendations offered in the class or readings but rather some personalized version of your own negotiation manual that reflects a meaningful amount of reflection, synthesis, and application. The paper should be 6 pages, 12-point font, and double-spaced.

## Selected University and College Policies

**Missing or Late Assignments/ Exams:** There are no missing or late assignments or exams unless in the case of a documented emergency. Students with University-excused absences must make arrangements to complete the assignments prior to the due date.

### **Code of Academic Integrity Policy Statement**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, please see FAU Regulation 4.001 at: [FAU Regulation 4.001](#).

### **Accessibility Policy Statement**

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require special accommodations to properly execute coursework due to a disability must register with Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880), TDD (561) 297-0358; in Davie, LA 131 (954-236-1222); or in Jupiter, SR 110 (561-799-8585) —and follow all SAS procedures. Their web site is: <https://fau.edu/sas>.

### **Counseling and Psychological Services (CAPS) Center**

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to: <http://www.fau.edu/counseling/>

### **Religious Accommodation Policy Statement**

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices, observances, and beliefs with regard to admissions, registration, class attendance and the scheduling of examinations and work assignments. For further information, please see FAU Regulation 2.007 at: [FAU Regulation 2.007](#).

### **University Approved Absence Policy Statement**

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such action.

### **Incomplete Grade Policy Statement**

A student who is passing a course, but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of incomplete ("I"). The assignment of the "I" grade is at the discretion of the instructor, but is allowed only if the student is passing the course.

The specific time required to make up an incomplete grade is at the discretion of the instructor. However, the College of Business policy on the resolution of incomplete grades requires that all work required to satisfy an incomplete (“I”) grade must be completed within a period of time not exceeding one calendar year from the assignment of the incomplete grade. After one calendar year, the incomplete grade automatically becomes a failing (“F”) grade.

### **Disruptive Behavior Policy Statement**

Disruptive behavior is defined in the FAU Student Code of Conduct as “... *activities which interfere with the educational mission within classroom.*” Students who behave in the classroom such that the educational experiences of other students and/or the instructor’s course objectives are disrupted are subject to disciplinary action. Such behavior impedes students’ ability to learn or an instructor’s ability to teach. Disruptive behavior may include, but is not limited to: non-approved use of electronic devices (including cellular telephones); cursing or shouting at others in such a way as to be disruptive; or, other violations of an instructor’s expectations for classroom conduct.

### **Faculty Rights and Responsibilities**

Florida Atlantic University respects the right of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions which do not impede their exercise. To ensure these rights, faculty members have the prerogative:

- To establish and implement academic standards
- To establish and enforce reasonable behavior standards in each class
- To refer disciplinary action to those students whose behavior is judged to be disruptive per the Student Code of Conduct.

	Date	Topic
Week 1	8/25 2 pm	Topic: Negotiation and Value Class meeting: Live lecture via Canvas Reading: Chapter 1 (Negotiation: The Mind and The Heart)
	8/27 2 pm 10 pm	Reading & Deliverable: <i>Cuban Plants</i> role; submit planning document by start of class Class meeting: Negotiate <i>Cuban Plants</i> during class Deliverable: Submit settlement agreement and analysis
Week 2	9/1 2 pm	Topic: Preparation, BATNA Reading: Chapter 2 (Preparation: What to Do before Negotiation) Class meeting: Live lecture via Canvas (pop quiz?)
	9/3 2 pm 10 pm	Reading & Deliverable: <i>Blue Coupe</i> role and submit planning document by start of class Class meeting: Negotiate <i>Blue Coupe</i> Deliverable: Submit settlement agreement and analysis
Week 3	9/8 2 pm	Topic: Distributive Negotiations Reading: Chapter 3 (Distributive Negotiation: Claiming Value) Class meeting: Live lecture via Canvas (pop quiz?)
	9/10 2 pm 10 pm	Reading & Deliverable: <i>Buying a House</i> role and submit planning document by start of class Class meeting: Negotiate <i>Buying a House</i> during class Deliverable: Submit settlement agreement and analysis
Week 4	9/15 2 pm	Topic: Integrative Negotiations Reading: Chapter 4 (Integrative Negotiation: Expanding the Pie) Class meeting: Live lecture via Canvas (pop quiz?)
	9/17 2 pm 10 pm	Reading & Deliverable: <i>Best Books</i> role and submit planning document by start of class Class meeting: Negotiate <i>Best Books</i> during class Deliverable: Submit settlement agreement and analysis
Week 5	9/22 2 pm	Topic: Virtual Negotiations Reading: Chapter 12 (Negotiating in a Virtual World) Class meeting: Live lecture via Canvas (pop quiz?)
	9/24 2 pm 9/27 midnight	Deliverable: First out-of-class negotiation due to Canvas Complete Activity and submit Deliverable: Complete <i>Live 8</i> virtual negotiation. You must submit the back-and-forth text of email negotiation AND the write-up and analysis
Week 6	9/29 2 pm	Topic: Emotion in Negotiation Reading: Chapter 6 (Managing Emotions and Contentious Negotiations) Class meeting: Live lecture via Canvas. Complete <i>emotional style questionnaire</i> before class
	10/1 2 pm 10 pm	Reading & Deliverable: <i>University Square</i> role, submit planning document by start of class Class meeting: Negotiate <i>University Square Apartments</i> during class Deliverable: Submit settlement agreement and analysis
Week 7	10/6 2 pm	Topic: Teams negotiations Reading: Chapter 10 (Multiple Parties, Coalitions, and Teams) Class meeting: Live lecture via Canvas (pop quiz?)
	10/8 2 pm 10 pm	Reading & Deliverable: <i>Towers Market</i> role and submit planning document by start of class Class meeting: Negotiate <i>Towers Market</i> during class Deliverable: Submit settlement agreement and analysis
Week 8	10/13 2pm 10 pm	Topic: Identity, Gender, and Relationships Reading: “The complexity of identity” by Tatum, “Power of Gender Stereotypes” by Kray Class meeting: Live lecture via Canvas (pop quiz?) Deliverable: submit identity write-up and analysis to Canvas
	10/15 2pm	Reading: Chapter 7 (Establishing Trust and Building Relationships) Class meeting: Live lecture via Canvas (pop quiz?), <a href="https://economics-games.com/games">https://economics-games.com/games</a>

Week 9	<p>Topic: Culture</p> <p>10/20 2 pm Reading: Chapter 11 (Cross-Cultural Negotiation) Class meeting: Live lecture via Canvas (pop quiz?)</p> <p>10/22 2 pm Reading &amp; Deliverable: <i>Bacchus</i> role and submit planning document by start of class Class meeting: Negotiate <i>Bacchus</i> during class</p> <p>10 pm Deliverable: Submit settlement agreement and analysis to Canvas</p>
Week 10	<p>Topic: More on Culture and making Concessions</p> <p>10/27 2 pm Reading: “Making Concessions” by Malhotra, “Negotiation Across Cultures” by Brett Class meeting: Live lecture via Canvas (pop quiz?), debrief <i>Bacchus</i> Assignment: Second out-of-class negotiation due to Canvas</p> <p>10/29 2 pm Reading &amp; Deliverable: <i>Island Cruise</i> role and submit planning document by start of class Class meeting: Negotiate <i>Island Cruise</i> during class (by phone)</p> <p>10 pm Deliverable: Submit settlement agreement and analysis to Canvas</p>
Week 11	<p>Topic: Cross-cultural Negotiations Team Presentations</p> <p>11/3 2 pm Latin America (e.g. Brazil, Peru) Caribbean</p> <p>11/5 2 pm Eastern Europe (e.g. Russia, Poland, Ukraine <i>NOT</i> England/ France/ Spain) Germanic and Northern Europe (e.g. Germany, Latvia, <i>NOT</i> England/ France/ Spain)</p>
Week 12	<p>Topic: Cross-cultural negotiations Team Presentations</p> <p>11/10 2 pm Confucian Asia (e.g. China, Japan, Korea) Southern Asia (e.g. India, Bangladesh)</p> <p>11/12 2 pm Northern Africa and Middle East (e.g. Morocco, Egypt, Saudi Arabia) Sub-Saharan Africa (e.g. South Africa, Kenya) Quiz on Country Presentations</p>
Week 13	<p>Topic: Salary Negotiation</p> <p>11/17 2 pm Reading: Appendix 1 (Negotiating a Job Offer) Class meeting: Live lecture via Canvas (pop quiz?)</p> <p>11/19 2 pm Reading &amp; Deliverable: <i>Salary</i> roles and submit planning document by start of class Class: Negotiate <i>Salary</i> (one as applicant and one as employer with same partner)</p> <p>10 pm Deliverable: Submit settlement agreement and analysis to Canvas</p>
Week 14	<p>11/24 Tuesday of THANKSGIVING WEEK</p> <p><input type="checkbox"/> Free day to work on final paper</p>
Week 15	<p>Topic: Identity and Intercultural Negotiation</p> <p>12/1 2 pm TBD</p> <p>12/3 2 pm Final self-reflection paper due at start of class</p>

- Note: As we progress through the course, it may prove necessary to make adjustments to the schedule. You will be notified in advance of any changes.

<https://uquiz.com/uzkIkK>

## Addendix C: Curriculum Vita

### DONNA K. COOKE

Florida Atlantic University  
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LA 466A  
Davie, FL 33314  
(954) 236-1064  
Cooke@fau.edu

#### Education

PhD 1989 University of Miami, Organizational Psychology  
MS 1986 University of Miami, Organizational Psychology  
BS 1983 University of Florida, Psychology, Phi Beta Kappa.

#### Work/Research Experience

1995 - Present Associate Professor  
Management Programs, FAU

10/2002 - 2010 Associate Dean  
College of Business, FAU

1988 - 1995\* Assistant Professor  
Department of Management and International Business, FAU  
\*Was on leave of absence for two years.

#### Teaching Experience

- Proposed, developed, and taught two of the seven courses required in the IB & T major
- MAN 3611 Cross-cultural Relations and Negotiations
- Proposed MAN 4610 Global Human Resource Management (to be offered in 2020)
- MAN 4680 International Business Field Experience
- Cross-cultural Management (two versions for the MSIB, and the MBA)
- Proposed, developed and taught doctoral-level Industrial/Organizational Psychology course for the Department of Management at Florida Atlantic University.

### Courses taught

- Global Human Resource Management (undergraduate)
- Cross-cultural Human Relations and Negotiations (undergraduate and graduate)
- Cross-cultural OB (graduate)
- International Business Field experience (Costa Rica, Czech Republic and France)

### Refereed Works (10 years)

#### Journal publications

Cooke, D. K., DuBois, F., Sawant, R.J., Sprott, D. E., & Trevino, L. J. (2020). Bringing the Dark Side of International Business into the Classroom. AIB Insights, 20(1), 28-32.

