



Information Technology in Business Education: What lies ahead?





The College of Business Administration

Leading the Way in International Business Education

Florida International University's College of Business Administration, South Florida's leading business school with unique expertise in international business, entrepreneurship, and a range of financial services—from accounting to banking to real estate—is the largest of the university's professional schools. It also is known for its innovative, market-driven, and technology-enabled educational programs for both degree- and non-degree-seeking business professionals in South Florida and beyond. Among the college's more than 30,000 alumni are some of the region's most successful business leaders and entrepreneurs.

Every year, approximately 6,000 students are enrolled in undergraduate business courses in the college's Landon Undergraduate School of Business and more than 1,000 graduate students study in its Chapman Graduate School of Business. Another 1,000 participate annually in one or more of its professional and executive education programs.

The college enjoys a national and global reputation in international business education at both the undergraduate and graduate levels. For the past three years, *U.S. News & World Report* has included the college in the top ten in its rankings of the nation's best undergraduate international business programs, listing it as seventh in both 2005 and 2006. The same magazine ranked the college's graduate international business programs among the nation's top 25. *BusinessWeek* has three times ranked the college (2002, 2004, 2006) among the top 68 graduate business schools in the United States (top fifteen percent of all business schools) and in the top 25 among public business schools (number four among one-year international business MBA programs).

Since 1998, *Hispanic Business* has ranked the college among the top 25 business schools for Hispanic MBAs—most recently in the top ten. For the third

year in a row (August 31, 2006), *AméricaEconomía*, (a pan-regional business journal) has included the college among its list of the best international business schools for Hispanic-Americans and Latin Americans. The college is among the top international business schools included in *Latin Trade's* (October, 2006) first-ever MBA ratings, which examined features like curricular innovation, entrepreneurial focus, diversity of the student body, and more.

In March, 2006, *Fortune Small Business* identified the college as offering one of the ten most innovative entrepreneurship programs in the nation.

More recently, *Financial Times* (October 23, 2006) included the college's Executive MBA program in its list of the "Top 85 Executive MBA" programs in the world, making it the highest-ranked Executive MBA program in Florida. *Hispanic Trends* (September-October, 2006) ranked the college's Executive MBA program number eight in its list of the 25 best Executive MBA programs for Hispanic-Americans.

The college is one of only fifteen percent of all business schools globally and among fewer than one third in the United States that is accredited by AACSB International—The Association to Advance Collegiate Schools of Business. That means it has earned the highest standard of achievement among business schools worldwide. It tells prospective students, faculty, recruiters, and employers that the school produces graduates who are prepared to succeed in the global marketplace. AACSB International accreditation demands a superior faculty, high-caliber teaching, and meaningful interaction among students and faculty.

EARNED EXCELLENCE



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IN THE WORLD



Features

College strives to model technology-enabled learning and communication 30
Administrators, faculty, and staff offer an overview of how the college is incorporating technology into its learning environment-- from ensuring wireless learning facilities to incorporating state-of-the-art teaching technology and infrastructure in classrooms to creating a data-base-fed and interactive web site to installing technology-based administrative systems to pioneering in online curricular design and delivery. The challenge: how to integrate into business education the ever-evolving digital tools and practices which our students and much of the world outside the classroom have adopted, like social computing, mobile and personal technology, personalized content delivery, collaborative software, gaming, and context-aware environments and devices.

Simulation provides subtle ways to raise students' comfort with technology 38
Management and International Business Instructor Linda Clarke uses "The Business Strategy Game" in her *Strategic Management for Multinational Corporations* course to provide a simulated global environment in which her students compete with each other and with students around the world. For the students, it's serious business.

Online business ethics course reveals power of web-enabled communication. 42
Student Patricia Concepción and Robert Hogner, associate professor in Management and International Business, move from skepticism to whole-hearted embrace of online course delivery. According to Concepción, "I believe it would be safe to say that ignorance got the best of me. Not only did I learn more from this *Business Ethics* course than I have from any other management course, but also I learned that technology offers the best form of communication." A sidebar with other students' responses to the course affirms her point.

Low-tech paper planes give students context for a tough course 46
Department of Decision Sciences and Information Systems Instructor Chris Ellis (EMBA '97, BS '92) uses low-tech paper-airplane production with high-tech data to simulate a production environment in his *Operations Management* class. "As professors, we often assume a push model of getting information out," he said. "But if students are faced with the need to do something that they don't know how to do, how will they learn it? And might that learning effort—using a pull model—be more engaging? Pull works well in manufacturing, such as the plane game, and I am now planning a way to use it in a statistics course."

Tools of the trade: Software skills sharpen real estate students' competitive edge 49
These days, commercial real estate professionals around the world are speaking the same language when it comes to answering that all important question: Bottom line—what's the value of this property? The answer, more times than not, is derived using Argus software, the asset valuation and cash flow projection tool that's fast becoming the industry standard for the critical processes that drive all facets of real estate transactions. The college's real estate professors incorporate this and other industry software in both undergraduate and graduate real estate programs.

Get real: A close look at the promises and pitfalls of virtual banking 52
Faculty from the School of Accounting, Department of Finance, and Department of Marketing examine the evolution of virtual banking over the past decade, and their research uncovers interesting shifts in banking paradigms and consumer adoption patterns.

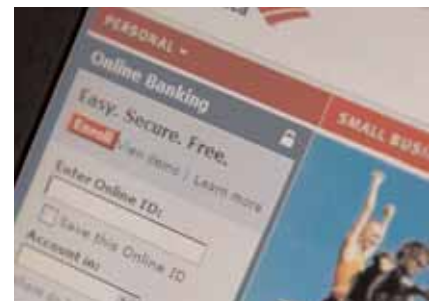
Concrete evidence: New business building complex soars towards completion, paying homage to modern technology and cultural heritage along the way 54
While construction on three of the buildings in the college's new building complex continues full speed, so does the incorporation of a state-of-the-art technology infrastructure—from electronic signage to virtual translation booths to a behavioral lab and a capital markets room. "We are proud of our success so far and are thrilled that so many members of our business community and of our college constituents have chosen to participate in our *Building for Business Campaign*," said Annabelle Rojas (MBA '98, BBA '87), director of external relations and resource development.



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From the Editor



Our third issue of *Business Accents* devotes considerable attention to the subject of technology in business education and to the ways in which we, as business educators, can adopt new technologies to enhance student learning and to mirror the digitally-enhanced world in which our students now live and work.

As we move from Wi-Fi to WiMAX, from static to increased computing mobility, from cell phones to multi-functional devices that integrate telephones, GPS instruments, cameras, music players, video players, web browsing, e-mail, and, voice-over internet calling, and from traditional decision-making about where to eat to an environment in which your favorite restaurant “sniffs” your handset as you walk by and tells you if a table is available, we are compelled to assess the implications—and opportunities—the digital world brings to business pedagogy.

Many of the articles in this issue illustrate how the college is tackling the challenge on a number of fronts—from course content to course delivery to on-site infrastructure to operating systems—in order to maximize the potential of technology to strengthen student learning through greater interactivity and varied, hands-on learning modalities.

Our faculty's research, too, focuses on the business impact of information technology—whether in banking or virtual team collaboration or sales. Our students today are using the web to help save lives overseas.

This issue also highlights other areas in which the college has been making significant headway in fulfilling its mission. Last fall, eleven new faculty joined its ranks. From launching an online, undergraduate student international business journal to planning for a new student learning center, from expanding its world-wide network of partner schools to maximizing its downtown, Miami, center, the college continues to add value to

its students' educational options and experiences. Our centers of excellence, too, are using technology to extend their reach to the academic and business communities they serve.

Several articles illustrate ways in which more than 200 business and community leaders are infusing our academic offerings with strategic, programmatic, and curricular advice, helping the college ensure its graduates, both undergraduate and graduate, leave the school armed with the expertise and skills they need to succeed in the global marketplace.

Columns by alumni leaders show that the college's alumni network is becoming more active and more committed to building a stronger business school—one that will enhance the value of their degrees and offer them the opportunities for life-long learning and community-building which they want and so richly deserve.

While this issue seeks to capture some of the energy and momentum in the college, it's clear that some of this forward-movement would not be possible without the support of those who are contributing to its success. We profile one such individual in this issue: Alvaro G. de Molina, chief financial officer for Bank of America and a member of the bank's risk & capital and management operating committees, who serves on the college's Dean's Council.

We welcome your thoughts, comments, and suggestions about ways in which we can enhance your understanding of and participation in our growing enterprise.

Thanks for reading!

Sally M. Gallion
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Letters to the editor are welcomed.

Statement of Purpose

The primary purpose of *Business Accents*, the College of Business Administration's magazine, is to keep our friends and supporters in the business and academic communities, including our students, alumni, faculty, and staff, informed about their business school and its progress in achieving its mission and vision. It is a vehicle designed to enable and encourage members of these communities to communicate and stay connected with the business school and with each other.

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Information technology informs our business education strategy.

Whether you are managing a large financial services company, running a company that you started, or beginning your career as a new professional, you undoubtedly have been affected by the tremendous advances in information technology over the last few years. The same holds true for our faculty, staff, and students. This issue of *Business Accents* focuses on how information technology has and will continue to transform how we teach our students, how our students learn, and how we interact with our alumni, business community, supporters and other key stakeholders.

We take pride in the fact that we are among the leaders in bringing new information technologies into the classroom and throughout the college. I remember when we first introduced our students to the Internet in 1995 using the browser Mosaic and dial-up modems. How the technologies have changed in just ten years!

Today, the Internet has become the basic infrastructure that supports our teaching and research as well as our outreach to alumni, business partners, and potential students.

Online courses have become mainstream, with more than 30% of our students taking at least one online or blended (combination of online and on-site instruction) course each semester.

We have completely redesigned our college's web site so that students, alumni, and friends can easily get up-to-date information about events, access their coursework, or hear lectures by visiting CEOs. We are now experimenting with RSS feeds, podcasts, and video-streaming to make important information even more accessible to a variety of media outlets and learning tools like iPods and PDAs.

For the first time this year, a new state-of-the-art collaboration system made possible by a generous grant from Hewlett-Packard allows our students to not only have email capabilities for life but also to collaborate by using shared calendars and portfolio management systems.

In the stories contained in this issue of our annual magazine, we hope to give you a glimpse at the innovative ways in which the college is using information technology to create an environment that mirrors the one in which our students—and all of us, really—live, learn, and work.

We believe that we are well on our way to realizing our mission of preparing business leaders for an increasingly-competitive and dynamic environment in which information technology will play an important role.

Our ability to offer our students the latest in information technology capabilities will grow significantly when we move into our new business school complex in fall, 2007. We have paid special attention to implementing a state-of-the-art IT infrastructure within this complex so that we can easily incorporate whatever the latest technology innovations might be. Be sure to take a look at the photo essay on the construction progress of our building complex.

In looking through the magazine, you will be impressed, I hope, with the variety of activities that our students and faculty are engaged in and the accomplishments of our various academic programs and centers. The college is blessed with a tremendous amount of support from our alumni and the business and civic leaders in our community. We are proud to profile some of our outstanding alumni and supporters in this magazine.

As always, we welcome your support and feedback as we continue to build one of the finest public business schools in the country.

A handwritten signature in black ink that reads "Joyce J. Elam". The signature is written in a cursive, flowing style.

Joyce J. Elam
Executive Dean

R. Kirk Landon Undergraduate School of Business



Associate Dean Clifford R. Perry

FROM ASSOCIATE DEAN, CLIFFORD R. PERRY

The Landon Undergraduate School of Business has continued to improve the quality of its undergraduate programs and its reputation as the undergraduate business of choice among urban public business schools in the country. Our vision is to be recognized by employers, alumni, and students as the AACSB International-accredited college offering the best value for undergraduate business education in South Florida in terms of high quality programs and low cost tuition. We provide a multicultural student body with a world-class international focus and a variety of e-learning and on-campus educational alternatives.

We are making great progress. This past year has seen continued success on several ongoing initiatives--from improving academic standards to enhancing our academic advising processes to providing student services to help our undergraduate students achieve their vocational goals in the global workplace. A new unit is being established to provide professional career services that will offer job placement guidance and improve relationships with employers, increase focus on internship placements, and host business readiness seminars for seniors. And, we are developing a student mentorship program spearheaded by one of our eminent scholars in the Department of Marketing.

We have made great progress on our assurance of learning initiative, which ensures that our students are obtaining an enlightened and critical perspective of business issues and are developing the ability to think critically and to resolve problems ethically. Our Beta Gamma Sigma International Honors Society continues to encourage and recognize academic achievement among those who study business. Our study-abroad programs have been expanded to include Australia and countries in central Europe, in addition to our long-standing trips to France, Spain and Italy. Additionally, our ranking among recognized undergraduate international business programs has remained consistently within the top 10 in the nation for the past three years.

We are on our way to creating best practices for student learning, academic achievement, and student support services vital to student retention and workplace readiness. Our recognition around the world for delivering undergraduate business education excellence, particularly in the area of international business, will surely escalate as a result. ■

College launches unique undergraduate business journal.

Budding researchers worldwide have a new venue for their scholarly efforts: the online *Journal for Global Business and Community (JGBC)*. Designed solely for undergraduates, the online publication aims to "put a human face on globalization," according to Robert Hogner, associate professor, Department of Management and International Business, coordinator of the college's Civic Engagement Initiative and development director for undergraduate international business programs.

"Undergraduate student journals exist, but none in the field of international business, much less any focused on the issues of global business and community," said Hogner, who will serve as executive editor. "This first-of-a-kind publication will cover the political, economic, social, moral, and technical issues associated with globalization." ■

Students devise the business model.

Honors College graduate Aydin Bonabi (BBA '05), and Aadil Edoo (BS '06), developed the business model after Bonabi, co-founder and former president of the International Business Honor Society (IBHS), thought of the concept and discussed it with Hogner.

"We wanted to create a global voice for students interested in international business," said Bonabi, now a program specialist with FIU Online and a student in the Master of Science in Finance (MSF) program. "In addition, we wanted an academic endeavor to complement IBHS's efforts to build socially-involved, ethical students."



Aydin Bonabi (BBA '05) and Master of Science in Finance student

"We wanted to create a global voice for students interested in international business."

— Aydin Bonabi (BBA '05) and Master of Science in Finance (MSF) student

Driven by the undergraduate international business program and with support from Executive Dean Joyce J. Elam, the college's Center for International Business Education and Research (CIBER), and the Honors College, *JGBC* also seeks to acquaint students with the greater dedication and work required to write a paper for submission to a journal and to establish the college's leadership in the concept.

The inaugural issue will appear this spring. Bonabi and Edoo plan to co-author and submit a paper with the working title, "Developed and Developing Countries: Income Disparities and the International Monetary Fund (IMF)." ■

Log in and learn: more students go online to take courses, earn degrees.

Keeping pace with the growing demand for web-based learning options, the college continues to increase the number of courses and degree programs available online. It is not alone.

A recent report by the Sloan Consortium, a group of colleges pursuing online programs, indicates that about 3.2 million people (one in six students) took an online course in fall, 2005—and that the number had jumped nearly forty percent over the previous fall. The study also revealed that, despite some predictions that online learning growth was leveling off, about 62 percent of chief academic officers said they felt students "learned as well or better from online courses as they did in face-to-face ones."



Moe Izadpanah (MBA '01, BBA '00), director, FIU Online

Moe Izadpanah (MBA '01, BBA '00), director, FIU Online, reports that the college currently offers 56 business courses completely online, plus more than fifty blended courses that combine online and on-site classroom

instruction. Most courses offered are at the undergraduate level, but three courses are available to graduate students: *Accounting for Managers*, *Business Analysis for Decision Making*, and *Managerial Economics*.

In addition, undergraduate students can earn degrees in finance, human resource management, management, and international business fully online.

"It's fair to say that the majority of our students—maybe as many as 75 percent—are taking fully online or blended courses," Izadpanah said.

Last fall, the percentage of undergraduate students taking at least one fully-online or blended course or both was more than 60%.

According to him, three flexible criteria determine which courses are selected to be offered online: student demand, faculty availability and support, and ease of adapting the coursework to a web-based format.

Students benefit from their online experiences.

"The traditional, one-way lecture can be a low-gain learning experience," said Associate Dean Clifford R. Perry. "Today's students need something to grab and engage them. It's an interactive world, and we definitely are in step with what other universities are offering."

The amount of interaction that occurs among students online amazes Izadpanah.

"Each online course offers students a virtual lounge where they participate in online discussions and exchange course-related email and chat about course assignments," he said. "In many cases, I'd say students interact more online than in the classroom."

That's not surprising, given the social networking of which their daily lives are comprised in technology-enabled courses as well as outside of school. ■

"Today's students need something to grab and engage them. It's an interactive world, and we definitely are in step with what other universities are offering."

— Clifford R. Perry, associate dean, Landon School

A man in a dark suit and tie is looking thoughtfully at a document he is holding. The background features a large, faint university seal with the words 'INTERNATIONAL' and 'SPES SCIEN' visible. The overall image has a professional and academic feel.

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FIU
ONLINE
FLORIDA INTERNATIONAL UNIVERSITY

Online courses expand across the university.

Last fall, Executive Dean Joyce J. Elam was appointed Vice Provost, FIU Online, in part because of her pioneering role in promoting and nurturing the development of online learning—in the college and, more recently, across the university.

Elam launched an initial, pioneering pilot project, consisting of ten online courses in the college, in 1999, after which she created what became the standard for the delivery of top-notch, technology-enabled courses throughout the university. Since that time, her visionary strategies have helped forge the unit currently known as FIU Online. In fall 2006, more than 11,000 students were enrolled in 252 online or blended (part online/part face-to-face) courses.

“As an early advocate of online learning, it has been exciting for me to see the explosive increase in the number of students taking online and blended courses,” Elam said. “In my new role as vice provost, I am shaping and defining a university-wide strategy that will enable this institution and all of its academic units to compete and succeed in the arena of online education.”

Elam oversees a staff of more than seventy professionals. Additionally, she coordinates and works closely with other key university units to create processes and procedures that will truly integrate online learning as a university norm. She also is responsible for the continued growth and development of technology-enabled courses in the College of Arts & Sciences, the Robert Stemple School of Public Health, the College of Business



Administration, the College of Architecture and the Arts, the School of Journalism and Mass Communication, the College of Education, and other academic units wishing to benefit from her many years of experience in this field.

[Note: The Sloan Consortium report was previewed in the November 9, 2006, edition of *The Washington Times*. ■

New Student Learning Center aims to strengthen undergraduate business education.

When the doors open to the college's new building complex, look for the new Student Learning Center, where undergraduate students can come to get the support they need to bolster their learning skills.

“The Student Learning Center is all about learning. Our goal is to encourage student learning and increase student retention.”

—Clifford R. Perry, associate dean,
Landon Undergraduate School

“The Student Learning Center is all about learning,” said Associate Dean Clifford R. Perry, who is driving the design and development of the center. “Our goal is to encourage student learning and increase student retention.”

The center will focus on knowledge acquisition related to core course material. Students



will be able to choose from team tutoring programs, special study sessions and workshops, web-based group instruction, and independent self-directed study projects—all designed to help them succeed with the core

coursework required to receive an undergraduate business degree.

A full-time director with what Perry describes as a “passion for learning” will be onsite at the center to coordinate and facilitate all activities.

Different people learn in different ways.

“We recognize that the learning process varies from student to student,” Perry said. “The center will enable the creation of a development plan for learning that is tailored to different learning styles. Simply put, we will help students learn how to learn.”

To that end, students who come to the center will have access to self-help learning resources to improve study methods and time management skills as well as to sharpen problem-solving and test-taking techniques.

All undergraduate students are welcome.

“We encourage any undergraduate student who needs extra assistance to visit the new center starting in the fall of 2007,” Perry said. “If they feel they need to improve learning skills and want to make the most of their college learning experience, we will be there for them.” ■

Al vah H. Chapman Jr. Graduate School of Business



Dean José de la Torre

FROM DEAN JOSÉ DE LA TORRE

This has been a great year for the Chapman School, and I am delighted to share with you some of the progress we have made in implementing a number of our key strategic initiatives.

New student enrollment in all graduate business programs increased from 362 in the Fall of 2004 to 467 this past fall. Most signifi-

cant was the fact that some of our programs were "sold out" months before the start of the new term, including our full-time International MBA, our Master of Accounting, and the Professional MBA program that began in January.

This growth in demand translates into higher quality students and more demanding

programs, which in turn has generated greater interest on the part of employers for our graduates.

National and international rankings also have reflected the enhanced reputation of our school. Last fall, we were confirmed as one of the Top 20 programs in the country for the study of international business (*U.S. News & World Report*), appeared as one of the top two MBA programs in Florida in *BusinessWeek's* latest survey, were cited as the highest-ranking Executive MBA program in Florida by the *Financial Times* of London, and were again ranked as a Top 10 program for latino students by *Hispanic Trends* and one of the top MBA programs in the world for Latin American students by *América Economía*.

We continue to see expansion in our Dual Degree program network and our Downtown Center. We are immensely proud of these achievements, which we owe to the efforts of many of our faculty, staff, and alumni as well as to the quality and enthusiasm of our students.

We engage all of our stakeholders in maintaining and enhancing the quality of our programs. Following the successful review of our Master of Accounting (MACC) and Master of Science in Management Information Systems (MSMIS) programs last year, we currently are embarked in a similar effort with our Executive Master of Science in Taxation (EMST) and our Master of Science in Finance (MSF) programs. Faculty, staff, members of our corporate advisory boards, alumni, and students are all contributing to these program reviews, which are designed to insure that our programs are current, practical, and academically state-of-the-art.

With your continued support, we will strive to improve on this record and meet our mission to "provide a high-quality graduate educational experience rooted in our Miami location and focused on the unique requirements of doing business in a global and interconnected market." ■

“The mixture of the degrees has made the students very attractive to the international hiring market.”

— Tomislav Mandakovic, associate dean, Chapman School

Dual Degree program benefits students exponentially.

“The creation of the global Dual Degree Network is one of the most impressive accomplishments of the Chapman School in the last five years,” said Chapman School Dean José de la Torre.

Through the Dual Degree program, students obtain an MBA from their home university and a Master in International Business (MIB) from Florida International University in considerably less time than it would if they worked on the two degrees sequentially.

“Those who complete the program have experiences in two different business and economic environments, acquire two networks of friends and colleagues, have access to a second set of employers, and learn what it takes to do business across countries,” de la Torre said.



Hernando Gómez

Hernando Gómez heard about the program from the MBA director of his home school, Universidad del Norte, Barranquilla, Colombia. He undertook a yearlong, worldwide search of academic options to prepare him for international business, zeroing in on the Chapman School and a university in Spain.

“I chose Florida International University’s MIB dual degree because it offered a really great program, was located in Miami, where I



Nina Marini

could experience an assortment of communities, and was more affordable,” Gómez said. “Also, I didn’t want to lose my Latin American focus and felt people here would know that market better.”

“I find the program challenging because of the amount of work and the experiences of others,” said Nina Marini, an MBA candidate at EDHEC, a partner school in France, who hopes to own an art gallery with international artists and clients. “I am meeting people from different countries and different fields—making contacts and friends I would not have made in my home university.”

“The mixture of the degrees has made the students, of whom there are currently 45 from

22 partner schools, very attractive to the international hiring market,” according to Tomislav Mandakovic, associate dean, Chapman School. ■

Members of the Dual Degree Network

- ALBA, Athens, Greece
- COPPEAD, Universidad Federal de Rio de Janeiro, Brasil
- EDHEC, Niza, France
- EGADE, Tecnológico de Monterrey, México
- ESIC, Madrid, Spain
- Florida International University
- HHL-Leipzig Graduate School of Management, Germany
- IAE, Buenos Aires, Argentina
- IESA, Caracas, Venezuela
- INCAE, Costa Rica
- ISCTE, Lisbon, Portugal
- ITAM-Instituto Tecnológico Autónomo de México, México
- ORT Universidad, Montevideo, Uruguay
- Qingdao University, China
- Reims Management School, France
- Sup de Co Montpellier, France
- Universidad Adolfo Ibáñez, Chile
- Universidad Anáhuac, México City, México
- Universidad de los Andes, Bogotá, Colombia
- Universidad del Norte, Barranquilla, Colombia
- Universidad de Puerto Rico, Puerto Rico
- Universidade de São Paulo, Brasil
- Universidad ESAN, Lima, Perú

“I am meeting people from different countries and different fields—making contacts and friends I would not have made in my home university.”

— Nina Marini

Downtown Center flourishes.

Day by day, degree by degree, the College of Business Administration's Downtown Miami Center validates the original concept: place top quality graduate business programs within easy reach of working professionals and they'll leap at the chance to further their education.

“The Downtown Center has experienced phenomenal success.”

— José de la Torre, dean, Chapman School

“The Downtown Center has experienced phenomenal success,” said Chapman Dean José de la Torre. “When we presented demographic data to a group of advisors in July, 2004, they urged us to go forward. Later, N.K. “Trip” Tripathy, president and chief operating officer of Macy's Florida, Inc., and a member of the college's Dean's Council, suggested we use a portion of the top floor in the landmark Macy's building on Flagler for the Downtown Center. Working at breakneck speed with Macy's staff and engineers, we were operational by August, 2005.”