Cooke, D. K., Brandt, K. K., & Woods, J. (2019). The role of public service motivation in employee work engagement: A test of the Job Demand-Job Resources Model. International Journal of Public Administration, 42(9), 765-775.

Collins, J., & Cooke, D. (2013). Creative role models, personality and performance. Journal of Management Development 32(9), 336-350.

Hu, Q., Dinev, T., Hart, P., & Cooke, D. (2012). Managing employee compliance with information security policies: The role of top management and organizational culture. Decision Sciences 43(4), 615-660.

#### Books and chapters in books

Woods, J., Cooke, D., & Brandt, K. (forthcoming). Public Service Motivation and Employee Engagement in Bureaucratic Organizations. Global Encyclopedia of Public Administration, Public Policy, and Governance. doi:10.1007/978-3-319-31816-5\_3733-1

Cooke, D. K., & Bernardin, H. J. (1995). A review of the Survey of Work Values. Mental Measurements Yearbook, 1022-1024.

Cooke, D. K., & Bernardin, H. J. (1995). A review of the Leader Behavior Analysis II. Mental Measurements Yearbook, 552-554.

#### Presentations

Cooke, D. K., & Trevino, L. J. The Impact of Legitimacy, Status and Reputation on rankings in Colleges of Business: The Case of International Business Programs. Accepted to CUIBE 2020 Spring Meeting, Rome, Italy (canceled due to pandemic).

Cooke, D. K., & Trevino, L. J. Rankings, Legitimacy, Status, and Reputation Judgments: The Case of International Business Programs. Presented virtually at AIB 2020 Annual Meeting, Miami, FL.

Woods, J., & Cooke, D.K. High-performance work systems and unit innovation in the public sector. Presented at the 2019 Meeting of the Southern Management Association, Norfolk, Virginia.

Cooke, D.K., & Manor, K. Compliance Training in Previously Sanctioned MNCs. Presented at the 2017 Meeting of the Southern Management Association, St. Petersburg Beach, FL.

Chin, P., & Cooke, D.K. Internships and Undergraduate Research in Business Colleges. Poster session at *2015 Florida Statewide Symposium: Engagement in Undergraduate Research*, Orlando, Florida.

Cooke, D. K. Cultural Values and Asian American feedback ratings. Presented at 2012 ANZIBA, Adelaide, Australia.

Cooke, D. Increasing creativity and innovation in organizations: Implications for leaders. Presented at the 2010 DBA Business Research Conference, University of the West Indies - Mona, Jamaica.

#### Refereed Proceedings

Cooke, D. K. Cultural Values and Asian American feedback ratings. Proceedings of 2012 ANZIBA, Adelaide, Australia.

#### Professional Affiliations

Academy of International Business  
Academy of Management  
American Psychological Association

#### Professional Service

##### External

- Session facilitator Intercultural Diversity Southern Management Association's Annual Meeting 2015, St. Pete Beach, Florida
- Editorial Review Board for Journal of Asia Business Studies (2014-present)
- Ad hoc reviewer for Journal of Cross-Cultural Psychology
- Advisory Board, Annual Editions: Human Resources 1998 - present

##### Internal

- College representative QEP Committee (Fall 2020-present)
- Broward Achievement Awards; chair of Awards Committee (Jan 2020-present)
- College representative, Broward Faculty Advisory Board (2019-present)
- International Business undergraduate subcommittee (2016-present)
- Search committee for IB faculty position, Davie (2016-2018)
- Search committee for Management Programs department chair (2014)
- Chair, Search committee for HR faculty position (2014)
- International Business undergraduate curriculum revision committee (2010-2011)



**C. Lakshman**

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**121, Fleming West; Florida Atlantic University**

777 Glades Road, Boca Raton 33431

**EDUCATION**

**Ph.D.** (2003)

Southern Illinois University at Carbondale, IL, USA.

Major: Organization Studies, Minor: MIS

**M.B.A.** (1992)

University of Wisconsin-La Crosse

**B. E.** (1987) (Electrical & Electronics Engineering)

Madurai Kamaraj University, India.

**ACADEMIC  
POSITIONS** (and  
Courses Taught)

**Current Position: Associate Professor of IB; Florida Atlantic  
University (Aug 2019 – present)**

Global Business Operations; Global Environment of Management.

**Senior Professor (2009 – 2013)**

KEDGE Business School, Bordeaux, France

**Independent Consultant (2008-2009)**

Clients include Tata Management Training Centre, Atul India Ltd. ABN-AMRO, Honeywell India.

**Associate Professor & Chair of HRM & OB Area (2006-2008)**

Indian Institute of Management, Indore, India

**Assistant Professor** (2005 - 2006)

Longwood University, Farmville, VA, USA

**Associate Professor** (2004 - 2005)

Virginia State University, Petersburg, VA, USA

**Assistant Professor** (2001 – 2004)

Jackson State University, Jackson, MS, USA

**PROFESSIONAL  
EXPERIENCE**

Two years of sales and marketing experience dealing with electrical and electronic products for industrial customers in India, as Marketing Engineer for Elcompo Electronics Pvt. Ltd., Chennai 600 041.

Several Consulting Assignments in different positions described in respective locations.

## SELECT PUBLICATIONS

### Books

C. Lakshman (2015). *Doing Business in India: A Framework for Strategic Understanding*, Elsevier Publishing, UK.

### Book Chapter(s)

C. Lakshman (2016). Culturally Integrating an Indian JV partner post-acquisition, in Malik, A., & Pereira, V. (Eds). *Indian Culture and Work Organizations in Transition*, Routledge, UK.

### Journal Articles

1. Lakshman, C., Wang, L., Adhikari, A., & Cheng, G. (2021). Flexibility oriented HRM practices and innovation: Evidence from China and India, *The International Journal of Human Resource Management*, DOI: 10.1080/09585192.2020.1861057.
2. Lakshman, C., Lakshman, S., & Gok, K. (2020). Biculturalism and cross-cultural competence: Examination of an attributional complexity theory-based model, *Cross Cultural & Strategic Management*, DOI 10.1108/CCSM-03-2020-0081.
3. Lakshman, C., Vo, L-C., & Ramaswami, A. (2020). Measurement Invariance and Nomological Validity of the Attributional Complexity Scale: Evidence from Estonia, France, India, USA, and Vietnam, *International Journal of Cross Cultural Management*, 20(1).
4. Kraak, J.M., Lakshman, C., & Griep, Y. (2019). From Top Gun to the Daily Grind: Contextualizing Psychological Contract Breach for Military Pilots, *European Journal of Work and Organizational Psychology*, <https://doi.org/10.1080/1359432X.2019.1681500>.
5. Lakshman, C., & Rai, S. (2019). The influence of leadership on learning and innovation: evidence from India, *Asian Business & Management*, <https://doi.org/10.1057/s41291-019-00096-w>
6. Vora, D., Martin, L., Fitzsimmons, S.R., Pekerti, A.A., **Lakshman, C.**, & Raheem, S. (2019). Multiculturalism within Individuals: A Review and Agenda for Future Research, *Journal of International Business Studies* 50(4): 499-524.
7. C. Lakshman, Vo, L-C., Ladha, R., & Gok, K. (2019). Consequences of paying CEOs for downsizing: A four-country study of the impacts on survivors vs. victims, *M@n@gement*, 22 (2): 250-272.
8. C. Lakshman, Gok, K., & Vo, L-C. (2018). Managerial Assignments of Credit and Blame: A five-country study of Leadership Desirability, *Cross Cultural & Strategic Management*, 25(4): 741-762.
9. C. Lakshman, Dupouet, O., & Bouzdine-Chameeva, T. (2018). HRM Architectures and Practices: Fostering Ambidexterity in MNCs, *Management International*, 22(1):115-132.
10. Lakshman, S., & Lakshman, C. (2017). The Dynamic Change in Expatriate Roles: Strategy Type and Stage of Internationalization, *Management Decision*, 55 (8):1770-1784.
11. Lakshman, S., Lakshman, C., & Estay, C. (2017). The relationship between International Business Strategies and Executive Staffing in MNCs, *International Journal of Organizational Analysis*, 25 (2).
12. C. Lakshman & Estay, C. (2016). Attributional Complexity and Leadership: Test of a process Model in France and India, *International Journal of Cross Cultural Management*, doi:10.1177/1470595815622653.
13. C. Lakshman, Ramaswami, A., Alas, R., Kabongo, J.F., & Pandian, J.R. (2014). Ethics Trumps Culture? A Cross-National Study of Business Leader Responsibility for Downsizing and CSR Perceptions, *Journal of Business Ethics*, 125: 101-119.

14. C. Lakshman (2014): Leveraging human capital through performance management process: the role of leadership in the USA, France and India, *The International Journal of Human Resource Management*, 25, 10:1351-1372.
15. C. Lakshman. (2013). Biculturalism and Attributional Complexity: Cross-cultural Leadership Effectiveness, *Journal of International Business Studies*, 44, 9: 922-940.
16. C. Lakshman (2011). Effective Post-Acquisition Integration: A knowledge-based approach, *Human Resource Management*, 50, 5: 605-623.
17. C. Lakshman & Ronaldo Parente. (2008). Supplier-Focused Knowledge Management in the Automobile Industry and Its Implications for Product Performance, *Journal of Management Studies*, 45, 317-342.
18. Brokaw, S.C., & C. Lakshman (1995). Cross-cultural consumer research in India: A review and analysis, *Journal of International Consumer Marketing*, 7, 3, pp. 53-80.

### **EDITORIAL BOARD MEMBERSHIP**

*Cross-Cultural & Strategic Management*  
*South Asian Journal of Human Resource Management*  
*Asian Business & Management*

### **EDITORIAL Experience**

Claes, B., & Lakshman, C. 2012. Guest editor of the special issue on ‘Managing the Human Resources in the Supply Chain’, *Supply Chain Forum: An International Journal*, Vol. 13, 2. (Names of editors listed in alphabetical order)

### **GRANTS**

Received a grant (15000 Euros) from CIGREF, France for "Organizational and Information Systems Configurations for Ambidexterity" (with Bouzdine-Chameeva, T., & Dupouet, O.) 2010-2011.

Received a summer research grant (USD 5000) from Virginia State University for “Knowledge Leadership: Empirical examination of the impact on organizational performance,” 2004-2005.

### **Awards and Honors**

Awarded certificate of Excellence in Peer Review by *South Asian Journal of Human Resources Management*, 2017.

Nominated Finalist for Best Paper of the year; *Canadian Journal of Administrative Sciences*. (May 1, 2016).

Adjudged the second best paper of the conference, IHRM Conference, New Delhi, India. (November 18, 2012).

Best case study award, Association of Indian Management Schools. (October 15, 1998).

### **CASE STUDIES**

C. Lakshman & Sangeetha Lakshman (2012). *Reliance Retail: Making the Hindu Elephant Dance. One of the best runners up award winners at CEEMAN Case Writing Competition 2012, held in cooperation with Emerald (submitted to ecch for registration).*

C. Lakshman & Sangeetha Lakshman (2014). Jack Welch at GE: Executive Leadership Centered on Knowledge Management, (Case # 914-023-1). The Case Centre.