“We already have graduated groups from the Downtown MBA (DTMBA), the MBA for Public Managers, the Executive Master of Science in Taxation (EMST), and the Master of Science in International Real Estate (MSIRE),” said Lourdes Herrero-Matus, DTMBA program manager. “The Master of Science in Finance (MSF) will graduate its first class in 2007.”

Admissions and enrollment are up thanks in part to the “Let's Get Downtown to Business” campaign designed and implemented by Luis Casas, the college's director of marketing and recruiting, along with support from the Miami Downtown Development Authority.



Ryan Holtzman (MBA '06)

The Downtown Center—which operates most of its degree programs at night—may embrace daytime activities, such as Pino Global Entrepreneurship Center seminars and Executive and Professional Education programs, conferences, and training.

“The DTMBA offered a perfect mix of the-

ory and practice, and the fact that it was an eighteen-month program made it ideal,” said Ryan Holtzman (DTMBA '06), a commercial leasing agent. “Since I'm from Miami, I knew the college's positive reputation locally and internationally. The fact that I could see the classroom from my office didn't hurt.” ■

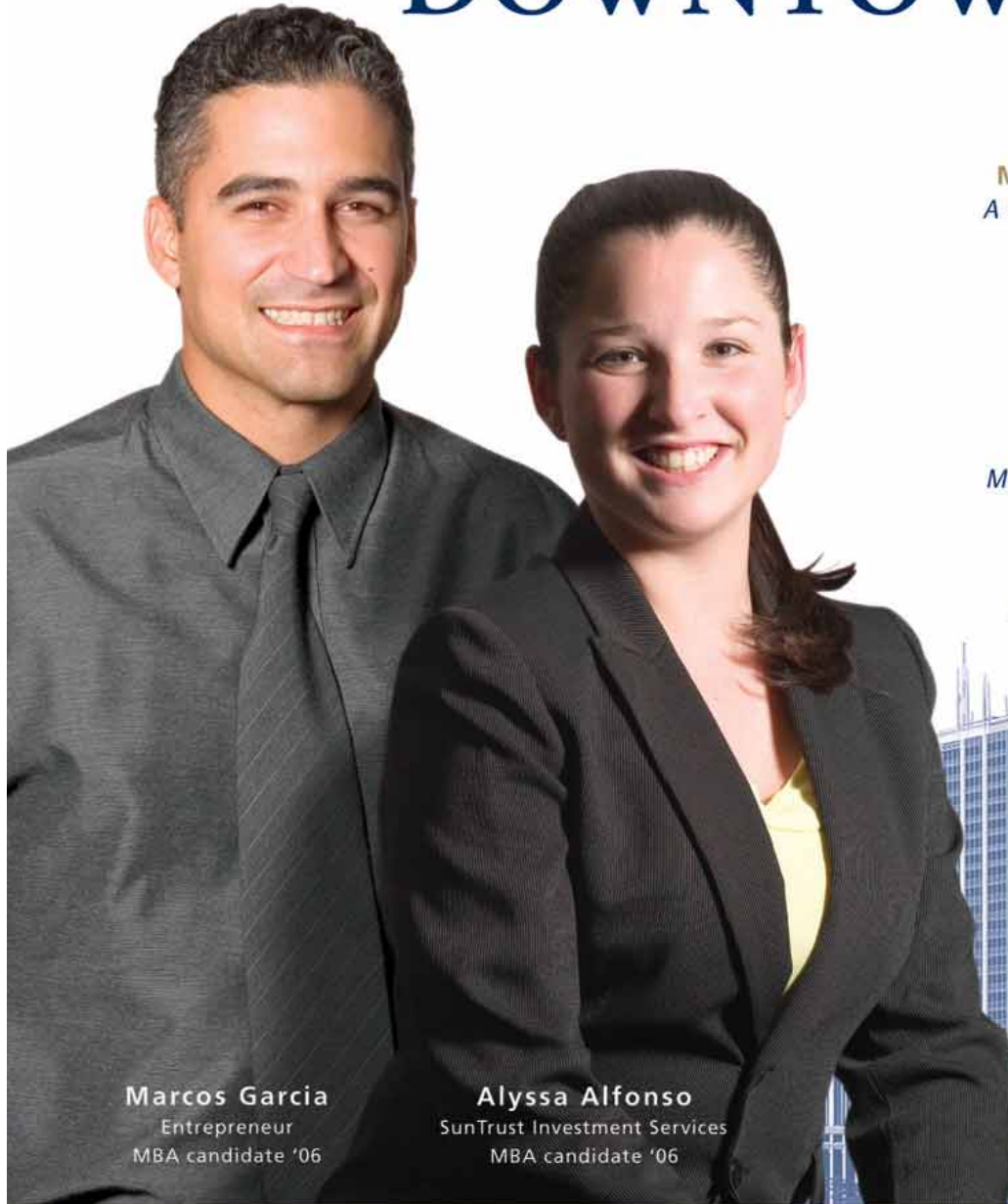
“The fact that I could see the classroom from my office didn't hurt.”

— Ryan Holtzman (DTMBA '06), commercial leasing agent



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Veronica Gomes (MSMIS '06)

Master's program prepares future CIOs.

"Human sensors."

That's the way Irma Becerra-Fernández, associate professor, Department of Decision Sciences and Information Systems and faculty director of the Master of Science in

Management Information Systems (MSMIS), describes members of the program's advisory board. Armed with these industry leaders' evaluation of the curriculum, the faculty made an immediate shift in its approach—one that even better prepares students to add value to their employers.

"They told us specifically what business is looking for—not technology expertise for its own sake, but rather, an understanding of the value technology brings to business," Becerra-Fernández said. "Even though academia can be slow to change, we implemented their suggestions by the next semester. For example, we combined two courses and were able to offer a new course, *Management of the IS Function*, to help future CIOs develop the required competencies."

The department also instituted a series of seminars on soft skills to improve students' chances of landing their positions of choice. Beyond such specifics, the faculty rebalanced the MSMIS' emphasis.

"Before, our courses were 65 percent technology and 35 percent managerial," said Zuzana Hlavacova, program manager.

"Now, they are fifty/fifty, enabling our students to bridge the gap between technology and business."

For Veronica Gomes (MSMIS '06), a member of IBM's technical support team, this astute focus was critical.

"The program doesn't just give you key technologies—it's strategic."

—Veronica Gomes (MSMIS '06), member of IBM's technical support team

"The program doesn't just give you key technologies—it's strategic," said Gomes, who was named the best student in her class, graduated with the highest GPA, and was promoted to advanced technical support while completing the program. "You learn how to plan, manage, differentiate, and affect business through technology, and you grasp how technology varies from one company to another. As a result, you feel you are a more skilled professional who can look at the big picture and successfully integrate business with technology." ■

News from our Centers of Excellence



Participants in the SMECE program visit the Miami Free Zone during their conference in Miami last June.

Knight Ridder Center for Excellence in Management applies technology to knowledge sharing.

The Knight Ridder Center for Excellence in Management continues to deliver on its mission: to advance applied research, executive education, and service to foster excellence in management and to address real-world issues facing the economies and business communities of The Americas.

“Technology plays an increasingly important role in the Knight Ridder Center’s endeavors.”

— Ed Glab, director, Knight Ridder Center for Excellence in Management

“We are involved in a variety of programs designed to share our knowledge and expertise,” said Ed Glab, director of the center. “As recent activities demonstrate, technology plays an increasingly important role in the Knight Ridder Center’s endeavors.”

Knowledge travels.

Last year’s Small and Medium-sized Enterprise Center of Excellence’s (SMECE) online training program provides one excellent example. Established by the college and the United States Agency for International Development (USAID), SMECE helps businesses compete more successfully in international commerce. Thirty-four participating entrepreneurs from Guatemala, El Salvador, Honduras, Nicaragua, the Dominican Republic, and Panama took part in the program and attended the subsequent conference in Miami.

The coursework offered seven online modules covering topics such as international commerce, market research, trade financing, customer relationship management, strategic business planning, and how to do business with the United States. Conducted in Spanish, the program gave students eight to ten weeks to complete the web-based training modules at their own pace.

Also last year, Jerry Haar, associate director of the center and SMECE program CEO, went to Guatemala with center colleagues to train new trainers in international marketing—specifically exporting—at AGEXPRONT, the business association for non-traditional exports. Each of the 36 participants committed to train 100 more students, spreading the

knowledge exponentially to more than 3,000 individuals across Guatemala.

The center shared expertise in another way: by publishing reports from the college’s recent U.S. Agency for International Development (USAID) *Managing Market Information* class, which links directly to the John Ogonowski Farmer-to-Famer (FTF) program. Through AGEXPRONT, the reports were translated into Spanish and are available online to more than 326 member organizations.

“Through our people and with the innovative use of technology, the Knight Ridder Center is building relationships and strengthening connections with the global community,” Glab said. ■

CIBER offers advice on making online course work a positive experience.

From kindergarten through college, online and online/onsite blended course formats are



Constance Bates

fast becoming an integral part of today’s educational experience.

While this technology-enabled approach brings convenience and flexibility to students, it requires an overhaul in the way professors present

material—a potentially painful process that two professors from Florida International University tackled in a presentation to participants at the 2006 Center for International Business Education and Research (CIBER) Business Language Conference.

Constance Bates, associate professor in the college’s Management and International Business Department, and Maida Watson, professor of modern languages in the College of Arts & Sciences, offered advice designed to alert teachers who are new to web-based instruction about how to deal with challenges and unexpected occurrences.

“I have come to rely less on tests and papers and more on my students’ perform-

ance on assigned exercises,” Bates said. “I develop exercises to keep students engaged as they read the text, and I think about ways to structure exams that can be computer-graded with accuracy.”

Bates also acknowledges the value of learning new skills.

“With the support from our FIU Online team, we are learning new techniques and are benefiting from the experiences of others.”

— Constance Bates, associate professor, Management and International Business

“On the one hand, starting over is hard because we can’t use techniques that we know and are comfortable with,” she said. “But with the support from our FIU Online team, we are learning new techniques and are benefiting from the experiences of others, which is helpful, as is communicating our knowledge with one another.” ■

The John Ogonowski Farmer-to-Farmer program nurtures growing opportunities in Central American agricultural communities.

The 2006 calendar for supporters of the John Ogonowski Farmer-to-Farmer (FTF) program was a busy one, marked by trips to



Carmen Algeciras, director, Farmer-to-Farmer program

Guatemala, Honduras, and other locales stretching from Wisconsin and Puerto Rico to Central America.

“Over the last year, the college has attended—and in many cases helped organize—more than twenty meetings,



conferences, and events related to our program’s work,” said Carmen Algeciras, (MIB ’03, BA ’01), the program’s director. “We joined the Tropical Fruit Growers Association meetings, sat down with the Guatemalan Trade Mission delegation to Miami, and supported a trade mission sponsored by the Nicaraguan Rural Credit Fund—to name just a few.”

“Our ongoing participation in activities such as these helps us further the goals of the FTF program,” she said. “At the same time, we are developing stronger business links between

“We are developing stronger business links between organizations based in the United States and our FTF hosts, which is right in line with our strategy for continuing to reach out to Hispanic-American communities.”

— Carmen Algeciras (MIB’03, BA’01) director, Farmer-to-Farmer Program

organizations based in the United States and our FTF hosts, which is right in line with our strategy for continuing to reach out to Hispanic-American communities.”

Volunteers play a key role in FTF program’s success.

Volunteers are at the heart of the FTF outreach program—with Florida International University now having fielded nearly 100 of them.

“One of our volunteers, for example, is working closely with Universidad del Valle in Colombia to start a master’s degree program in biology and plant biology,” Algeciras said.

Looking forward, the FTF program plans to continue to build its volunteer pool while strengthening collaboration with the United States Department of Agriculture (USDA) and partnering with like-minded organizations such as the Coffee Quality Institute and the Florida Certified Organic Growers and Consumers, Inc.

The John Ogonowski Farmer-to-Farmer program is funded by the U.S. Agency for International Development (USAID) and falls under the umbrella of the college’s Knight Ridder Center for Excellence in Management and the Eugenio Pino and Family Global Entrepreneurship Center. ■

Eugenio Pino and Family Global Entrepreneurship Center makes its mark with certifiably winning year.

Amid keen competition at the first annual Florida Collegiate Business Plan Competition, the college’s own Alexis Nogueras (MBA ’06)

walked away a 2006 winner with his simple yet compelling plan for G-Force Tools—ergonomically designed lawn and garden tools featuring a lighter shaft and more comfortable grip.