<http://www.thecasecentre.org/educators/products/view?id=124151>

Sawant, Rajeev J.

1. EDUCATION:

<u>Degree</u>	<u>Institution</u>	<u>Field</u>	<u>Dates</u>
Ph.D.	The Fletcher School, Tufts University	International Business	2008
M.A.	The Fletcher School, Tufts University	International Business	1997
B.S.	Jawaharlal Nehru University	Mathematics	1988

2. ACADEMIC EXPERIENCE:

<u>Institution</u>	<u>Rank</u>	<u>Field</u>	<u>Dates</u>
Florida Atlantic University, College of Business	Assistant Professor	International Business	August 2018-Present
Baruch College, Zicklin School of Business	Assistant Professor	International Business	August 25, 2011 – Jul 2018

3. SCHOLARSHIP/RESEARCH/CREATIVE ACTIVITY:

A. Books:

Sawant, R. J. (2010). *Infrastructure Investing: Managing the Risks and Rewards for Pensions, Insurance Companies and Endowments*. Hoboken, NJ: Wiley & Sons.

B. Papers in Professional Journals:

(1) Articles:

Sawant, R. J., Hada, M., & Blanchard, S. (2020) Contractual Discrimination in Franchise Relationships. Forthcoming at *Journal of Retailing*.

Sawant, R. J., Nachum, L., & Panibratov, A. (2020) The Effect of Interpersonal Political Embeddedness on Firm Internationalization Scope. Forthcoming at *British Journal of Management*.

James, B. E., Sawant, R. J., & Bendickson, J. (2020) Emerging Market Multinationals' Firm-specific Advantages and their Role in Foreign Acquisition Location Choice. Forthcoming at *International Business Review*. (Equal contribution for first two authors)

Cooke, D. K., DuBois, F., Sawant, R. J., Sprott, D. E., & Treviño, L. J. (2020). Bringing the Dark Side of International Business into the Classroom. *AIB Insights*, 20(1). <https://doi.org/10.46697/001c.13441>

James, B., & Sawant, R. J. (2017). Norte o Sul/Sur? Multilatinas' Choice of Developed versus Developing Countries for Foreign Acquisitions. *Journal of Business Research*. (Equal contribution).

Sawant, R. J. (2012). Asset specificity and corporate political activity in regulated industries. *Academy of Management Review*, 37(2), 194-210.

Sawant, R. J. (2010). The Economics of Large Scale Infrastructure Foreign Direct Investment: The Case of Project Finance. *Journal of International Business Studies*, 41(6), 1036-1055.

Sawant, R. J. (2010). Emerging Market Infrastructure Project Bonds: Their Risks and Returns. *Journal of Structured Finance*, 15(4), 75-83.

4. Works Currently Under Review:

A. Papers submitted to journals for consideration.

James, B., Sawant, R. J., & Bendickson, J. Absorptive Capacity and Propensity for Knowledge-seeking acquisitions. Invited for 1<sup>st</sup> round Revise & Resubmit at *Journal of Business Research*.

Sawant, R. J., & James, B. Ownership and Control Rights in Public Private Partnerships. Invited for 1<sup>st</sup> round Revise & Resubmit at *Journal of Public Administration Research and Theory*.

Sawant, R. J. Lui, J., & Zhong, B. Determinants of New Product Scale in Market Entry Decisions. Under Review at *Journal of Management Studies*.

5. WORK IN PROGRESS:

A. Research in progress.

Sawant, R. J. & Mukherjee, S. Presidential Cabinet Secretaries and Corporate Tax Avoidance. To be submitted to *Administrative Science Quarterly*.

Sawant, R. J., & Sajeesh, S. The Rise (or Fall) of Sharing Economy Firms: Winning Favorable Market Entry and Competition Policies. To be submitted to *International Journal of Research in Marketing*.

Sawant, R. J. Lui, J., & Zhong, B. Scale to Market: Performance Consequences of New Product Scale in Market Entry Decisions. To be submitted to *Research Policy*.

Sawant, R. J. & Trevino L. Cognition and knowledge creation in organizations: A social network perspective. Working Paper.

7. REFERRED PRESENTATIONS AND PROCEEDINGS (2020-2019):

Sawant, R. J. Lui, J., & Zhong, B. Academy of International Business (SouthEast) Meeting, San Antonio, USA. "Performance Consequences of New Product Scale in Market Entry Decisions." (Oct 22-23, 2020).

James, B., Sawant, R. J., & Bendickson, J. Academy of Management Annual Meeting, Academy of Management, Vancouver, Canada. "Absorptive Capacity and Propensity for Knowledge-seeking Acquisitions. (Aug 7-11, 2020).

Sawant, R. J. Lui, J., & Zhong, B. Academy of International Business Annual Meeting, Miami, USA. “Scale to Market: Performance Consequences of New Product Scale in Market Entry Decisions.” (Jul 2-6, 2020).

Sawant, R. J., & James, B. Academy of International Business Annual Meeting, Copenhagen, Denmark, “Ownership and Control Rights in Public Private Partnerships”. (June 24-27, 2019).

James, B. E., Sawant, R. J., & Bendickson, J. Academy of International Business Annual Meeting, Copenhagen, Denmark, “Emerging Market Multinationals’ Firm-specific Advantages and their Role in Foreign Acquisition Location Choice”. (June 24-27, 2019).

Nachum, L., Sawant, R. J., & Panibratov, A. Academy of International Business Annual Meeting, Copenhagen, Denmark, “Political Capital as a Mobile Asset? ‘Whom you Know’; ‘What you Know’ and Firms’ International Strategies”. (June 24-27, 2019).

Sawant, R. J., & Sajeesh, S. 2019 INFORMS Marketing Science Conference, Rome, Italy, “Protection for sale with foreign buyers”. (June 19-22, 2019).

7. COURSES TAUGHT AT FAU:

MAN 3600 – International Business

MAN 6937 – Global Environment of Management

MAN 3600 – International Business

MAN 4602 – Global Business Operations

Co-chair for Doctoral Candidate Juliet Oriafio. Estimated Graduation date May 2023. Thesis: The Propensity for Risk-taking of Emerging Market Multinationals.

8. SERVICE AND PROFESSIONAL DEVELOPMENT:

A. Service to the Department - Member of Undergraduate International Business Committee (Fall 2018 and Spring 2019).

Member of Faculty Recruiting Committee, (Spring 2019).

Search, review, evaluate and select candidates for IB tenure track faculty positions.

Interview and evaluate candidate presentations.

Recommend faculty appointment.

B. Service to the School - Represented FAU in the Consortium for Undergraduate International Business Education (CUIBE) Annual Meeting.

9. OTHER PROFESSIONAL ACTIVITIES AND PUBLIC SERVICE:

Editorial Board member of Journal of International Business Policy

Editorial Board member of Cross Cultural and Strategic Management Journal

## LEN J. TREVIÑO

### ADDRESS

Florida Atlantic University  
College of Business  
Department of Management Programs  
777 Glades Road, Fleming Hall (FL-24)  
Boca Raton, FL 33431

### CONTACT

Office Tel: (561) 297-3669  
Mobile: (504) 919-5500  
E-mail: trevinol@fau.edu

### EDUCATION

1991 **Indiana University**, Bloomington, Ph.D., International Business, Strategic Management  
1986 **Indiana University**, Bloomington, M.B.A., Marketing, International Business  
1982 **University of Notre Dame**, B.B.A., Finance, Magna Cum Laude, class rank - 19/435

### ACADEMIC EXPERIENCE

2016 - **Florida Atlantic University**, Boca Raton, Florida, SBA Communications Distinguished Professor of International Business, Professor of Management (**tenured**), Director of International Business Programs, Department of Management Programs  
2009 - 2016 **Loyola University New Orleans**, New Orleans, Louisiana, Gerald N. Gaston Eminent Scholar Chair in International Business, Professor of Management (**tenured**), Department of Management  
2006 - 2009 **Washington State University**, Pullman, Washington, Associate Professor of Management (**tenured**), Department of Management and Operations  
2004 – 2006 **Washington State University**, Pullman, Washington, Assistant Professor, Department of Management and Operations  
1999 - 2004 **University of Southern Mississippi**, Hattiesburg, Mississippi, Partnership Society Associate Professor of International Business (**tenured**), Department of Management  
1996 - 1999 **Monterey Institute of International Studies**, Monterey, California, Associate Professor, Department of International Management  
1991 - 1996 **University of Miami**, Coral Gables, Florida, Assistant Professor of Management, Department of Management  
1990 - 1991 **University of Miami**, Coral Gables, Florida, Instructor, Department of Management  
1987 - 1990 **Indiana University**, Bloomington, Indiana, Associate Instructor, Department of Management

### INVITED SPEAKER/SYMPOSIA

2019 Bryant University  
2019 Universidad Privada Boliviana

### VISITING ACADEMIC EXPERIENCE

2008 Instituto de Empresa Business School, Madrid, Spain – IMBA (Flagship Program)  
2008 Kyiv Mohyla Business School (KMBS), Kyiv, Ukraine – EMBA  
2007 Durakij Pundit University, Bangkok, Thailand – Doctoral Program  
2007 University of Hawaii at Manoa, Honolulu, Hawaii - Undergraduate

2005 National Economics University, Ho Chi Minh, Vietnam – EMBA  
 2005 National Economics University, Hanoi, Vietnam – EMBA  
 2005 Buskerud University, Kongsberg, Norway – Undergraduate, MBA

## PROFESSIONAL EXPERIENCE

2003 - 2007 **United Nations**, United Nations Conference on Trade and Development, Division on Investment, Technology and Enterprise Development, Geneva, Switzerland, Economic Affairs Officer/Consultant  
 1986 - 1987 **Leo Burnett Advertising**, Chicago, Illinois, Account Executive  
 1985 **Whirlpool, Inc.**, Deerfield Beach, Florida, Marketing Intern