Sponsored by the college’s Eugenio Pino and Family Global

Alexis Nogueras (MBA ’06), G-Force Tools



LATIN AMÉRICA JOHN OGWOSKI FARMER-TO-FARMER PROGRAM



Volunteer in Latin América!

Participate in an **all expense paid** two-to-four week volunteer assignment in **Nicaragua, El Salvador, Honduras, or Guatemala.**

Share your **business expertise** with farmer organizations, agribusinesses, and other support organizations with an interest in domestic, regional and international trade. Farmer-to-Farmer specialists volunteer their time and expertise, and the program covers all travel, lodging, meals and incidental expenses.

Volunteer specialists:

- help farmers to increase competitiveness, upgrade production capacity and quality, and prepare for liberalized trade opportunities.
- enhance the competitiveness of agribusiness firms and producer organizations and strategically prepare them for local, regional, and international market entrance.

Requirements:

1. U.S. citizenship or residency status
2. Minimum of five years of work experience

Experts needed in:

- Accounting
- Financial Management
- Business Planning
- Strategic Planning
- Graphic Design
- Market Analysis and Planning
- Logistics
- Supply Chain Management
- Organizational Development
- Agribusiness Management

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Program Co-Principle Investigators:

Dr. Alan Carsrud, Executive Director of Eugenio Pino and Family Global Entrepreneurship Center
Dr. Edward Glab, Executive Professor and Director, Knight Ridder Center for Excellence in Management





Alexis Noguerras (MBA '06), G-Force Tools

Entrepreneurship Center, Noguerras beat teams from five other universities in the competition's limited investment track.

Noguerras also was the graduate-level winner in the center's 2006 Howard J. Leonhardt New Venture Challenge.

"Conceiving G-Force Tools was truly an 'ah-ha' moment for me," Noguerras said. "Throughout my graduate program, I remained committed to becoming an entrepreneur. The experiences this past year—from developing my business plan to pitching my idea to judges with such impressive credentials in both the college and the statewide competition—have given me the self-confidence to achieve my goals."

Center nurtures the entrepreneurial spirit.

Alan Carsrud, executive director of the center, points out that one of the university's major goals is to teach and spread an entrepreneurial culture across all majors.

"Wins such as Noguerras' validate the work and research we do on entrepreneurship," Carsrud said. "This is about combining creativity and business know-how, and he is a great example of this union."

A new Academic Certificate in Entrepreneurship is another way the center is



"One of the university's major goals is to teach and spread an entrepreneurial culture across all majors."

— Alan Carsrud, executive director, Eugene Pino and Family Global Entrepreneurship Center

achieving its goals. Following Florida's approval of the program, the center's Entrepreneurial Academy recently began offering the certificate at both the graduate and undergraduate levels.

The program features two main courses—*Entrepreneurship* and *Business Plan Development*—which can then be combined with a wide range of electives taught in the entrepreneurship context, including history, technology, finance, international studies, and public relations.

"The Academic Certificate in Entrepreneurship is designed for students who may not want to pursue a full degree or who may want to complement their existing degree or knowledge base," said José Almirall, associate professor of chemistry and Entrepreneurial Academy director. "It's an ideal way to incorporate entrepreneurship into other disciplines and degree programs." ■

Jerome Bain Real Estate Institute leverages technology to help fuel growth.

"Location. Location. Location."

That's the well-known answer to any questions around what makes a real estate property hot—or not.

Ask John Zdanowicz, professor of finance and director of the Jerome Bain Real Estate Institute, what three words best describe recent activity at the institute—and the answer is "More. More. More."

"This year, we've added more faculty and we've seen more graduate and undergraduate students taking classes and declaring a real estate major," Zdanowicz said. "We've also seen more students taking advantage of our web-based online course offerings."

Two of the newest additions to the institute's real estate faculty within the Department of Finance, William G. Hardin III,

associate professor, and Zhonghua Wu, assistant professor, agree that technology plays an increasingly important role in preparing students for a real estate career.

"From teaching them to be proficient in building spreadsheets with Microsoft Excel to

"We've added more faculty and we've seen more graduate and undergraduate students taking classes and declaring a real estate major."

— John Zdanowicz, professor, Finance, and director, Jerome Bain Real Estate Institute

using software packages such as Argus, the industry-standard asset valuation and cash flow projection tool, and Crystal Ball for calculating 'what if' analysis scenarios, technology is fully integrated into our course work," Hardin said.

Wu notes another valuable technology tool: the WebCT portal.

"It provides a fast, easy way for me to distribute information," he said. "It also creates an interactive online community where students can ask questions and conduct useful online discussions."

What more is on the way?

"We are considering developing a new market analysis course that incorporates the Visual Basic computer programming language to broaden and deepen our



students' skill sets," Wu said.

"The goal is to teach students how to use the right tools and to develop the thought patterns that enable them to answer the all-important question: 'Is this a good real estate investment?'" Hardin said. ■

Ryder Center for Supply Chain Management builds momentum with clearly defined agenda.

The Ryder Center for Supply Chain Management is well on its way to becoming a leading source for the creation and dissemination of knowledge in the science and practice of supply chain management.

Under the guidance of Walfried Lassar, Ryder professor and director of the Ryder Center for Supply Chain Management, efforts focus on designing a program to not only educate students to become future leaders in this field but also to develop research that contributes to the theory and practice of supply chain management.

"We envision the Ryder Center for Supply Chain Management as a place to bring our faculty and students together with distinguished faculty from other universities as well as executives

from leading corporations to identify, document, research, develop, and disseminate best practices in supply chain management," Lassar said.

Vision turns into action as active calendar of events takes shape.

In the near-term, the Ryder Center is busy developing research, with some of the work slated for publication on the center's web site.

Lassar stresses the importance of building connections with other universities that share a vested interest in supply chain management and its increasing impact on every aspect of today's business environment. In November, 2006, he attended a conference on the interface between marketing and supply chain management at Cranfield University in the United Kingdom, one of Western Europe's largest academic centers for strategic and applied research, development, and design.

In addition, plans are in progress for the Ryder Center to host its own lecture series and leadership events on relevant supply chain



From left, Executive Dean Joyce J. Elam; Herman Vera, marketing director for supply chain solutions, Ryder, and Walfried Lassar, Ryder professor and director, Ryder Center

management topics.

"We want to provide a forum to help position the college's business partners on the leading edge of best practices in supply chain management," Lassar said. "We are working closely with representatives from Ryder's Supply Chain Group to create executive seminars to help fulfill this objective." ■



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We live in a media-centric world, and how the media reports your company's news can have a high impact on your business or organization. Executive & Professional Education's *Managing the Media* program is a fast-paced, one-day program taught by media experts. The focus is on how to communicate with the media whether your objective is to interest the press in your story or to minimize potential public relations damage during a crisis.

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- cultivate relationships with key media
- prepare for an interview
- relax in front of the camera
- get your message across

For additional information about *Managing the Media*, or for information about faculty, program cost, schedule, and registration, please visit <http://epe.fiu.edu> or call 305-348-4217.



FLORIDA INTERNATIONAL UNIVERSITY
COLLEGE OF BUSINESS ADMINISTRATION
Executive & Professional Education

On the Faculty Front

College draws extraordinary faculty members from Around the globe.

In the fall of 2006, a number of new distinguished faculty joined the college. What follows is a brief synopsis of their credentials. The college is delighted to have them on board.

Management and International Business



Sungu Armagan
Assistant Professor
PhD, Organizational Behavior,
University of Utah

Dr. Armagan focuses on groups and teams, intra- and cross-cultural negotiations, membership change in groups, and temporality in organizations. Her research has appeared in publications such as the *International Journal of Cross*

Cultural Management, the edited volume of *Research on Managing Groups and Teams: National Culture & Groups*, and *Revista Portuguesa de Marketing*. She won a best paper award from the Academy of Management Conference in 2002 and has received a number of grants.



Chris Changwha Chung
Assistant Professor
PhD, International Business/Strategy,
Ivey Business School, University of
Western Ontario

Dr. Chung's research focuses on the evolution of international joint ventures and on foreign direct investment in emerging economies. He has presented and published his research in forums such as the Academy of International

Business Conference, the Academy of Management Conference, the Administrative Sciences Association of Canada Conference, the *Journal of Management Studies*, and the *Journal of International Management*. Dr. Chung's case study on General Motors Defense, a division of General Motors, has appeared in several strategic management textbooks.



Doreen Gooden
Instructor
DBA, Management,
Nova Southeastern University

Dr. Gooden's research interests include transformational leadership practices, values congruence, cultural values, creating and sustaining competitive advantage, and ground-based versus electronic-based instructional delivery.

Her work has been published in *International Business & Economic Research Journal*, *Employee Responsibilities and Rights Journal*, *New Horizons in Adult Education Journal*, and many conference proceedings. She also has developed questionnaires published in the *2002 Team and Organization Development Sourcebook*, McGraw Hill, and the *Consultant's Big Book of Reproducible Surveys and Questionnaires*.



William Schneper
Assistant Professor
PhD, Management, Wharton School,
University of Pennsylvania

Dr. Schneper focuses on business policy and strategy, corporate governance, the financial services industry, global strategy, and inter-firm cooperation and rivalry. At the Wharton School, he was named a

Sloan Fellow in the Social Science Research Council's Program on the Corporation as a Social Institution. His writings include "Stakeholder Rights and Corporate Governance: A Cross-National Study of Hostile Takeovers," published in *Administrative Science Quarterly*, and "Corporate Governance, Legitimacy, and Models of the Firm," published in *The Sociology of the Economy*.

On the Faculty Front

College Draws Extraordinary Faculty

Finance

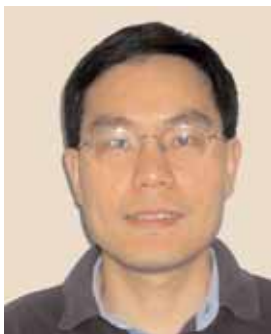


William G. Hardin III

Associate Professor
PhD,
Georgia State University

Dr. Hardin has an extensive publication record in the top real estate journals and serves as co-editor of the *Journal of Real Estate Practice and Education*. Four of his papers have won best manuscript awards at the

annual American Real Estate Society meetings. He previously held the Robert W. Warren Chair of Real Estate at Mississippi State University, where he directed both the real estate and construction management programs and served on the faculty of Morehouse College in Atlanta, Georgia.



Zhonghua Wu

Assistant Professor
PhD, Real Estate Finance,
University of Wisconsin-Madison

Dr. Wu's areas of expertise include real estate capital markets, financial intermediation, and commercial mortgage-backed securities (CMBS). His research and teaching focus on the areas of real estate investment

and finance and corporate finance. He has presented papers at several professional conferences, including the American Real Estate Society Meeting (ARES) and the American Real Estate and Urban Economics Association Annual Conference (AREUEA). In 2004, he was the recipient of the VILAS research fellowship from UW-Madison.

FACULTY PUBLICATIONS 2005-06



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On the Faculty Front

College Draws Extraordinary Faculty

School of Accounting



Abhijit 'Ovee' Barua

Assistant Professor
PhD, Accounting,
Louisiana State University

Dr. Barua's research focuses on financial accounting and reporting issues and capital markets. His working paper, "Accruals Management to Achieve Earnings Benchmarks:

A Comparison of Pre-Managed Profit

and Loss Firms," has been accepted for publication in the *Journal of Business Finance and Accounting*. Before joining academia, he worked for two years for Procter & Gamble (P&G), where he gained firsthand experiences in different areas of financial and managerial accounting.



Kathryn J. Jervis

Assistant Professor
PhD, Business Administration
(Accounting), University of Connecticut

Dr. Jervis's interests center on not-for-profit financial reporting, particularly hospitals; corporate financial reporting; not-for-profit management; and pedagogy and curriculum development. Her research has been published in journals such as

The Journal of the American Taxation Association, *Issues in Accounting Education*, *Journal of Health Care Finance*, *Research in Healthcare Financial Management*, *Journal of Public Budgeting, Accounting, and Financial Management*. She serves on the editorial review boards for *Issues in Accounting Education* and *Research in Healthcare Financial Management*.



Sharon S. Lassar

Associate Professor
PhD, Business (Accounting),
University of Southern California

A certified public accountant (CPA) in Florida, Dr. Lassar has been published in many journals, including *Tax Adviser*, where her co-authored article "Tax and Accounting Aspects of Liquidating a Partner's Interest," won

On the Faculty Front

College Draws Extraordinary Faculty

the "Best Article" award in 1999. One of the first academics to develop and deliver distance learning tax courses, she received the 2005 American Taxation Association/Deloitte Teaching Innovation Award for her web-based training program titled "Second Chance for Depreciation: A Case Study Analyzing Tax Planning Opportunities after Asset Disposition."



Antoinette Lynch

Assistant Professor
PhD, Accounting,
University of Florida

Dr. Lynch, a CPA, has published research in journals such as the *International Journal of Accounting Information Systems* and *Internal Auditor*. She also has presented at numerous meetings. She was

Honorary Recipient of the PricewaterhouseCoopers Auditing Alchemy, Inc., Grant in 2005, received the Russell Ewald Award for Academic Excellence and Human Service in 2003, and the Institute of Internal Auditors–Michael J. Barrett Doctoral Dissertation Award in 2003. She previously worked for NASA, Air Force Audit Agency, and Goodman & Company, LLP.



Andrew Sbaraglia

Visiting Assistant Professor
PhD, Business Administration,
Pennsylvania State University

Dr. Sbaraglia's areas of expertise include earnings management, insider trading, and taxation. He is a co-author of the paper, "An Integrated Analysis of the Association between Accrual Disclosure and the Abnormal

Accrual Anomaly," and was the recipient of a Kenneth Nelson Fellowship and a Smeal Dissertation grant. He has more than fifteen years of experience as a professional accountant and is both a CPA (Florida) and Certified Management Accountant (CMA). ■

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Faculty Research Highlights

Irma Becerra-Fernández: Exploring how innovative web-based collaboration empowers decision-making

The National Aeronautics and Space Administration (NASA) is synonymous with pioneering space travel. But did you know that NASA also pioneered web-based collaboration?

In a recent case study co-written with two NASA research experts, Irma Becerra-Fernández (PhD '94), associate professor in the college's Department of Decision Sciences and Information Systems, examined the development and use of Postdoc, NASA's proprietary web-based collaborative and knowledge management platform.

"In the early 1990s, NASA saw a need for a distributed collaboration tool and developed Postdoc to meet that need many years before such products were available as off-the-shelf solutions," Becerra-Fernández said.

NASA is no different from most any other organization, where mission-critical decision-makers can face challenges that are too difficult for any individual person to solve.

"Virtual networked teams need access to online collaboration tools that bring all parties together quickly and easily."

Irma Becerra-Fernández, associate professor,
Decision Sciences and Information Systems

"That's when teams are required to share their knowledge in spontaneous collaboration," she said. "Since requisite expertise may not reside in the same organization or geographic location, virtual networked teams need access to online collaboration tools that bring all parties together quickly and easily."

Collaboration tools such as Postdoc also offer a perspective on how each person's work relies on the work of others. NASA, for example, used Postdoc to conduct document sharing and decision support of all types, including program initiatives that supported collaboration on technology, mission plans, and proposal reviews.

The early adoption of new technologies often equates to business success.

As part of her ongoing study of knowledge management, Becerra-Fernández recognizes NASA as an early adopter of new technology—a move that can be beneficial to any business or organization.



Irma Becerra-Fernández, associate professor,
Decision Sciences and Information Systems

"Being innovative in creating and adopting new technology to solve an identified business need is a proven way to establish competitive advantage," she said.

Becerra-Fernández sees the next wave of innovation in knowledge management driven by the desire to capture knowledge more efficiently and effectively. She believes that there is "a need for tools that can observe an expert in action and automatically capture that knowledge to share with others facing similar challenges." ■



Gary K. Hunter: Examining the relationship between information technology and sales performance



Gary Hunter,
assistant professor,
Marketing

From cell phones and laptops to spreadsheets and analytics applications, today's sales force depends on high-tech tools to help close the deal and maintain customer satisfaction.

That's why companies are investing billions of dollars in technologies that automate sales tasks and help manage customer relationships.

The big question, according to Gary K. Hunter, assistant professor in the college's Department of Marketing, is this: how can companies ensure that sales technology is truly helping boost sales performance and providing a good return on investment?

Hunter's recently published research delves into the answers. He is extremely well versed in the subject, having studied the impact of sales technology on the selling process throughout his business and academic career.

Research proposes a means for assessing how technology affects sales performance.

In one study, Hunter and his colleague William D. Perreault Jr., professor of business at the Kenan-Flagler Business School at the University of North Carolina, applied a behavioral process model for evaluating sales technology implementation.

"We developed and advanced hypotheses about how a salesperson's orientation toward technology affects two facets of performance: effectiveness in dealing with customers and efficiency in performing internal tasks," Hunter said.

They tested their model with data collected from the sales force of a major consumer packaged-goods company.

"We confirmed that sales managers can influence sales technology by providing better internal technology support," Hunter said. "To ensure maximum effectiveness, we recommend that sales managers consider technology orientation along with customer approval of technology when making account assignments."

Hunter is building on this research with a complementary study focused on making sales technology more effective.

"At the end of the day, it's all about helping companies find better ways to use technology to the benefit of their sales forces, their customers, and their bottom lines."

Gary K. Hunter, assistant professor, Marketing

"At the end of the day, it's all about helping companies find better ways to use technology to the benefit of their sales forces, their customers, and their bottom lines," he said. ■

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Editorships

Dinesh Batra, editor, *Journal of Database Management and Information Systems Management*

Krishnan Dandapani, associate editor, *The International Journal of Finance*

Ken H. Johnson, co-editor, *Journal of Real Estate Literature*

Ali M. Parhizgari, associate editor, *Journal of Frontiers in Finance and Economics*; associate editor, *Journal of International Finance*

Mary Ann Von Glinow, co-editor, *Managing Multinational Teams: Global Perspectives*, *Advances in International Management*, No. 18 (Oxford: Elsevier, Ltd., 2005)

John Tsalikis, special issue editor, *Journal of Business Ethics*



Victor Navarro (BBA '06) and his daughter, Carolina

BBA+ Weekend valedictorian thinks small.

When the largest-ever group of students completed the college's BBA+ Weekend program in the summer of 2006, the class valedictorian had a very small reason behind his decision to get a business degree.

"I wanted to get it for my young daughter's sake," said Victor Navarro, who, until last December, was director of business development for Inworx, software solution providers with headquarters in Argentina.

He now is project management officer for AIG Latin América & Caribbean.

Although already established in a position while he was in the program, he knew his situation was unusual.

"I've been very lucky in my professional life, but my experiences haven't been the norm," he said. "I was afraid that she would look at

my business success and be tempted to drop out of school sometime because it would seem as though she didn't need the schooling to succeed."

"I think it's important to be consistent, to do something every day, and not to wait till the last minute."

Victor Navarro (BBA '06),
program management officer,
AIG Latin América & Caribbean

Keeping the idea of his daughter in mind provided constant inspiration for Navarro as he contended with the demands of job, family, and school. He managed to balance all these elements well enough to graduate with a 4.0 GPA. However, graduating at the top of the class was not something he planned.

"I just kept motivated," he said. "I think it's important to be consistent, to do something every day, and not to wait till the last minute—in other words, to use good time management techniques."

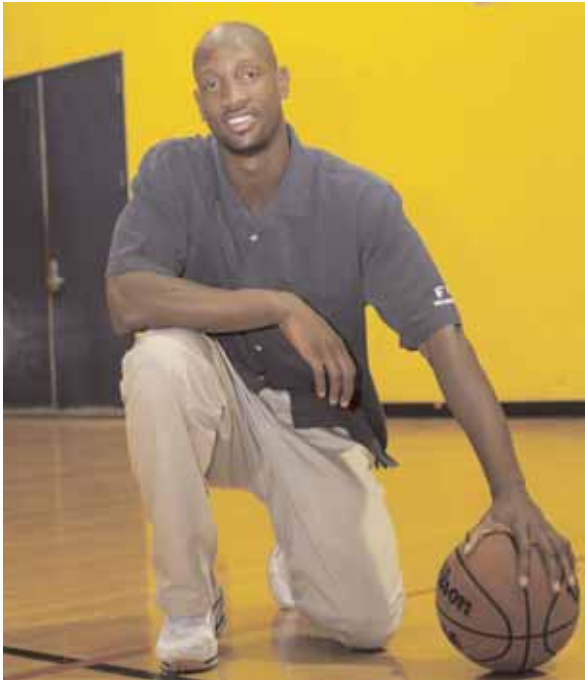
He also feels that he owes a great deal to his classmates.

"We were a good group," he said. "We supported and helped each other."

One of the fifty-one graduates in the eighteenth BBA+ Weekend class—the tenth group to complete the innovative lock-step, technology-enabled, customized curriculum—Navarro had earned his associate's degree from Miami Dade College, where he learned about the college's BBA+ program.

"I was looking for a weekend program and wanted the classroom experience," he said. "I would recommend it 100 percent to any working professional." ■

Focus on Students



Ismael N'Diaye (BBA '06) and student in Master of Science in Finance

Basketball star shoots for business success.

At 24, Ivory Coast native Ismael N'Diaye (BBA '06) has traveled the basketball court and the world with ease.

He came to Chicago to play in an international basketball tournament, was offered a high school scholarship to finish his secondary education, then played college

"I learned that in life, as in sports, you have to be a risk taker."

Ismael N'Diaye (BBA '06) and student in Master of Science in Finance

ball in Miami and Los Angeles. Florida International University recruited him, offering him a full, two-year athletic scholarship to play with the Golden Panthers and complete his undergraduate degree.

"I chose the college because it's one of the best business schools in the nation," he said. "I majored in international business, but I liked my finance courses so much that I started the college's Master of Science in Finance (MSF)

program in January, 2007."

Hoping for a career as a financial advisor, N'Diaye knows more travels may await when he finishes the degree.

"I'd like to stay in the United States if the opportunity arises," he said. "However, my family is still in Africa, so I might return there."

His positive mental attitude—the key to success on and off the court—won him recognition from the university in the form of the sportsmanship award, which the Golden Panthers give to an individual player each year.

Now, he has blown the whistle on his sports career.

"The rationale for coming here was to play sports and to get a better education," he said. "American degrees are better than those from anywhere else in the world. I'm not thinking

about a professional career in basketball. My focus is on finishing up my master's."

However, the game's lessons will remain.

"I learned that in life, as in sports, you have to be a risk taker," he said. "Also, playing basketball taught me the value of teamwork and of respecting one's teammates and the coach." ■

Graduate student researches an online innovation community's effectiveness.

Not only does the Open Source Software (OSS) community produce and distribute software, but also it's the object of careful scrutiny by David Hinds, a PhD student in information systems in the college. Along with Ronald M. Lee, professor, Department of Decision Sciences and Information Systems, Hinds looks at social networks—a web of relationships that may offer insights into a number of management issues.

"For my dissertation, I am performing social network analysis (SNA) to see how certain leadership and customer involvement patterns



David Hinds, PhD student in information systems

"If we are able to show that certain network structures lead to more successful innovation efforts, the information will be valuable to managers."

David Hinds, PhD student in information systems

may facilitate the building of communities and the generation of innovation," Hinds said. "OSS is an online community whose project archives are open and are maintained online, as are work records. Also, most or all of the discussion is available online."

Hinds focuses on how the groups function, on how they are structured, and on how they might be improved. For example, he seeks communication network patterns associated with low-key leadership styles and high levels of customer involvement. He believes that both are important success factors for innovation communities like OSS collaborators.

Both Hinds—who has 25 years of management, executive, and entrepreneurial experience—and Lee think OSS is comparable in some ways to business ventures, and therefore the study results have implications for managing such ventures.

"If we are able to show that certain network structures lead to more successful innovation efforts, the information will be valuable to managers," Hinds said. "They could use this knowledge to assess their own innovation communities to determine if they have the right kinds of structures or if changes might be necessary. We would be one of the pioneers in showing how to distinguish between a good network structure and a bad one." ■



Juan Carlos Mendoza

College honors two students with opportunity to attend national leadership forum.

Juan Carlos Mendoza and Michael Jadoo have a lot in common: two former Marines, two active members of the Business Student Council (BSC), and now, the first two veterans of the college's participation in the Beta

Gamma Sigma Student Leadership Forum.

Beta Gamma Sigma is the most prestigious national business honor society. The college chose Mendoza and Jadoo because of the leadership potential they consistently displayed as BSC members. Clifford R. Perry, associate dean, Landon School, also attended the event in November, 2006, in Coral Springs, FL. ■

Juan Carlos Mendoza understands networking.

Mendoza (BBA '06), who served as president of the Financial Management Association (FMA) and who works full time as a credit analyst at Commerce Bank, also impressed his employers, who reshaped the job so he could hold it part time while he completed his studies.

FMA gave him important opportunities to network.

"Networking, especially for a business major, is critical," he said. "To get the best-paying jobs you need to know people."

He already sees himself on the other side of the networking relationship.

"The main thing for me in business will be to keep in touch with everyone in the Finance Department," he said. "One day, I'll be an employer and, as an alumnus, will be someone to whom the college's professors can send students as candidates."