## RESEARCH

### Select Journal Publications

- Dheer, R. & Treviño, L.J., 2020. Explaining the rate of opportunity compared to necessity entrepreneurship in a cross-cultural context: Analysis and policy implications, in press at *Journal of International Business Policy*.
- Funk, C.A., Treviño, L.J. & Oriaiifo, J., 2020. Resource curse impacts on the co-evolution of emerging economy institutions and firm internationalization, in press at *International Business Review* (Impact factor – 3.953, ABS 3).
- Treviño, L.J. & Doh, J.P. 2020. Internationalization of the firm: A discourse-based view, *Journal of International Business Studies*, <https://doi.org/10.1057/s41267-020-00344-8> (Impact factor – 9.158, ABS 4\*).
- Terpstra-Tong, J., Ralston, D.A., Treviño, L.J., et al. 2020. The quality of leader-member exchange (LMX): An analysis of individual-level, organizational-level and societal-level antecedents, accepted at *Journal of International Management*, (Impact factor – 3.821, ABS 3).
- Treviño, L.J., Egri, C., Ralston, D. et al., 2020. A cross-cultural examination of person-organization fit: Is P-O fit congruent with or contingent on societal values? *Management International Review*, 60 (2): 287-314 (Impact factor – 2.015, ABS 3).
- Dheer, R., Li, M. & Treviño, L.J., 2019. An integrative approach to the gender gap in entrepreneurship across nations, *Journal of World Business*, 54 (6) (Impact Factor – 5.194, ABS 4).
- Treviño, L.J., Egri, C. & Ralston, D. et al., 2019. A multi-country, multi-sector replication challenge to the validity of the cultural tightness/looseness measure, *Asia Pacific Journal of Management*, <https://doi.org/10.1007/s10490-019-09682-0>, (Impact factor – 3.064, ABS 3).
- Ralston, D., Egri, C., Naoumova, I, Treviño, L., Shimuzo, K, Li, Y. 2018. An Empirical Test of the Trichotomy of Values Crossvergence Theory, *Asia Pacific Journal of Management*, <https://doi.org/10.1007/s10490-018-9572-1>, (Impact factor – 3.064, ABS 3).
- Treviño, L.J., Balkin, D. & Gomez-Mejia, L.R. 2017. How 'Doing Gender' Leads to Gender Imbalances in the Higher Ranks in Colleges of Business and [How to 'Undo Gender'], *Academy of Management Learning & Education*, 16(3), 439-453. (Impact factor – 3.274, ABS 4, Google Citations – 14, **AMLE Best Paper Finalist 2017**).



- Weinberg, F., Treviño, L.J., & Cleveland, O., 2019. Gendered communication and career outcomes: A construct validation and prediction of hierarchical advancement and non-hierarchical rewards, *Communication Research*, DOI: 10.1177/0093650215590605, Impact Factor – 3.391.
- Treviño, L.J., Gomez-Mejia, L.R., Balkin, D. & Mixon, Jr., F.G. 2018. Meritocracies or masculinities? The differential allocation of named professorships by gender in the academy, *Journal of Management*, (Impact factor – 8.880, ABS 4\*).
- Sahaym, A., Treviño, L. J., & Steensma, K. 2012. The influence of managerial discretion, innovation and uncertainty on export intensity: A real options perspective, *International Business Review*, 21(6), 1131-1147, (Impact Factor – 3.953, ABS 3, Google scholar citations – 34).
- Funk, C. A., Arthurs, J. D., Treviño, L. J. & and Joireman, J. 2010. Consumer animosity in the global value chain: The effect of international production shifts on willingness to purchase hybrid products, *Journal of International Business Studies*. 41(4), 639-651, (Impact Factor – 9.158, ABS 4\*).
- Treviño, L. J., Mixon, F. G., Funk, C. A., & Inkpen, A. C. 2010. A Perspective on the State of the Field: international business publications in the elite journals as a measure of institutional and faculty productivity, *International Business Review*, 19(4): 378-387, (Impact factor – 3.953, ABS 3).
- Gomez-Mejia, L. R., Treviño, L. J., & Mixon, F. G. 2009. Winning the tournament for named professorships in management, *International Journal of Human Resource Management*, 20(9), 1843-1863. (Lead Article, Financial Times Top 40 when published), (Impact factor - 3.040, ABS 3).
- Treviño, L. J., Thomas, D. E., & Cullen, J. B. 2008. The three pillars of institutional theory and FDI in Latin America: An institutionalization process, *International Business Review*, 17 (1), 118-133, (Impact factor – 3.953, ABS 3, Google Scholar Citations – 156).
- Grosse, R. & Treviño, L. J. 2005. New institutional economics and FDI location in Central and Eastern Europe, *Management International Review*, 45 (2), 123-145, [Lead Article], (**Financial Times Top 40**), (Impact Factor - 2.015, ABS 3).
- Treviño, L. J. & Mixon, F. G. 2004. Strategic factors affecting foreign direct investment decisions by multi-national enterprises in Latin America, *Journal of World Business*, 39 (3), 233-243, **Top 25 Hottest Articles**, (Impact factor – 5.194, ABS 4).
- Treviño, L. J. & Grosse, R. 2002. An analysis of firm-specific resources and foreign direct investment in the United States, *International Business Review*, 11 (4), 47-68, (Impact factor – 3.953, ABS 3).
- Grosse, R. & Treviño, L. J. 1996. Foreign direct investment in the United States: An analysis by country of origin, *Journal of International Business Studies*, 27 (1), 139-156, (Impact factor – 9.158, ABS 4\*).
- Treviño, L. J. & Daniels, J. D. 1995. FDI theory and foreign direct investment in the United States: A comparison of investors and non-investors, *International Business Review*, 4 (2), 177-194, (Impact factor – 3.953, ABS 3).

## **MELANE P. LORENZ**

[lorenzm@fau.edu](mailto:lorenzm@fau.edu)

Assistant Professor of Marketing  
Abbreviated Curriculum Vitae – 2014-2020

### **EDUCATION:**

PhD in Marketing, University of Alabama, 2016

MBA, University of South Alabama, 2012

BS in European Business Management, FH Worms (Germany), 2010

### **SCHOLARLY ACTIVITY:**

13 Peer Reviewed Journal Articles

39 Peer Reviewed Conference Proceedings/Presentations

Ad Hoc Reviewer for 6 of Peer Reviewed Journals

Reviewer for 5 of Peer Reviewed Academic Conferences

### **PROFESSIONAL ACTIVITIES:**

Marketing PhD Program Committee, International Business Curriculum Committee, CoB Faculty- Students Appeals Council, CoB College Representative for Arts in Science Contest, Faculty Search Committee

### **TEACHING ACTIVITIES:**

Courses Taught: International Marketing, Cross-cultural Understanding for Business, Global Environment of Business, International Business

Teaching Certifications: E-Learning certification, FAU Center for eLearning; COCE iDesign Flex/Online Teaching, FAU Center for eLearning

Doctoral Dissertations: Served on 1 Doctoral Dissertation Committee

David Menachof  
Associate Professor  
Information Technology and Operations Management  
College of Business

Current research interests include: global supply chain issues, supply chain security, risk and visibility, sustainable supply chain and logistics, financial techniques applicable to supply chain, logistics and operations management, liner shipping and containerization.

### Professional preparation

PhD 1993 University of Tennessee, Business Administration  
MSc 1993 University of Plymouth, United Kingdom, International Shipping  
MBA 1984 University of Tennessee, Knoxville, Transportation and Logistics  
BA 1982 University of Cincinnati, Economics

### Appointments

since 2017 Associate Professor, ITOM, Florida Atlantic University  
2009-2017 Professor of Port Logistics, Peter Thompson Chair, University of Hull, UK  
1999-2009 Senior Lecturer in Logistics and Distribution. City University London – Cass Business School, UK  
1996-1999 Senior Lecturer in Maritime Business and Logistics, University of Plymouth, UK  
1991-1996 Assistant Professor of Logistics and Marketing, University of Charleston, SC, USA  
1985-1988 Operations Analyst and Pursers' Office, American Hawaii Cruises, Honolulu, USA  
1984 – 1984 Traffic Analyst, Delta Steamship Lines, Teaneck, NJ, USA

### Publications (10 samples from last 5 years)

Vu, T. P., Grant, D.B., and Menachof, D.(2020) “Exploring Logistics Service Quality in Hai Phong, Vietnam,” *The Asian Journal of Shipping and Logistics*, Vol 36, No 2, pp 54-64..  
<https://doi.org/10.1016/j.ajsl.2019.12.001>

Colicchia, C., Creazza, A and Menachof, D.,(2019) “Managing Cyber and Information Risks in Supply Chains: Insights From an Exploratory Analysis,” *Supply Chain Management An International Journal*, as part of a Chartered Institute of Logistics and Transport Seed Corn Grant <https://doi.org/10.1108/SCM-09-2017-0289>

Kwesi-Buor, J., Menachof, D., and Talas, R. (2019), “Scenario Analysis and Disaster Preparedness for Port and Maritime Logistics Risks” *Accident Analysis and Prevention*, Vol.123, Pages 433-447 <http://dx.doi.org/10.1016/j.aap.2016.07.013>

Irawan, C, Akbari, N, Jones, D & Menachof, D (2018), 'A combined supply chain optimisation model for the installation phase of offshore wind projects' *International Journal of Production Research*, Vol 56, No. 3, pp 1189-1207 <https://doi.org/10.1080/00207543.2017.1403661>

Kim, S., Colicchia, C., and Menachof, D., (2018) “Ethical sourcing: An analysis of the literature and implications for future research” *Journal of Business Ethics*, , Issue 152, pp 1033-1052. doi:10.1007/s10551-016-3266-8

Menachof, D., Grant, D.B. and Lalwani, C (2018) “Doing the right thing – ethical issues in logistics and supply chain”, *International Journal of Logistics Research and Applications*, 21:2, 113-114, DOI: 10.1080/13675567.2018.1433766

Akbari, N, Irawan, C, Jones, D & Menachof, D, (2017) "The role of ports in the offshore wind industry" in "Port Management: Cases in Port Geography, Operations and Policy," edited by Stephen Pettit and Anthony Beresford. Kogan Page, EAN: 9780749474324

Akbari, N, Irawan, C, Jones, D & Menachof, D (2017), 'A multi-criteria port suitability assessment for developments in the offshore wind industry' *Renewable Energy*, Vol 102, Part A, pp. 118-133. DOI: 10.1016/j.renene.2016.10.035

Talas, R, Menachof, D and Harris, K (2017), “Supply Chain Risk and Vulnerability in Maritime Ports and Terminals” in *Encyclopedia of Marine and Offshore Engineering*, John Wiley and Sons

Menachof, D., Grant, D.B., and Talas, R., (2016) “Does The Concept Of ‘Nearporting’ Provide a Pathway To Better Logistics Sustainability?” *Journal of Supply Chain Management Research & Practice*, Vol 10, No 1. pp.1-11

### Synergistic Activities

- Fulbright Scholarship, Odessa State University, Ukraine, 1994-1995
- Conference Chairman, **21<sup>st</sup> Annual Logistics Research Network Conference**, Kingston upon Hull, England, September 2016. Major International Conference with 90 presentations and 186 authors from over 30 countries.
- Guest Editor, *International Journal of Logistics Research and Applications*, ISSN 1367-5567, Published by Taylor and Francis, 2018, Vol. 21, No. 2.
- Editorial Review Board, *Journal of Business Logistics*, ISSN:2158-1592, Published by Wiley
- Editorial Review Board, *International Journal of Logistics Research and Applications*, ISSN 1367-5567, Published by Taylor and Francis
- Editorial Review Board, *International Journal of Logistics Management*, ISSN 0957-4093 Published by Emerald Group Publishing Ltd. through 2017
- Conference Co-Chairman, **2004 International Logistics Congress**, Izmir, Turkey. Major International Conference with over 65 presentations and 200 delegates.
- United States Coast Guard Reserve, Petty Officer 3rd Class, Yeoman/Quartermaster, 1987-1994.