Though not the type to be "involved in everything," Mendoza said that, "getting involved is the most vital part of education. It doesn't get you your job, but it helps."

Members of FMA credit him as being instrumental in the organization's capturing the Bronze Membership Development Award for 2005-2006 from the Financial Management Association International.

Michael Jadoo juggles two majors and two minors.

Michael Jadoo expects to be a student until August, 2008, when he anticipates graduating with majors in finance and management information systems (MIS) and minors in economics and Asian studies, following a start as an international business major. He lived in Japan for two years and looks forward to taking Arabic to add to his language skills in Spanish and Japanese. Getting involved has always been important to him.

"I've served in the student government as the Graham Center board chair, been a member of Alpha Kappa Psi business fraternity, which I represent on the BSC, and worked for Service for Peace, a non-governmental service project in Latin America and Asia," he said.

Now, he looks forward to sharing what he



Michael Jadoo

learned at the Leadership Forum with other members of the BSC.

"We learned a lot about what to do if you want to go beyond a bachelor's degree, and we took the Myers-Briggs Type Indicator (MBTI) personality test, played leadership games, and had team-building activities," he said. ■

Student organizations attain national recognition.

FIU-AA

Members of the Florida International University Accounting Association (FIU-AA) represented the college at the national Johnson & Johnson Business Case Competition, held at its corporate headquarters in New Brunswick, NJ. The team consisted of Alejandro Euse, FIU-AA vice president; Paola Hernandez, who hopes to graduate in spring, 2007, with a management major; Anneli Hilpinen (BBA '06), a magna cum laude graduate who has started the college's Evening MBA program, and finance major Giovanni Rondon.

FMA and FHS

The Financial Management Association International honored the college's Financial Management Association (FMA) and the Finance Honor Society (FHS) chapter with bronze awards for their effective efforts to increase membership. The FMA's receipt of a Bronze Membership Development Award for 2005-2006 (its second consecutive one) puts the college's chapter in the elite company of other chapters that successfully recruited fifty to 74 student members during the academic year. The Bronze National Honor Society (NHS) Membership Development Award recognizes honor society chapters that recruited 25 to 34 new members. The recruitment drive included presentations in classes, e-mail campaigns, flyers, talking to students, and the appointment of a vice president dedicated to recruitment.

Florida International University



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FLORIDA INTERNATIONAL UNIVERSITY
COLLEGE OF BUSINESS ADMINISTRATION

Focus on **Students**

Students have active voice in the college via the Business Student Council.

Members of the Business Student Council (BSC) act as a conduit between students and administrators. At twice-monthly meetings, they share ideas with each other and provide input on the college's plans. A group of eight, including Allison Leonard, Melissa Gaviria, and Vanessa Coronado, serve on the executive board.

Allison Leonard shows appreciation for the college through BSC involvement.

Between number crunching, interviewing with Big Four firms, and fulfilling her responsibilities as vice president of membership for the college's Eta Iota Chapter of Beta Alpha Psi, Allison Leonard keeps busy. But she makes time to be a liaison between her organization and the college's administrators as a member of the BSC. And, she likes the role.

"We have been involved in a lot of discussion about the progress of the new building complex."

— Allison Leonard, Beta Alpha Psi

"We have been involved in a lot of discussion about the progress of the new building complex," said Leonard, who expects to graduate from the college in May, 2007, with a Bachelor of Accounting (BACC). "I have been very loyal to the council," she said. "This is my second year on it and I plan on fulfilling this mission until I graduate."

Once she does, she hopes to secure an internship, then sit for the CPA Exam, and perhaps pursue a master's degree.

"I am strongly considering doing the graduate degree in the college, and I plan to stay in South Florida in my career, but I am very flexible about both possibilities," she said.

Melissa Gaviria enjoys providing input.

"I love the university," said Melissa Gaviria, a native of Colombia who is working on a double major in marketing and psychology. "I feel at home—like I was meant to go here. It is very welcoming."



Allison Leonard, Beta Alpha Psi

Focus on Students



Melissa Gaviria, Delta Sigma Pi

In particular, she is impressed by how college administrators have asked for input about ways to fit out the new building complex.

“We can positively affect outcomes rather than complain about practices.”

— Melissa Gaviria, Delta Sigma Pi

“They asked us for feedback about whether we’d prefer one location to be a computer or a study room,” she said. “I liked that very much—the fact that we are being asked to poll our peers. I feel as though we are being allowed to make a difference for the students. We can positively affect outcomes rather than complain about practices.”

A member of Delta Sigma Pi, Gaviria became involved on the BSC in the spring of 2005. After graduation, targeted for spring, 2009, she hopes to become a marketing manager, then enter an MBA program, either at the college or out of state, depending on her job situation at the time.

Vanessa Coronado sees BSC as form of community service.

Community service drives accounting major Vanessa Coronado. She is president of the Florida International Accounting Association (FIU-AA) and the regional chapter of the Association of Latino Professionals in Finance and Accounting (ALPFA). Serving on the BSC is another example of her commitment.

“I act as a mediator.”

— Vanessa Coronado, FIU-AA, ALPFA

“I act as a mediator,” she said. “A lot of students are fazed by how best to benefit from classes. If they need more study rooms or more places to study within those rooms, we convey that to Executive Dean Joyce J. Elam, other administrators, and the faculty.”

Coronado, who was born in Perú and moved to Miami when she was thirteen, sees one very personal benefit of the new building complex.

“Each student group will be allocated an office,” she said. “There will be space to store materials so I won’t have to use my room at home to house them.”

Coronado, who plans to graduate in December, 2007, has ambitious dreams for when she completes an internship at Johnson & Johnson.

“I would like to do a master’s in the college, too,” she said. “After that, I want to dedicate myself to a life in public accounting.” ■



Vanessa Coronado, FIU-AA, ALPFA



College strives to model technology-enabled learning and communication.



When the College of Business Administration's new building complex opens in October, 2007, it will stand as a symbol of many things: the school's innovative spirit, its stellar growth, its provision of leaders to South Florida, The Americas, and beyond, and its commitment to preparing students to lead in a business climate increasingly defined by technology.

"Part of our vision specifies that we 'prepare students to succeed in a rapidly changing, technology-driven, global business environment,'" said Executive Dean Joyce J. Elam. "We feel we need to get our students ready in three ways. We want them to be sophisticated about how technology is being and will be used in business, be knowledgeable about basic software packages, and understand how technology is enabling and will enable day-to-day work in organizations—regardless of the discipline."

"Part of our vision specifies that we 'prepare students to succeed in a rapidly changing, technology-driven, global business environment.'"

Joyce J. Elam, executive dean
College of Business Administration

Through investments and initiatives that reach into every part of the college, members of the faculty and staff have been working to realize this vision. They already have created a technology-based environment, integrated software use into courses, and immersed students in the ways of the current business world, in which many work tasks no longer take place face to face. With the new building complex offering a clean slate, they plan to do even more.

"We must not only mirror but embrace the technologies our students are using in their every-day lives—from iPods to PDAs to multi-functional cell phones," Elam said. "Whether it be through curricular content or delivery options, we must address our students' needs and preferences with respect to the digital revolution now in progress. Our challenge: How do we use new technologies to deliver content and enable learning that matches our educational obligations and their learning preferences?"

In short, what is the role of technology in higher business education and how can we fulfill its potential? For example, how do we integrate social computing tools and personal broadcast-

ing into our curriculum? How do we deliver educational content to cell phones? How do we adopt educational gaming, augmented reality and enhanced visualization, and context-aware environments into our business education modalities?

The college is well on its way . . . but knows that it must continue to experiment and innovate if it is to stay true to its mission. This article provides a review of progress to date and a preview of the near-term future.

Redesigned web site signals college's drive to the Internet.

"We have rebuilt our web site, business.fiu.edu, expanding it as the hub for information about the college, which mirrors the way companies operate," Elam said. "As students access it to find essential information—from course syllabi to coming events—they become habituated to using the web routinely to get the information they need."

The college also has implemented an advanced collaboration suite that includes a sophisticated email system that will enable students to retain their connection to the college via lifelong email addresses.

Partnerships with Hewlett-Packard (HP) and the Network Access Point of The Americas (NAP) have supported the college's commitment to advancing the use of technology as a communication tool. A major gift from HP helped catapult the business school into a leadership position in building a community of students and alumni as well in facilitating life-long delivery of educational content.

"We asked HP if they would sponsor us as we strived to enhance our technology infrastructure," said Manoel Oliveira, the college's Technology Center director. "We wanted to meet our students'



Manoel Oliveira, director, Technology Center

needs while they are in the college and as they take technology-enabled courses as well as prepare them for their future as continuing learners. HP responded by presenting us with a gift of servers that was fourfold what we requested."

"We believe in the important role of technology adoption in education, which is today a requirement to ensure the student-turned-workforce member will be



Rui da Costa, managing director, HP Latin America & Caribbean, vice president TSG

We believe in the important role of technology adoption in education.

Rui da Costa, managing director, HP Latin America & Caribbean, vice president TSG

competitive in the world

market," said Rui da Costa, managing director, HP Latin America & Caribbean, vice president TSG.

"HP's donation to the college is proof of our commitment to education and community development."

To ensure its technology is stable and always available—particularly since its users are scattered throughout the world and the university itself is located in a hurricane-prone area—the college has located its servers at the NAP. This virtually impregnable facility routes Internet traffic between The Americas, the Caribbean, Asia, and Europe for its more than

450 customers. The business school is the largest user of the NAP of any college within Florida International University, a further indication of its forward-looking approach to technology in higher business education.

Technology enables learning in conventional classroom settings, smoothing students' transition from classroom to career.

Even within the traditional format of face-to-face engagement, students and professors find a hearty portfolio of hardware, software, and web tools to enhance learning.

"Technology doesn't teach," said Clifford R. Perry, associate dean, Landon Undergraduate School of Business. "We see it as a necessary but not sufficient tool, one that we use to facilitate the learning process."

For Perry, a self-described "former technocrat," using technology to enable learning puts him on the other side of the process than the one he knew as a former IT architect and manager.

"Members of our faculty are using technology in many ways: to create innovative, interactive learning experiences; to support collaboration; to help students become self-directed; and to obtain immediate feedback," he said.

"Technology doesn't teach."

Clifford R. Perry, associate dean, Landon School

Case in point: a handheld transmitter, part of a microwave system, that gives Michael Munro, instructor, Department of Marketing, the means to check how well his students are absorbing information—no easy matter with a class size of 180.

“As I go through the lecture, I ask questions about the concepts I’ve just covered,” said Munro, who advocates the system because it makes it possible to create an interactive environment despite the class size. “Students, each of whom have a coded number, use a ‘clicker,’ which looks like a TV remote, to enter answers. The information flows into my laptop and I can immediately project a histogram charting their responses. If eighty percent got the answers wrong, I can go back over the material on the spot.”

Students also gain experience with industry-leading software packages.

“In each discipline, we see to it that students become familiar with the basic software programs that are the tools of the trade,” Elam said. “This includes Enterprise Resource Planning (ERP), accounting software, business intelligence, and more. We expect our faculty to be fully aware of the latest software applications in their fields and to give students practice in them.”

In some instances, the process is highly interactive—made possible

by the technology underpinnings in the classrooms.

For example, a software vendor has provided access to a test site for use by students in a customer relationship management (CRM) course taught by Nancy Rauseo, instructor, Department of Marketing.

“We get students onto the Internet and give them hands-on experience with the program,” she said. “As a result, they gain the ability to align themselves with small business consultants and they get hands-on experience—not just lectures—in technologies before they graduate.”

Professors also bring the familiar world of the web into the classroom, exploiting its riches to stimulate discussion and further acquaint students with its use as a research tool.

“I create a PowerPoint presentation and embed web links,” said Rauseo, who teaches as many as ninety students in a face-to-face format. “In the middle of a topic, I take students to the web to illustrate the points I am making—for instance, about Apple’s branding strategies in action.”

Employing this “active learning” approach rather than a static one, Rauseo is “able to connect theory to the real world through technology.”

“If eighty percent got the answers wrong, I can go back over the material on the spot.”

Michael Munro,
instructor, Marketing



Michael Munro, instructor, Marketing, getting immediate feedback from his class



From left, Yannick Thams, e-learning consultant, FIU Online; Felston Thomas-Watson, technology specialist, FIU Online, and Dionne Patricia Stephens, associate chair and professor, Department of Psychology

Online learning creates parallel to experiences in real world.

“In addition to learning software programs to help our students with the tasks they face and will face in their jobs, we also want to be sure they understand how information technology will affect them beyond those tasks,” Elam said. “Not that long ago, people in business traveled and met in classrooms to be trained or to get information. That model has changed, requiring people to be self-directed and self-disciplined. Our online learning effort familiarizes students with the online world and with how to learn via this medium. Through discussion forums and working as members of virtual teams on group projects, they acquire a tremendous amount of experience before they graduate.”

The university recently recognized Elam’s leadership in online learning by appointing her Vice Provost for FIU Online, extending her role and expertise beyond the college. In 1999, she launched an initial, pioneering pilot project, consisting of ten online courses in the college, after which she created what became the standard for the delivery of top-notch, technology-enabled courses throughout the university.

In this new position, she will work with the staff of seventy professionals in FIU Online to continue to drive the entire university toward excellence in online and blended (a mixture of online and face-to-face instruction) courses.

“I am able to connect theory to the real world through technology.”

Nancy Rauseo,
instructor, Marketing

FIU Online brings non-live courses to life.

“We use technology to enhance teaching; we aren’t just digitizing the content,” said Moe Izadpanah (MBA ’01, BBA ’00), director, FIU Online. “Many other schools are simply putting material online, but that’s not where we want to be. We’re using various techniques to increase the rate of learning.”

A cadre of consultants in FIU Online, four of them dedicated to the college, build in interactive exercises and games to adapt traditional courses to the web-enabled mode of course delivery.

“The objective is to make access to the content more robust,” Izadpanah said. “Students can download the material and listen to it on their iPods or print it out—letting them choose the format in which they learn best.”

Students who are adroit at using technology respond positively to the variety of ways they can now learn, but for their teachers, it’s often a different matter.

“We try to show professors that the tradeoff is worth it because they are giving students a different way to learn,” he said. “We also introduce them to ways in which they can continue to teach dynamically and communicate with their students even though they aren’t all together in one physical place. We provide a lot of assistance, walking professors through the process one-on-one with an e-learning consultant (ELC) and with our course developers.”

"We use technology to enhance teaching; we aren't just digitizing the content."

Moe Izadpanah, director,
FIU Online

In addition, at a daylong annual e-learning conference, faculty members share the successes they are having in their fully online and blended courses, and members of panels provide updates about what's new in the field.

"I believe in online classes,"

Rauseo said. "They require creativity in developing exercises and methods, and I think the communication is even better than it is in the classroom, where students hardly talk to each other. In discussion forums, I see students-to-professor, professor-to-students, and

students-to-students communication taking place all the time. It is through these interchanges that students really learn."

In addition to games and puzzles crafted to drive home the key points in the material, Rauseo and many of her colleagues use a program called Articulate.

"*Articulate* enables us to provide narrated slide shows and our students love them," she said.

Wendy Gelman, instructor in the School of Accounting, has worked with the staff of FIU Online since its inception and has



Nancy Rauseo, instructor,
Marketing

made effective use of the online delivery mode to teach courses centered on legal issues and taxation.

"When I started, it was a matter of trial and error," Gelman said. "I created a game and it bombed, but the second one took off. It turns out that law is compatible with the online format. My tax courses are more challenging as I seek ways to get students to want to work the problems."

She's an example of someone who understands the tradeoff and has overcome her initial hesitancy.

"I learned how to reach students in a different medium," she said. "At first, it was hard to make the change because I wanted to see them. Now, with my colleagues in FIU Online, I've found ways to use the Internet to make the interaction very dynamic."

New building complex takes technology to a new level.

"The college has a history of many accomplishments in the area of technology, such as being the first at our university to have wireless networking eight years ago," Oliveira said. "Now, everyone has it. It's hard to talk about leading the way because other schools catch up

Technology highlights of new building complex

- conference rooms with presentation technology to support multiple media systems
- tiered classrooms equipped with technologically advanced multimedia and communication technologies, including two with simultaneous translation booths
- collaborative learning classrooms with breakout and study rooms outfitted with sophisticated multimedia and communication technologies
- three hundred-seat premier presentation auditorium that will support multimedia presentations and video conferencing
- behavioral lab outfitted with computers and two-way mirrors for conducting behavioral research and focus group as well as providing marketing and sales instruction
- capital markets room, suitable for a host of trading, insurance, and financial services research and instruction
- a 2,200-square-foot state-of-the-art computer lab, equipped with double screen student computers and multiple large screen displays appropriate for instructors to carry out information-intensive activities such as financial trading or live coverage of changing data for analysis

"With my colleagues in FIU Online, I've found ways to use the Internet to make the interaction very dynamic."

Wendy Gelman, instructor,
Accounting

quickly. However, our new building complex truly will be a milestone in the use of educational uses of technology."

When planning began for the new complex, Elam assembled a committee representing faculty, staff, students, alumni, and administrators to establish principles to guide the design of the building so it would support the college's vision. First among those principles: "to ensure a world-class instructional facility that incorporates technology into all that the business school does."

Even a quick survey shows that the building will address each of those requirements.

"All the larger classrooms have video broadcasting capabilities so that we can broadcast audio and video through Internet Protocol Television (IPTV)," Oliveira said. "We will be able to capture video, audio, and transport PowerPoint presentations, making any classroom presentation available to other universities."

In addition, the complex's major classrooms will be enhanced through the use of technology.

"If a student misses a class or wants to see the material again, he

Does online learning work?



Doreen Gooden, instructor, Management and International Business, in class

According to an article published in *The Washington Times* in November, 2006, a report prepared by the Sloan Consortium, a group of colleges pursuing online programs, about 3.2 million people (one in six students) took an online course in fall, 2005—a number that had jumped nearly forty percent over the previous fall. The study also revealed that, despite some predictions that online learning growth was leveling off, about 62 percent of chief academic officers said they felt students “learned as well or better from online courses as they did in face-to-face ones.”

As online courses expand, it's important for academic institutions to verify if such courses really work and will satisfy learners.

Research by Doreen Gooden, instructor, Department of Management and International Business, examined the question. She and three co-authors looked at non-traditional students pursuing online courses to determine differences in learning between those who took courses online and those who took them in the traditional classroom.

Her findings, in a co-authored paper titled, “Learning Achievement of Selected HRM Topics in an MBA Program: Impacts of Ground-based Versus Electronic-based Instructional Delivery Modality and Learning Style Preference”, showed no difference in learning outcomes.

“We looked at students in human resources management, studying their learning styles and their preferred course delivery methods, and we tested both groups on the material,” she said. “We determined that learning style—based on a learning style inventory—had more of an impact on learning outcomes than the actual delivery modality.”

or she can use a browser to view the presentation on a computer screen, working with automated tools to move to segments of interest,” Oliveira said.

Also, the new building includes the latest technologies to “make the remote seem local,” he said. “We will enable groups in one or many sister sites to present papers and show their research, sharing the information in a rich manner across the world. Regardless of the specific technology, we see the Internet as a communication enabler—a means to enhance communication and reach others more easily.”

“Our new building complex truly will be a milestone in the use of educational uses of technology.”

Manoel Oliveira, director,
Technology Center

Certainly the population of the building will experience enhanced communication thanks in part to a visually stunning electronic signage installation enabled by the technology infrastructure. Images arrayed across a matrix of forty- to fifty-inch multiple displays—divided into separate sections or configurable into one vast image—will bring students into daily contact with current events, announcements, snippets from lectures, breaking news, displays of live events, and much more.

“Students today have a high comfort-level with new technologies—such as PDAs and versatile cell phones,” Elam said. “That makes our effort to deliver material in a variety of ways easier for them to adopt. However, as these delivery methods continue to change rapidly, we will be challenged to ensure that our students continue to be comfortable with the software and hardware they’ll find in their jobs, even if their companies are on the leading edge. And if their companies are building their own technological expertise, our graduates may be able to help in that effort. We are far along this path, and come October, 2007, we will take a quantum leap forward.” ■



Rendering of new business building complex

Executive and Professional Education explores online offerings.

Executive and Professional Education (EPE) has entered into talks with a number of businesses to see how certification and training courses can be delivered online to employees worldwide.

“Clients have approached us about offering some of our current courses online and developing new ones to address specific business needs they have,” said Robert Garcia, EPE director. “We are laying the foundation now for such options—spanning management skills, leadership, and safety—which we are developing by drawing on the expertise of FIU Online.”



Robert Garcia, EPE director



THE BUSINESS STRATEGY GAME ONLINE EDITION

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Click one of the seven menu icons below.

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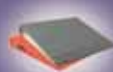
Footwear Industry Report for Year 10

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3-Year PLAN

3-Year Strategic Plan



Print Current Year 11 Decision Entries



Return to Corporate Lobby

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Simulation provides subtle way to raise students' comfort with technology.

In 1990, when its authors launched the “The Business Strategy Game” (BSG)—a simulation in which participants make all the decisions that top managers would make over a multi-year period as they guide an athletic footwear company with global reach—they sent out a set of 5.25” floppies.

Now, when students in *Strategic Management for Multinational Corporations*, taught by Linda Clarke (PhD '98), instructor in the college's Department of Management and International Business, play the game, they do so entirely online—along with as many as 12,000 competitors from 25 countries.

BSG is serious business for the students. Confronted with myriad variables and complexities, they need to display a high degree of dedication and business acumen. And in the process, they refine their use of Excel and the Internet.

Simulation challenges students in blended and online courses.

She uses the simulation in both blended courses—those that mix class time and online assignments—and fully online versions, acknowledging that the online offering poses some challenges.

“If you have students in front of you, it's easier to explain aspects of the game,” she said. “They do experience more consternation online. Fortunately, the simulation includes an online tutorial that uses graphics, sound, PowerPoint slides, and experiential exercises. The students who complete the tutorial do very well.”

The online version also offers benefits, spurring the students' independence and enabling them to reap the rewards of their resourcefulness.

“Students are forced to learn the simulation on their

“You need self-discipline and initiative to succeed in a fully online class—qualities important for their future success.”

— Linda Clarke, instructor, Management and International Business

“Students contend with international business operations, exchange rates, wage rates in different countries, and marketing,” said Clarke, who previously used simulations with MBA students at American University in Washington, DC. “The simulation uses an Excel platform, so as the students work on the simulation, they become familiar with an Excel-based environment. They also learn how to upload their files and their business decisions to the Internet.”

own and are ultimately the ones who get the most out of it,” she said. “You need self-discipline and initiative to succeed in a fully online class—qualities important for their future success.”

Although the demands of the game—from both a technical and business perspective—tax the team members, ample support exists.

“By about two weeks into the term, the teams coalesce,” Clarke said. “Once that happens, we establish a private discussion forum for each team in which they can post documentation and talk to other team members.”



Another screen in
The Business Strategy Game



“Having the online option has enabled them to work in global groups—which they wouldn’t get to be part of otherwise.”

— Linda Clarke, instructor, Management and International Business

In addition, GLO-BUS Software, Inc., which created the simulation, provides toll-free telephone support during business hours, 24/7 email support from technical staff, and even the ability to allow a technical support person to temporarily take over a student’s computer and lead him or her through various steps interactively.

Despite the fact that she enjoys the direct interchange in fully face-to-face or blended courses, Clarke recognizes the value of the online format and the many ways students can distinguish themselves.

“The online students tend to be more disciplined and to put more into class work, especially since they don’t have to waste time in traffic,” she said. “Also, they can do their work off site, even from other countries. Having the online option has enabled them to work in global groups—which they wouldn’t get to be part of otherwise—and to embrace technology.”

Game gives students taste of business realities . . . and successes.

Of course, learning the technology is not an end in itself. The game enables students to begin to comprehend—in a highly exciting and competitive environment—how a worldwide venture works.

Each week, they eagerly await the results of how they fared, and in the case of Clarke’s BBA+ Weekend group, they did very well.

René Bodden (BBA ’06) runs the operational side of an IT company and was a member of the team called Footy. One week, the Footy team scored 11th worldwide on return on average equity (ROE), one of four factors on which the teams were scored, along with overall score (current year), earnings per share, and stock price.

“At the start, we spent a solid five to six hours calculating finance, marketing, advertising, distribution, human resources, logistics, and every other aspect of the business strategy,” said Footy team member

Jorge Andrade (BBA '06), who has worked in the apparel industry. “We worried about issues that included whether or not we’d meet investor expectations and whether or not our competitors would drop their prices.”

“During the second year, which was year twelve of the company, we decided to invest in plant capacity,” Bodden said. “We knew that we’d take a hit, and we fell to fourth place within the class. But it was in year thirteen that we placed 11th in the world on ROE. Our stock went up, we had a lot of capacity, we got into private labels, and we sold cheap. From then on, we always finished first in the class. We acquired a lot of celebrity endorsements, sold on the Internet, and did well because of our image and the way we supported retailers.”

Jaime Gonzalez (BBA '06), part of the outside sales force for a company that represents sixty lines of lighting and a member of the team named Emelda’s Fantasy, described himself as “obsessed” with the game for the first two weeks, but later found some of the experience painful.