## External Funding

- LIUC-Università Cattaneo, Milan, Italy, Secured by Blockchain: Developing Cyber-Risk Free Supply Chains - €20,000 - Principal Investigator: Dallari Fabrizio – Awarded July 2019
- INNOVATE UK, Enhancing the End-to-End Journey Programme - £ 2,946,356 total of which £524,713 to University of Hull - Awarded Feb 2016 - Collaborative and Adaptive Integrated Transport Across Land and Sea (CAPITALS) - Co-Investigator
- INNOVATE UK, Enhancing the End-to-End Journey Programme - £2,000,000 total of which £721,916.95 to University of Hull - Awarded Feb 2016 - LHOFT - Liverpool - Humber Optimisation of Freight Transport – Co-Investigator
- LEANWIND (Logistic Efficiencies And Naval architecture for Wind Installations with Novel Developments) SCP2-GA-2013-614020 is a 4-year project that started in December 2013. It is led by a 31-partner consortium and has been awarded €10 million by the European Commission’s 7<sup>th</sup> Framework Programme. Co-Principal Investigator for Hull University.
- Chartered Institute of Logistics and Transport Seed-Corn Grant - £6,500 – November 2014 - Enhancing Cyber Resilience in Supply Chains (with A. Creazza and C. Coliccia)
- Technology Strategy Board - £49,325 – March 2014 - Solutions for Integrated Seamless Transport Across Land and Sea (SISTALS) – Principal Investigator for Hull University
- Chartered Institute of Logistics and Transport Seed-Corn Grant - £7,500 – November 2012 - Building a Virtual Game to Create Logistics Awareness in Our Youth: The Android App Project
- ESRC/SAMS Fellowship – Sustainable supply chains – Co-Investigator £50,000 – Awarded November 2012
- HEIF – Humber Economic Futures Project –£15,000 - May 2012 – Port-Centric Economic Impacts in the Humber region
- Knowledge Transfer Partnership – Autumn 2010 – Approx £122,000 - Cloud based computing solutions for Logistics - in partnership with Keyfort, Ltd.
- EPSRC Research Grant - £504,000 – April 2008 - “Modelling and Analysing the Cargo Screening Process” with U. Aickelin (Nottingham) and T. Sun (City, Engineering).
- Chartered Institute of Logistics and Transport Seed-Corn Grant - £5000 – June 2006 - Linking the Cash-to-Cash Cycle to Corporate Performance

**ANITA K. PENNATHUR, Ph.D.**  
**O'Maley Distinguished Professor**  
**Faculty Director Navitas and Masters of Science in Finance Market Rate Programs**  
**Department of Finance, College of Business**  
**Florida Atlantic University**  
[pennathu@fau.edu](mailto:pennathu@fau.edu)

## **EDUCATION**

**Doctor of Philosophy** - Finance (May 1998)  
The University of Alabama  
**Bachelor of Commerce** - Accounting and Economics  
St. Francis College, Hyderabad, India

## **EMPLOYMENT**

Professor, Florida Atlantic University, 2016-present  
Associate Professor, Florida Atlantic University, 2006-2016  
Assistant Professor, Florida Atlantic University, 2002- May 2006

## **PUBLICATIONS**

Deborah D. Smith and Anita K. Pennathur, August 2017, "Signaling versus Free Cash Flow Theory: What does Earnings Management Reveal about Dividend Initiation?" *Journal of Accounting, Auditing, and Finance*, available online at journal site on August 4<sup>th</sup>.

Deborah D. Smith, Anita K. Pennathur, Marek R. Marciniak, July 2017, "Why do CEOs agree to the discipline of dividends?" *International Review of Financial Analysis*, vol. 52, 38-48.

Anita Pennathur and Sharmila Vishwasrao, 2014, "The Financial Crisis and Bank- Client relationships: Foreign Ownership, Transparency and Portfolio Selection by Banks: The Case of India," *Journal of Banking and Finance*, vol. 42, 232-246.

Anita K. Pennathur, Deborah Smith, and Vijaya Subramanyam, 2014, "The Impact of Governmental Interventions on Financial Industry Groups: Evidence from the 2007-2009 Crisis," *Journal of Economics and Business*, vol. 71, 22-44.

Abhay Kaushik and Anita Pennathur, 2013, "The Performance and Flow of Funds in Real Estate Mutual Funds," *Journal of Financial Research*, vol. 36(4), 453-470.

Abhay Kaushik and Anita Pennathur, 2013, "On the Timing of Real Estate Mutual Funds across Market Cycles," *Journal of Real Estate Portfolio and Education*, vol. 16 (2), 96-106.

Abhay Kaushik and Anita Pennathur, 2012, "An Empirical Examination of Real Estate Mutual Funds," *Financial Services Review*, vol. 21 (4), 343-358.

Anita Pennathur, Vijaya Subrahmanyam, and Sharmila Vishwasrao, 2012, "Income Diversification and Risk: Does Ownership Matter? An Empirical Examination of Indian Banks," *Journal of Banking and Finance*, vol. 36(8), 2203-2215.

Kimberly Gleason, Anita Pennathur, and Joan Wiggernhorn, 2011, "Acquisitions of Family Owned Firms: Boon or Bust?" *Journal of Economics and Finance*.

Abhay Kaushik, Anita Pennathur, and Scott Barnhart, 2010, "Market Timing and the Determinants of Sector Fund Performance over the Business Cycle," *Managerial Finance*, vol. 37(7), 583-602.

Hai Chin Yu, Anita Pennathur, and Der Tzon Hsieh, 2007, “How Does Public Debt Complement the Interrelationships between Banking relationships and Firm Profitability,” *International Research Journal of Finance and Economics*, vol. 12, 36-55.

Dalia Marciukaityte and Anita K. Pennathur 2007, “Equity with Warrants in Private Placements,” *Financial Review*, vol. 42(1), 143-160.

James McNulty, Joel Harper, and Anita K. Pennathur, 2007, “Financial Intermediation and the Rule of Law in the Transitional Economies of Central and Eastern Europe,” *Quarterly Review of Economics and Finance*, vol. 47(1), 55-68.

Kimberly Gleason, Jeff Madura, and Anita K. Pennathur, 2006, “Valuation and Performance of Corporate Restakings,” *Financial Review*, vol. 41(2).

Kimberly Gleason, James McNulty, and Anita K. Pennathur, 2005, “Returns to Acquirers of Privatizing Financial Services Firms: An International Examination,” *Journal of Banking and Finance*, vol. 29, 2043-2065.

Anita K. Pennathur, Otis Gilley, and Roger M. Shelor, 2005 “An Analysis of REIT CEO Stock Based Compensation,” *Real Estate Economics*, vol. 33, 189-202.

Sri Nippani and Anita K. Pennathur, 2004, “Day-of-the-Week Effect in Commercial Paper Yield Rates,” *Quarterly Review of Economics and Finance*, vol. 44(4), 508-520.

Anita K. Pennathur, Natalya V. Delcours, and Dwight Anderson, 2003, “The Diversification Benefits of iShares and Closed-End Country Funds,” *Journal of Financial Research*, Volume XXV(4).

Ali F. Darrat and Anita K. Pennathur, 2002, “Economic Integration of Arab Maghreb Economies,” *Review of Financial Economics*, 2002, vol. 11, 79-90.

Lead Article Sole-authored, “Clicks and Bricks: eRisk Management for Banks in the Age of the Internet,” 2002, *Journal of Banking and Finance*, vol. 25(11), 2103-2123. Listed # 9 for top 20 downloads in 2003.

Anita K. Pennathur and Roger M. Shelor, 2002, “The Determinants of REIT CEO Compensation,” vol. 21(1), *Journal of Real Estate Finance and Economics*.

## **BOOK CHAPTER**

Anita Pennathur, 2010. “Financial Services Firms in India: The Road Ahead and the Challenges” in *Global Perspectives on Insurance Today: A Look at National Interests versus Globalization*, edited by Michel Flamée and Cecilia Kempler, Palgrave Macmillan

## **COMPETITIVE RESEARCH GRANTS**

**O’Maley Distinguished Professor** This is a competitive award given to one faculty member in the College of Business in recognition of demonstrated high quality scholarship and research.

**Stone Fellow** This is a competitive award given to 4 faculty members in the College of Business for the Stone Initiative on Law, Economics, and Business.

**Dean's College of Business Research Grant**, Florida Atlantic University, Summer 2015, 2014, 2013, 2009, 2005.

## **SELECTED CONFERENCE PRESENTATIONS**

Anita Pennathur, Manohar Singh, and Vijaya Subrahmanyam, "CEO Characteristics, Firm performance and Corporate Political Contributions: A Firm Level Analysis," Financial Management Association Annual Meeting, Las Vegas, 2016.

"Real Earnings Management leading up to Dividend Initiation: A Test of Signaling and Agency Theory," Financial Management Association Annual Meeting, Orlando, 2015.

"The Performance and Market-Timing of Real Estate Mutual Funds," Financial Management Association Annual Meeting, Nashville, 2014.

"CEO Power over the Board and Excess Cash: The Effect on Dividend Initiation," Financial Management Association Annual Meeting, Chicago, 2013.

"The Financial Crisis and Bank- Client relationships: Foreign Ownership, Transparency and Portfolio Selection by Banks: The Case of India," Eastern Finance Association Annual Meeting, St. Petersburg, 2013.

## **PROFESSIONAL SERVICE:**

University Faculty Senate, College of Business Representative 2014- current.

Academic Planning and Budget Committee, University Standing Committee, College of Business Representative, 2014- current.

Recruiting Committee, Department of Finance, 2016, 2015, 2103, 2012, 2007

Strategic Planning Committee, Departmental Representative, 2015-current

Professional Doctorate in Bus. Admin. Committee, Department Representative, 2016

College Representative for International Programs (2013-2104); Represented College on FAU Turkey Delegation, September 2013.

Dean Search Committee – 2012-2013.

Scholarship Committee 2011-2016.

Dissertation Chair, Craig Haberstumf, 2015- current

Dissertation Chair, Deborah Smith, 2010-2012

## **Other Service:**

Ad hoc Reviewer for *Journal of Banking and Finance*

Program Committee, Eastern Finance Association, 2012 and 2013

Director, Southern Finance Association, 2006-2008

Member of Panel Discussion on Economic Crisis, 2009, TIE Conference

International Finance Track Chair, Southern Finance Conference, Charleston, 2007

Investments Track Chair, Southern Finance Conference, Destin, 2006



## Christopher J. Boudreaux, Ph.D.

Associate Professor  
Department of Economics  
College of Business  
Florida Atlantic University  
777 Glades Road, Kaye Hall 145  
Boca Raton, FL 33431 USA

Phone: 1-561-297-3221  
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Web: home.fau.edu/cboudreaux/web

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### EDUCATION

Ph.D. Economics, Florida State University	August 2009-May 2014
M.S. Economics, Florida State University	August 2009-December 2011
B.S. Finance, Nicholls State University	August 2006-May 2009

### PROFESSIONAL EXPERIENCE

<b>Research Fellow</b> , Phil Smith Center for Free Enterprise	August 2017-Present
<b>Associate Professor</b> , Florida Atlantic University	August 2020-Present
<b>Assistant Professor</b> , Florida Atlantic University	August 2017-July 2020
<b>Assistant Professor</b> , Texas A&M International University	August 2014-July 2017

### EDITORIAL POSITIONS

Editorial Board Member, Small Business Economics	January 2020 - Current
Editorial Board Member, International Trade Journal	May 2015 – Current

### PUBLICATIONS

#### Refereed Journal Articles:

1. Sanders, S., Potter, J., Ehrlich, J. Perline, J. and Christopher J. Boudreaux. "Informed Voters and Electoral Outcomes: A Natural Experiment Stemming from a Fundamental Information Technological Shift." *Public Choice* forthcoming
2. Boudreaux, Christopher J. "Employee compensation and new venture performance." *Small Business Economics* forthcoming
3. Walia, Bhavneet, and Christopher J. Boudreaux "The Cost of Player Injuries to Professional Sports Leagues and Other Sport Organizations" *Managerial Finance* forthcoming
4. Ehrlich, J.A., Boudreaux, C.J., Boudreau, J., and Sanders, S. "Estimating Major League Baseball Team Quality through Simulation: An Analysis of an Alternative Pythagorean Expected Wins Model" *Mathematics and Sports* Volume 1, Issue 1, 2020.
5. Lucas, David S. and Christopher J. Boudreaux. "National regulation, regional policy, and local job creation in the United States: A multilevel perspective" *Research Policy*. Volume 49, Issue 2. 2020.
6. Nikolaev, Boris N., Christopher J. Boudreaux, and Matthew Wood. "Entrepreneurship and Subjective Well-Being: The Mediating Role of Psychological Functioning" *Entrepreneurship Theory and Practice*. Volume 44, Issue 3, 2020. Pages 557-586.
7. Boudreaux, Christopher J. "Ethnic Diversity and Small Business Venturing" *Small Business Economics*. Volume 54, Issue 1, 2020. Pages 25-41.
8. Boudreaux, Christopher J. "The Importance of Industry to Strategic Entrepreneurship: Evidence from the Kauffman Firm Survey" *Journal of Industry, Competition and Trade*. Volume 20, Issue 1, 2020. Pages 93-114.
9. Walia, Bhavneet and Christopher J. Boudreaux. "Hospital Mergers, Acquisitions, and Regulatory Policy Implications: Price, Cost, Access, and Market Power Effects," *Managerial Finance*. Volume 45, Issue 10/11, 2019, Pages 1354-1362.
10. Ehrlich, Justin, Christopher J. Boudreaux, and Shane D. Sanders. "The Relative Wages of Offense and Defense in the NBA: A setting for Win-Maximization Arbitrage?" *Journal of Quantitative Analysis in Sport*. Volume 15, Issue 3, 2019, Pages 213-224.

11. Boudreaux, Christopher J., Boris N. Nikolaev, and Peter Klein. "Socio-Cognitive Traits and Entrepreneurship: The Moderating Role of Economic Institutions," *Journal of Business Venturing*. Volume 34, Issue 1, 2019, Pages 178-196.
12. Boudreaux, Christopher J. and Boris N. Nikolaev. "Capital is not enough: Opportunity entrepreneurship and formal institutions". *Small Business Economics*. Volume 53, Issue 3, 2019, Pages 709-738.
13. Boudreaux, Christopher J., Monica Escaleras, and Mark Skidmore. "Natural disasters and entrepreneurship activity." *Economics Letters*. Volume 182, 2019, Pages 82-85.
14. Boudreaux, Christopher J., Boris N. Nikolaev, and Randall G. Holcombe. "Corruption and Destructive Entrepreneurship," *Small Business Economics*. Volume 51, Issue 1, 2018, Pages 181-202.
15. Nikolaev, Boris N., Christopher J. Boudreaux, and Leslie Palich. "Cross-Country Determinants of Early Stage Necessity and Opportunity-Motivated Entrepreneurship: Accounting for Model Uncertainty," *Journal of Small Business Management*. Volume 56, Issue 1, 2018, Pages 243-280.
16. Boudreaux, Christopher J. and Randall G. Holcombe. "Is Institutional Improvement Possible?" *Applied Economics Letters*. Volume 25, Issue 11, 2018, Pages 758-761.
17. Jha, Anand, Christopher J. Boudreaux, Vasabjit Banerjee. "Political Leanings and Social Capital." *Journal of Behavioral and Experimental Economics* (formerly Journal of Socio-Economics). Volume 72, 2018, Pages 95-105.
18. Nikolaev, Boris N., Christopher Boudreaux, and R. Salahodjaev. "Are Individualistic societies less equal? Evidence from the Parasitic Stress Theory of Value," *Journal of Economic Behavior & Organization*. Volume 138, 2017, Pages 30-49.
19. Holcombe, Randall G. and Christopher J. Boudreaux "Institutional Quality and the Wealth of Autocrats". *European Journal of Government and Economics*, Volume 6, Issue 2, 2017, Pages 106-125.
20. Boudreaux, Christopher J., Shane D. Sanders, and Bhavneet Walia. "A Natural Experiment to Determine the Crowd Effect Upon Home Court Advantage," *Journal of Sports Economics*. Volume 18, Issue 7, 2017, Pages 737-749.
21. Boudreaux, Christopher J. "Institutional Quality and Innovation: Some Cross Country Evidence," *Journal of Entrepreneurship and Public Policy*. Volume 6, Issue 1, 2017, Pages 26-40.
22. Boudreaux, Christopher J. "An Economic Analysis of the Trial Penalty: A Comparative Analysis of Three Alternative Trial Settings," *Journal of Economics and Finance*. Volume 41, Issue 3, 2017, Pages 553-568.
23. Boudreaux, Christopher J., and Randall G. Holcombe. "Economic Institutions and the Durability of Democracy," *Atlantic Economic Journal*. Volume 45, Issue 1, 2017, Pages 17-28.
24. Boudreaux, Christopher J., Gokhan Karahan, and R. Morris Coats. "Bend it like FIFA: Corruption on and off the pitch," *Managerial Finance*, Volume 42, Issue 9, 2016, Pages 866-878.
25. Boudreaux, Christopher J. and Randall G. Holcombe. "Market Institutions and Income Inequality," *Journal of Institutional Economics*, Volume 12, Issue 2, 2016, Pages 263-276.
26. Holcombe Randall G. and Christopher J. Boudreaux. "Regulation and Corruption," *Public Choice*, Volume 164, Issue 1-2, 2015, Pages 75-85.
27. Boudreaux, Christopher J. "The Evolutionary Effects of Democracy: in the Long Run, We are All Trading?" *The International Trade Journal*, Volume 29, Issue 5, 2015, Pages 376-396.
28. Boudreaux, Christopher J. "Democratic Age and the Size of Government," *Economics Bulletin*. Volume 35, Issue 3, 2015, Pages 1531-1542.
29. Boudreaux, Christopher J. "Jumping off of the Great Gatsby Curve: How Institutions Facilitate Entrepreneurship and Intergenerational Mobility," *Journal of Institutional Economics*. Volume 10, Issue 2, 2014, Pages 231-255.
30. Holcombe, Randall G. and Christopher J. Boudreaux "Institutional Quality and the Tenure of Autocrats," *Public Choice*. Volume 156, Issue 3-4, 2013, Pages 409-421.
31. Boudreaux, Christopher J., R. Morris Coats, and Earl Davis. "What is Seen and What is Not Seen: The Dark Side of State competition for Foreign Direct Investment," *Southern Business and Economic Journal*, Volume 35, Issue 1, 2012, Pages 35-52.

32. Boudreaux, Christopher J., R. Morris Coats, and Bhavneet Walia. "Voting and Abstaining in the U.S. Senate: Mr. Downs Goes to Washington," *Southern Business and Economic Journal*, Volume 34, Issue 1-2, 2011, Pages 55-72.

### **UNDER REVIEW**

33. Bennet, Daniel, Nikolaev, Boris, and Christopher J. Boudreaux. "Feeling the Bern? Populism and Entrepreneurial Action: The Role of Pro-Market Institutions and Political Ideology." **Journal of International Business Studies (R&R)**
34. Tonoyan, V., and Christopher J. Boudreaux. "Gender Diversity in Ownership and Firm Innovativeness in Emerging Markets. The Mediating Roles of R&D Investments and External Capital." **Research Policy (R&R)**
35. Boudreaux, Christopher J., George Clarke, and Anand Jha. "The impact of social capital on MSE's productivity: Evidence from Zambia." **Small Business Economics (R&R)**
36. Escaleras, Monica, Anand Jha, and Christopher J. Boudreaux. "Weathering the storm: how foreign aid affects start-up activity following natural disasters." 30 pages. **Entrepreneurship Theory and Practice (R&R)**

### **COURSES TAUGHT**

#### Fall 2020

- ECP 6705 Advanced Managerial Economics
- ECO 4504 Economics of the Public Sector

#### Spring 2020

- ECP 6705 Advanced Managerial Economics
- ECO 2023 Principles of Microeconomics

#### Fall 2019

- ECP 6705 Advanced Managerial Economics
- ECO 4223 Money and Banking

#### Spring 2019

- ECP 6705 Advanced Managerial Economics
- ECO 4504 Economics of the Public Sector
  - New course developed

#### Fall 2018

- ECP 6705 Advanced Managerial Economics
- ECO 4223 Money and Banking

#### Spring 2018

- ECP 6705 Advanced Managerial Economics
- ECO 4223 Money and Banking

#### Fall 2017

- ECO 2023 Principles of Microeconomics

## Joseph Patton

1420 S. Palmway, Lake Worth FL 33460 - jpatton6@fau.edu - 561-644-6550

### EDUCATION

#### **DBA – Doctor of Business Administration**

Florida International University

**2021 (expected)**

Miami, FL

#### **MBA - Master of Business Administration**

#### **MS - Master of Science, Int'l Business**

University of Miami

**1994**

Coral Gables, FL

#### **MA - Master of Arts, International Affairs**

University of Miami

**1993**

Coral Gables, FL

#### **BA - Bachelor of Arts, Spanish**

Florida State University

**1991**

Tallahassee, FL

#### **Certificate, Spanish**

Universidad de Salamanca

**1990**

Salamanca, Spain

### WORK EXPERIENCE

#### **FLORIDA ATLANTIC UNIVERSITY - COLLEGE OF BUSINESS**

#### **Instructor, Department of Management Programs**

**2010-PRESENT**

**Palm Beach  
County, FL**

Instructor 2019-present

Visiting Instructor 2018-2019

Adjunct Instructor 2010-2018

*Public university with 25,000 students based in Boca Raton. 10 colleges, 180 degree programs*

#### *Courses Taught:*

- MAN 4720 – Global Strategy and Policy
- MAN 4602 – Global Business Operations
- MAN 3600 – International Business
- GEB 2011 – Introduction to Business
- Master's Course - Veterans Florida Entrepreneurship

#### **DIRECTOR OF REVENUE / DIRECTOR OF DEVELOPMENT**

#### **Director of Finance / Director of Development / Director of Sponsorship**

**2008-PRESENT**

**Palm Beach, FL**

*Led fundraising and sponsorship activities for political campaigns, non-profits, and events.*

#### *Some clients:*

- Palm Beach International Agricultural Summit - \$450K raised
- Florida Oceanographic Society \$>\$1MM raised
- Gayle Harrell for US Congress \$>\$500K raised
- Rick Roth for Florida House >\$230K raised
- Hal Valeche for Palm Beach County Commission \$>240K raised

#### **BUSINESS MANAGEMENT CONSULTANT**

#### **Consultant**

**2001- PRESENT**

**NYC, Miami**

*Consult on management, business startup, strategic marketing, revenue generation. Recent clients:*

Trainerspace

Renne-Greshner TOD index

Miami Web Fest

Karnivore Armaments

Fix Them or Fire them (published book)

## **SUNSHINE STATE NEWS**

**2010 – 2013**

**VP of Sales & Business Development**  
Tallahassee, FL

*Influential online news outlet covering politics and business with >100,000 subscribers in Florida.*

- Built revenue generation from \$0 to \$900,000, and recruited 100 advertisers and 25 sponsors.
- Built the revenue department from scratch, including hiring 2 employees, putting in processes.

## **REALTY ASSET SERVICES**

**2003-2008**

**Director of Sales & Business Development**

New York, NY

*Asset management firm with a multi-million dollar real estate portfolio in NY, NJ and PA.*

- Led capital raising and deal sales activities, leading to \$>4MM raised.
- Took >40 deals to the marketplace developing relationships with investors, spoke at investor conferences.
- Structured contracts, negotiated details of equity investments, loans, debt, and profit sharing with investors.

## **UNIVERSITY OF MIAMI – SCHOOL OF BUSINESS**

**1999-2003**

**Lecturer, Management Department**

Coral  
Gables, FL

*Private research university with 16,000 students. 11 colleges, 180 degree programs*

*Courses Taught:*

- MGT 349 – International Business

## **CBS SPORTSLINE.COM**

**1999 - 2001**

**Brand Manager, CBS SportsLine.com, PGA Tour.com, NBA.com**

Ft. Lauderdale, FL

*CBS SportsLine - part of CBS Sports, and the publisher of CBS Sportsline.com, MajorLeagueBaseball.com, PGATour.com, NFL.com and others. (Nasdaq: SPLN)*

- Grew revenue, traffic, biz development partnerships, worked with sales team to develop & sell advertising / sponsorship programs to clients.
- Created and implemented first ever corporate branding guidelines for the CBS SportsLine brand.
- Executed all marketing initiatives, including campaigns featuring Tiger Woods and Michael Jordan & Shaquille O'Neal.
- Helped negotiate & execute B2B deals with PGA Tour, MLB, NFL, NBA, AOL, Disney, Random House.

## **REMY AMERIQUE, INC.**

**1998 - 1999**

**Brand Manager**

New York, NY

*Remy Amerique markets high end spirits in North America, including Remy-Martin Cognac, The Macallan Scotch Whiskey, Cointreau, Cutty Sark, Galliano, and Antinori wines.*

- P&L responsibility for The Macallan whiskey, the #3 U.S. single malt scotch (>\$50MM sales)
- Launched two new products in the US in conjunction with HQ in Scotland
- Joint P&L responsibility for Remy Martin Cognac (>\$100MM sales)
- Directed all Hispanic and Asian-American marketing efforts

## COLGATE-PALMOLIVE COMPANY

1994 - 1997

### Product Manager

New York, NY

*A global \$16B, consumer packaged goods company.*

- **Product Manager** - Ajax/Dynamo Detergents. *New York, NY*  
Full P&L responsibility in classic product management position. Grew revenue 8%
- **Product Manager** - Fab Detergent. *Santo Domingo, DR*  
Full P&L responsibility in classic product management positions. Grew revenue 11%
- **Global Product Manager** – Latin America division *New York, NY*  
Coordinated Marketing region-wide for Palmolive soaps, Colgate oral care brands
- **Assistant Product Manager** -Speed Stick Deodorant. *New York, NY*  
P&L responsibility in classic product management position.

## REFEREED ACADEMIC CONFERENCE PRESENTATIONS:

Patton, J. (2020). *Is It True That High Prices Are The Reason College Students Don't Get Their Books? Investigating The Undergraduate's Decision Not To Acquire The Assigned Instructional Materials*. Presented at Engaged Management Scholarship 2020 Conference, Cleveland OH, Sep 10-14, 2020 (Best Poster Winner)

Patton, J., Arias, J, Liu, W., Vilayil, A. (2020). *Quick Service Restaurant Industry in Latin America and the Caribbean (LAC): Predicting Entry Mode Choice using Dunning's OLI Framework*. Presented at AIB Latin America Chapter Conference, Miami FL, July 2-6, 2020

Arias, J., Liu, W., Patton, J., Vilayil A., (2020). *Entry mode choice of Quick Service Restaurants (QSR) in MENA and Asia: How does a MNE's ownership advantage, location advantage and internalization influence its choice of entry equity modes?* Presented at Academy of International Business Conference, Miami FL, July 2-6, 2020

Herst, D., Patton, J., Searcy, D. (2019). *Teaching in the digital age: Large Classes, Distracted Students, and Shifting Expectations*. Presented at Academy of Business Education Conference, Savannah GA, Sep 19-21, 2019

Reviewer:

Academy of International Business Conference, Miami FL

July 2020

Academy of International Business Conference– LAC Chapter, Miami FL

June 2020

## CERTIFICATIONS/CLASSES

### **STRIDE Workshop: Strategies & Tactics for Recruiting to Improve Diversity and Excellence**

February 2020

FAU, Boca Raton

### **FAU Libraries Workshop: Business Resources**

June 2019

FAU, Boca Raton

### **Veteran's Florida Entrepreneurship Program**

Instructor Training Workshop

February 2016

Florida Gulf Coast University, Fort Myers, FL

### **LMS Evaluation session for Canvas by Instructure**

March 2016  
Florida Atlantic University, Davie FL  
**Course CEL 1010 - Center for Instructional Design**  
February-March 2013  
Florida Atlantic University, Boca Raton FL

## **katarina k. brant**

Florida Atlantic University  
College of Business  
Management Programs  
777 Glades Road  
Boca Raton, FL 33431

Email: [kknutsen2013@fau.edu](mailto:kknutsen2013@fau.edu)  
Phone: (443)244-1224  
Mail: 13810 Emerson Street #208  
Palm Beach Gardens, FL 33418

- 2019 – Present      Instructor, Management Programs  
Florida Atlantic University, Boca Raton, FL  
*Graduate course: Global Environment of Management*  
*Undergraduate courses: Leadership, Supervisory Skills and Team Development; Cross-Cultural Human Relations and Negotiations; International Business; Introduction to Business*
- 2018 – 2019      Adjunct Professor, Management Programs  
Florida Atlantic University, Boca Raton & Davie, FL  
*Graduate course: Global Environment of Management*  
*Undergraduate course: Leadership, Supervisory Skills and Team Development*
- 2018      Adjunct Professor, Management  
Nova Southeastern University, Davie, FL  
*Graduate course: Critical Thinking for Managers*
- 2013 – 2018      Graduate Research and Teaching Assistant, Management Programs  
Florida Atlantic University, Boca Raton & Davie, FL  
*Graduate course: Leadership and Organizations*  
*Undergraduate courses: Introduction to Management and Organizational Behavior; Leadership, Supervisory Skills and Team Development; Cross-Cultural Human Relations and Negotiations; International Business*
- 2014      Visiting Graduate Assistant, Business Administration  
University of Tartu, Tartu, Estonia

### **Education**

- 2013 – 2018      Doctor of Philosophy in Business Administration (Management)  
Florida Atlantic University, Boca Raton, FL
- 2011      Master of Business Administration  
Robert Morris University, Moon Township, PA
- 2007 – 2011      Bachelor of Science in Business Administration, Minor in Actuarial Science  
Robert Morris University, Moon Township, PA
- 2010      Study Abroad Program (Concentration in International Business)  
American Business School of Paris, Paris, France



## Professional Experience

2012 – 2013	Branch Manager PNC Bank, Pittsburgh, PA
2011 – 2012	ACCEL Management Associate PNC Bank, Pittsburgh, PA
2009	Actuary Intern Mercer, Pittsburgh, PA
2007 – 2008	Analyst Johns Hopkins Applied Physics Laboratory, Laurel, MD

## Scholarly Activities

### *Publications*

Brant, K. K. & Castro, S. L. (2019). You can't ignore millennials: Needed changes and a new way forward in entitlement research. *Human Resource Management Journal*.

Woods, J. M., Cooke, D. K., & Brant, K. K. (2019). Public service motivation and employee engagement in bureaucratic organizations. *Global Encyclopedia of Public Administration, Public Policy, and Governance*.

Cooke, D. K., Brant, K. K., & Woods, J. M. (2018). The role of public service motivation in employee work engagement: A test of the job demands-resources model. *International Journal of Public Administration*, 1-11.

Brant, K. K., Thomas, D. C., & Peterson, M. F. (2014). Instructor resources for cross-cultural management: Essential concepts. Thousand Oaks, CA: Sage.

### *Publications under review*

Harari, M. B., Williams, E. A., Castro, S. L., & Brant, K. K. (n.d.). Self-leadership: A meta-analysis of over two decades of empirical research. (*Revise & Resubmit at Journal of Occupational and Organizational Psychology*)

### *Dissertation*

Brant, K. K. (2018). Entitlement in the workplace. (Ph.D. Diss.), Florida Atlantic University, Boca Raton, FL.

### *Refereed Conference Presentations*

Harari, M. B., Williams, E. A., Castro, S. L., & Brant, K. K. (2019). Self-leadership: A meta-analysis of over two decades of empirical research. Paper accepted for presentation at the 2019 Southern Management Association Annual Meeting, Norfolk, VA.

Brant, K. K. & Barreto, T. S. (2018). Blurred lines: Cultural effects on the relationship between work-life boundary and organizational outcomes. Paper presented at the 2018 Academy of Management Annual Meeting, Chicago, IL.

Brant, K. K. & Castro, S. L. (2017). Perceived co-worker entitlement and organizational justice. Paper presented at the 2017 Southern Management Association Annual Meeting, St. Pete Beach, FL.

Brant, K. K. & Castro, S. L. (2017). A moderated mediation model of perceived co-worker entitlement. Paper presented at the 2017 Southern Management Association Annual Meeting, St. Pete Beach, FL.

Brant, K. K. (2016). Blurred lines: Cultural differences in boundary management between work and non-work. Paper presented at the 2016 Academy of International Business Annual Meeting, New Orleans, LA.

Brant, K. K. & Castro, S. L. (2015). The relationship between perceptions of others' entitlement behavior and attitudinal outcomes. Paper presented at the 2015 Southern Management Association Annual Meeting, St. Pete Beach, FL.

The Clipper Project Group (Peterson, M. F., et al.) (2015). Decision-making and cultural values. Paper presented at the 2015 International Organizations Network Conference, Berlin, Germany.

Brant, K. K. (2014). A consideration of subcultures and intra-country variation in international management research. Paper presented at the 9th Global and Cross Cultural Research Ph.D. and Post-Doc Seminar and Conference, Maastricht, The Netherlands.

Brant, K. K. (2014). Role theory, organizational culture, and institutional theory: The convergence of three streams of thought in making sense of organizational events. Paper presented at the 2014 Southern Management Association Annual Meeting, Savannah, GA.

### *ACADEMIC SERVICE*

Reviewer for Southern Management Association 2019 Annual Meeting, Norfolk, VA

Reviewer for Academy of Management 2019 Annual Meeting, Boston, MA

Reviewer for Human Resource Management Journal, 2018 - present

Reviewer for Academy of Management 2018 Annual Meeting, Chicago, IL

Reviewer for Academy of Management 2017 Annual Meeting, Atlanta, GA

Reviewer for Southern Management Association 2017 Annual Meeting, St. Pete Beach, FL

Reviewer for Academy of International Business 2016 Annual Meeting, New Orleans, LA

Reviewer for Academy of Management 2015 Annual Meeting, Vancouver, Canada

Reviewer for Southern Management Association 2015 Annual Meeting, St. Pete Beach, FL

Reviewer for Academy of Management 2014 Annual Meeting, Philadelphia, PA

Reviewer for Southern Management Association 2014 Annual Meeting, Savannah, GA

Coordinator for 9th Global and Cross Cultural Research Ph.D. and Post-Doc Seminar and Conference, 2014, Maastricht, The Netherlands

David Herst  
Florida Atlantic University  
College of Business, Management Programs  
dherst@fau.edu

## EDUCATION

- Graduated 2003      **UNIVERSITY OF SOUTH FLORIDA**, Tampa, FL  
*Masters and Doctoral Degree, Industrial/Organizational Psychology*  
Advisor: Michael Brannick, Ph.D.
- Graduated 1995      **UNIVERSITY OF WYOMING**, Laramie, Wyoming.  
*Bachelors of Science, Psychology*  
Magna Cum Laude  
Thesis: Influence on child speech patterns and mental development.  
Thesis Advisor: Karen Bartsch, Ph.D.

## CURRENT EMPLOYMENT

- Aug. 2004 – Present      **FLORIDA ATLANTIC UNIVERSITY**  
Management Programs  
College of Business  
*Senior Instructor*  
Instructor for undergraduate and graduate business classes, including:  
➤ Organizational Behavior, Human Resource Management, Leadership,  
Cross-cultural Communication, and Cross-cultural Negotiation.

## ADDITIONAL PROFESSIONAL EXPERIENCE

- 2010 to present      **SCITRAIN**  
*Leadership Development Specialist*  
Leadership development for executives of Fortune 500 companies.
- 2011 to 2014      **PEOPLEWISE**  
*Senior Consultant, Leadership Development and Training Specialist*  
Leadership development and training for executives of Fortune 500 companies.
- May – June 2004      **PERSONEL DECISIONS INTERNATIONAL**  
Manama, Bahrain  
*Assessment Specialist*  
Assessed Saudi Aramco executives for promotion.
- Jan. 2001 – Jan. 2003      **TMP WORLDWIDE, Inc. (now Monster, Inc.)**  
Tampa, Florida  
  
Research Associate  
Aided in the design and implementation of three employee assessment tools:  
Personality, Organizational Culture, and Work Context. Worked with  
Monster.com to introduce the measures as a system for career development,  
dubbed the Monster Career Fit Indicator (CFI).  
Supervisors: Jonathan Canger, Ph.D., and Charles Gerhold, M.A.

## SCHOLARSHIP, RESEARCH, AND CREATIVE ACTIVITY

### Refereed Works in Print

- Parola, H. R., Harari, M. B., Herst, D. E. L., & Carmona, B. P. (2018). Demographic determinants of public service motivation: A meta-analysis of psm -age and -gender relationships. *Public Management Review*, online -awaiting final citation. <https://www.tandfonline.com/eprint/tmXy3PbirtWc6kqVhHtM/full>
- Xu, S., Zhu, J., Herst, D., Zhang, X. (2018). Ethical leadership and pro-social rule breaking behavior in China. *Asian Business and Management*, 17(1), pp. 59-81.
- Harari, M. B., Herst, D.E., Parola, H.R., Carmona, B.P. (2017). Organizational correlates of public service motivation: A Meta-analysis of two decades of empirical research. *Journal of Public Administration: Research and Theory*, 27 (1), pp. 52-67.
- Williams, E. A., Pillai, R., Lowe, K. B., Jung, D., Herst, D. (2009). Crisis, charisma, values, and voting behavior in the 2004 presidential election. *Leadership Quarterly*, 20 (2), pp. 70-86.
- Allen, T., Herst, D.E.L., Bruck, C., Sutton, M. (1999). Consequences associated with work-to-family conflict: A review and agenda for future research. *Journal of Occupational Health Psychology*, vol.5(2), pp. 278-308.

### Refereed Presentations

- April 2014 Liu, C. Li, H., Herst, D.E., Zhang, X. (2014). Stressor and Stressor Appraisals: The Moderating Effect of Task Efficacy. Poster presented at the 30<sup>th</sup> meeting of the Society for Industrial & Organizational Psychology; Philadelphia, Pa.
- April, 2004 Herst, D.E.L. and Brannick, M. (April, 2004). Cross-cultural measurement invariance of work/family conflict scales between English-speaking samples. Poster session presented at the 19<sup>th</sup> annual meeting of the Society for Industrial and Organizational Psychology; Chicago, Illinois.
- August 2003 Casper, W.J., Herst, D., Boudreau, N., Tomlin, D., Swanburg, J., Marrs, L. (2003, August) Marital Status as a stigmatized work identity: Are singles “closeted” at work? Seminar for the 2003 Academy of Management in Seattle, Washington.
- April, 2002 Canger, J., Smith, M., Lutrick, E., Herst, D. (2002, April). Supervisor “Big Five” personality and subordinate attitudes. Poster session presented at the 17<sup>th</sup> meeting of the Society for Industrial and Organizational Psychology; Toronto, Canada.
- April 2000 Herst, D.E.L., & Allen, T. (2000, August). Coworker reactions to maternity Leave: A procedural justice perspective. Paper presented in symposium at 16<sup>th</sup> annual meeting of the Society for Industrial and Organizational Psychology, San Diego, California.
- April 1999 Allen, T., Bruck, C., Herst, D.E., Sutton, M. (1999, April). Outcomes associated with work to family conflict: A review and research agenda. Poster session presented at the 14<sup>th</sup> annual meeting of the Society for Industrial and Organizational Psychology; Atlanta, Georgia.
- August 1997 Boyer, Bradley S. and Herst, David E. (1997, August). Validity of ASVAB composites in predicting technical school performance. Poster session presented at the 105<sup>th</sup> Convention of the American Psychological Association; Chicago, Illinois.

## Non-Refereed Works in Print

- Herst, David E. (2014). Informed consent for cross-cultural classroom exercises: Teaching tool or wishful thinking? *Academy of International Business: Insights*, 14 (2), pp. 12-14.
- Herst, David. (2013). HR Planning at CompTech. In Bernardin, H. J. & Russell, J. A. *Human Resource Management: An Experiential Approach*. (pp. 679- 686). 6th Edition, Irwin- McGraw-Hill.
- Carey, T., Herst, D. & Chan, H.W. (2011). Global selection: selection in international contexts. In K. Lundby, & J. Jolton (Eds.), *Going Global: Practical applications and recommendations for HR and OD professionals in the global workplace*. SIOP Professional Practice series. Newbury Park, CA: Sage.
- Herst, David (2009-2012). *Analysis of academic learning compact for MAN 3025 Introduction to Management and Organizational Behavior*. College of Business, Florida Atlantic University; Boca Raton, Florida.

## **COURSES TAUGHT AT FAU**

- GEB 2011 Introduction to Business (live and online as LC/VS)
- MAN 3025 Introduction to Management and Organizational Behavior (live and on-line)
- MAN 3442 International Negotiations (live and on-line)
- ENT 4024 Entrepreneurship
- MAN 4046 Leadership, Supervisory Skills, and Team Development
- MAN 4301 Human Resource Management (live and on-line)

## **SERVICE TO THE INSTITUTION**

### Department

- 2017 - present Faculty Advisor, Undergraduate Global Business Association
- Spring 2020 Hiring Committee, Instructor for Management Programs
- Fall 2018-19 Hiring Committee, Instructor for Executive Programs

### College of Business

- Fall 2018 – Present COB Scholarship Committee – Committee Member
- Spring 2016 -Present COB Representative - Leadership Studies Minor advisory committee.

### University

- Spring 2020 GPSA Judge and Moderator, Undergraduate Research Symposium
- Spring 2017 QEP - Judge and Moderator, 2017 Graduate Research Symposium
- Spring 2016 -Present Member, Leadership Studies Minor advisory committee.
- 2013 - Present QEP – Reviewer for the FAU Undergraduate Research Journal (FAU URJ)

## **SERVICE TO THE DISCIPLINE/PROFESSION**

- 2017 - present Reviewer, Public Management Review
- 2017 - present Reviewer, Academy of Management Annual Meeting
- 1999 - present Reviewer for the Southern Management Association Meeting
- 2013 - present Heading subcommittee for Undergraduate Education, Society for Industrial and Organizational Psychology.

2006-present      Reviewer for International Journal of Organizational Theory and Behavior

2017 - present    Reviewer, Academy of Management Annual Meeting

1999 - present    Reviewer for the Southern Management Association Meeting

2013 - present    Heading subcommittee for Undergraduate Education, Society for Industrial and  
Organizational Psychology.

2006-present      Reviewer for International Journal of Organizational Theory and Behavior