“We set ourselves apart from other groups and did well in the first session,” he said. “They congratulated us and then mimicked our strategy. By the time we could adjust, it was too late, and we finished last the next week. The game is unforgiving. Initially, I was upset, but it was all in good fun, and we remained friends with members of other teams.”

The experience also had many benefits, including the fact that his

team was one of three in the class to score in the Top 20 worldwide one week, reaching number two on ROE at 57.5 percent.

“The professor controls a number of the parameters, such as labor and the cost to ship across the ocean,” said Greg Stappenbeck, one of BSG’s authors. “Other variables come from the real world, in real time, such as exchange rates—which change daily—and interest rates.”

These changes often upended the teams’ plans.

“We met at school, sometimes staying till 1:30 a.m.,” Gonzalez said. “One day, you think you have your plan worked out, and then a new factor comes in and messes it up. That makes it very challenging and creates lots of struggle as you have to make new decisions.”

Clarke had high praise for the students’ achievements.

“Students in this BBA+ Weekend group distinguished themselves several times with their high rankings,” Clarke said. “Also, students in the fully online version of the course don’t even meet face to face, which makes their teamwork extremely impressive. Among recent online student teams, Cool Air Sports scored 15th worldwide on ROE one week, and the 35.4 percent ROE of team Footworks was the 10th best ROE performance of the week worldwide.”

In the fall, 2006, term, Clarke’s students in a fully online version of the course made the Global Top 20, a particularly impressive accomplishment because more students compete during the fall and because the work they did to attain the ranking came during the same week as their midterm exam. ■



Linda Clarke, instructor, Management and International Business, with *Strategic Management for Multinational Corporations* class



Patricia Concepción, student, *Business Ethics*

Online business ethics course reveals power of web-enabled communication.

At least two people had very serious reservations about the online offering of *Business Ethics* in the college: student Patricia Concepción and the professor, Robert Hogner, associate professor, Department of Management and International Business, coordinator of the college's Civic Engagement Initiative, and development director for undergraduate international business programs.

"Sixty students had enrolled in the course when another professor backed out, and I was asked to teach it," Hogner said. "I had imagined that face-to-face contact with students was a necessary part of developing trust in learning. Though I knew others had had good luck with online courses, after agreeing to teach it, I still had misgivings."

"Whenever asked about my feelings regarding online learning, I held a constant view," said Concepción, a management major with a minor in philosophy due to graduate in summer, 2007. "The best route to a well-rounded collegiate education began and ended in the classroom—surrounded by students eager to learn and the availability of the professor with regards to proximity."

But after their experiences with the online offering of *Business Ethics*, Hogner and Concepción are now converts to online education.

"I was flabbergasted by the extraordinary responses of

"I was flabbergasted by the extraordinary responses of the students."

Robert Hogner, associate professor,
Management and
International Business

the students," Hogner said. "I believe I got better responses, better learning, and more discussion in this online course than I do in a traditional classroom setting."

According to Concepción, "I believe it would be safe to say that ignorance got the best of me. Not only did I learn more from this *Business Ethics* course than I have from any other management course, but also I learned that technology offers the best form of communication."

Hogner uses inventive means to infuse online course with interactivity.

Despite his resistance, once he agreed to teach the course, Hogner "set about trying to structure it to develop student-to-student and student-to-instructor communication to mirror conversation-based classes."

First, he required his students to read the *New York Times* daily and to extract ethics issues from what they read. They next transformed the information into an annotated bibliography, which they submitted each week.

"Part of their participation grade was based on posting articles and starting a discussion," he said. "They were invited to use articles from global newspapers and other reputable U.S. newspapers as part of the assignment. I also posted interesting articles to get discussions going."

Second, he used a new text: *Honest Work: A Business Ethics Reader* by Joanne B. Ciulla, Clancy Martin, and Robert C. Solomon.

"I learned that technology is the best form of communication."

Patricia Concepción, student in
Business Ethics

“The book is an extended series of articles and essays focused on getting students to think about ethical issues as they might apply to their lives,” he said. “I had them take an issue and relate it to their own personal, professional, or familial lives.”

This exercise grew out of his belief that experiential learning has to “cement.”

“By taking the issues raised in the readings about ethics and reflecting them onto their own experiences, they grew to understand the implications where it matters: to them,” he said.

A signature aspect of Hogner’s courses is to get students to write. Even here, the online format proved advantageous.

“I was able to save trees and still have the students write on a regular basis,” he said. “They submitted their essays electronically and I graded them electronically.”

Using this three part approach—the bibliography to look at broad global and national issues; the readings to enable the students to come to understand the theory and practice of managing business ethics; and the essays to relate the readings to their lives—Hogner created a course with substance and lively interchanges.

By the middle of the term, he knew he had a success on his hands.

I saw cooperation and learning,” he said.

“When you look at the ways students are helping each other, you know you’ve done something right. Also, I feel that the essays gave me a chance to know them, and my responses gave them a chance to know me—something I had not imagined possible in this format.”

Hogner thought that the online approach would hamper communication, but the opposite turned out to be true.

“I taught a blended course once and the best part was meeting with students,” he said. “I saw the web simply as a tool to accompany the real part of the course, which was the classroom time. But now I feel differently. Students can send questions, and even though the professor knows who they are, they seem to be more open to posting their true beliefs because no one is looking at them when they express them. The Internet acts as a safety buffer.”

For Concepción, the issue of communication was the major part of her initial resistance to, and eventual acceptance of, the online format.



Robert Hogner, associate professor, Management and International Business, with a traditional *Business Ethics* class

“I have always preferred speaking to my professors in person only because I feel that more can get done by a face-to-face conversation than by having to wait for a response in an e-mail that may or may not come at the desired time,” she said. “I’m used to working with my peers, who don’t check their e-mail. I thought it would be the same, but it was completely different. Hogner’s responses were very quick and very thorough.”

As most online students, she appreciated the convenience and the way she could make better use of her time.

“I was able to cut down on the time it took to drive to school and back home,” she said. “I could read and study for the week’s personal reflection while e-mailing the professor if need be and commenting in the discussion forum as well.”

As he reflects on his initial experience as an online instructor, Hogner feels he learned a key lesson.

“If you do it right, you can create a learning community online,” he said. “Something was going on in the discussion forum that online interaction seemed to stimulate. In fact, I would much rather teach the course online in the future.”

For her part, Concepción has a new appreciation for the value of this delivery mode.

“Taking a risk and registering for the online course was the hardest part of being an online student,” she said. ■

“If you do it right, you can create a learning community online.”

Robert Hogner, associate professor, Management and International Business

What other students in the online *Business Ethics* class said:

Josette Chandler

“I laughed, and I cried at some of the other students’ postings.”

Lariso Bruno

“As the course developed, I was able to hear other people’s ideas through the discussion forum and also to express my own.”

Sonia Ryan

“It was a pleasure knowing you online through WebCT—today’s technology! Even though we haven’t met during a class lecture . . . I’m sure it would have still been just as exciting as it was online.”

Aimet Ruiz

“In regular classes, most of the time, students do not have the opportunity to interact with

the majority of the students in a class and they are not exposed to so many opinions and different angles or ways to analyze a situation. I learned a lot from other students and sometimes they made me change my opinion about certain topics, such as gay marriage and immigration situations.”

Janae Jackson

“I also enjoyed the extensive participation in the discussion forums and course mail by the students in the class. It is usually very helpful when the students are helping each other in an online course.”

Nida Jawed

“As far as my experience of taking the online class is concerned, this class was my first class online, and I think I will take more like this one.”

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"The Plane Game"

LOW-TECH PAPER PLANES GIVE STUDENTS CONTEXT FOR A TOUGH COURSE.



Though Chris Ellis (EMBA '97, BS '92), instructor, Department of Decision Sciences and Information Systems, uses water imagery to describe his introduction to simulations, it's the air he's turned to in a course titled *Operations Management*.

"One of the most influential people in my education was the late John Nicholls, the last professor I had as a graduate student in the college," Ellis said. "He taught a complex capstone business simulation course, and I was deeply affected by the format of the experience. Everyone loved the class and the chance to compete in the business arena. We weren't being pounded with lectures, but competed as study groups running computer companies in a marketing simulation. Called "Marketplace," the simulation caused us to thrash around and make decisions—in other words, to 'sink or swim.'"

"The simulation caused us to thrash around and make decisions—in other words, to 'sink or swim.'"

— Chris Ellis, instructor, Decision Sciences and Information Systems

Three years ago, Ellis introduced a business simulation game into his undergraduate course in operations management, a kind of homage to Nicholls' methods.

"Simulations engage the mind and give students a context in which to build an understanding of the esoteric concepts and formulae that we teach," he said. "I was casting around for something to build a game around—origami frogs, swans, and so forth, when I saw a book on paper airplanes. It had the detail I wanted and the airplanes fired my imagination. I bought it and created the course around it."



Large class learns teamwork, leadership, and how to please a tough customer.

The class is large—often ninety students or more—and the students work in the largest teams they have ever been a part of in college—fifteen per team. Each team creates a plane manufacturing facility from the ground up.

"I provide the engineering plans for fifteen different models from which the teams devise ways to mass produce them," Ellis said. "I also created a demand history that they have to use their forecasting skills to figure out."

Students take the engineering plans and find a way to mass produce high-quality aircraft. They forecast demand, calculate supplier lead times, create work schedules, and plan capacities for their operations.

In the last four classes, in thirty-minute timed sessions—each representing a business quarter—production groups work feverishly to meet demand for the fifteen models. The students are constrained by functional roles in each team: measuring, folding, gluing, coloring, and cutting. Also, some of the models have several pieces to cut and fold before the assemblers can put the plane together. Team cooperation is critical to success.

"At the end of each quarter, each fifteen-person group would count its inventory to determine what was work in process, what it needed to order, what the expenses were, and what the return on investment was," said Nitza Manes, manager, planning and inventory control department at Sony, who is majoring in marketing. "Ellis looked at who exceeded expenses, who had the biggest gross profit, who was bringing in too much via air freight, who had too much raw material in inventory, and other factors. We knew the first quarter would be expensive because we were setting up and purchasing tools and machinery. After that,



Teams select their supplies.



Measuring and configuring the pieces takes patience.



Working in teams to cut and assemble the pieces can be painstaking.



Pieces become planes.



Putting the pieces together is a team effort.



Is this how it's done?



Teams display their products for judging.



Will it fly?



What about quality?

our numbers were expected to improve.”

At the end of each session, he inspected the final planes and selected the ones he would purchase.

“He had very high standards, so we needed to make the planes perfectly,” Manes said. “If it wasn’t colored correctly, for example, he would discount the price or purchase the product for scrap. If there was a tie, he would make us fly the planes before making a buying decision.”

The first hour of class time in this blended course, which combined online quizzes with classroom discussion/activity time, revolved around a book called *The Goal: A Process of Ongoing Improvement* by Eliyahu M. Goldratt and Jeff Cox.

“The book made sense from a business perspective,” Pedro Costa, a team leader, said. “The plane game helped us learn from direct experience. Among other things, we had to train ourselves on processes—such as where the paper goes first. This taught us how to discuss business processes, which we had read about.”

Because the course was a blended offering, classroom sessions took place only every other week. However, Costa and his group met weekly and on some weekends, as did other teams.

“We studied how the game worked, we planned, and we thought of ways we could better ourselves.”

—Pedro Costa, team leader

“We studied how the game worked, we planned, and we thought of ways we could better ourselves,” he said.

Ellis also is integrating technology into the *Operations Management* course as the teacher. For example, he has switched to a different textbook called *Principles of Operations Management* by Jay Heizer and Barry Bender.

“It includes an online homework management system called

‘Prentice-Hall Grade Assistant,’” he said. “It has end-of-chapter problems that I can assign as homework. This online assessment tool uses software algorithms to generate different questions for different students that are equally challenging to all students, but for which all have different answers.”

The search for ways to use technology to enhance the learning experience continues to occupy him, most recently with a new way of presenting statistics.

“If students are faced with the need to do something that they don’t know how to do, how will they learn it?”

— Chris Ellis, instructor, Decision Sciences and Information Systems

“As professors, we often assume a push model of getting information out,” he said. “But if students are faced with the need to do something that they don’t know how to do, how will they learn it? And might that learning effort—using a pull model—be more engaging? Pull works well in manufacturing, such as the plane game, and I am now planning a way to use it in a statistics course.”

What’s next? Statistics online.

According to Ellis, “With statistics, students can drown in data. They need tools to turn the data into information and then use the information from marketing and finance, for example, to make decisions. I am finishing a business simulation for undergraduate statistics in which teams will compete and the most profitable teams will make use of the data most effectively.”

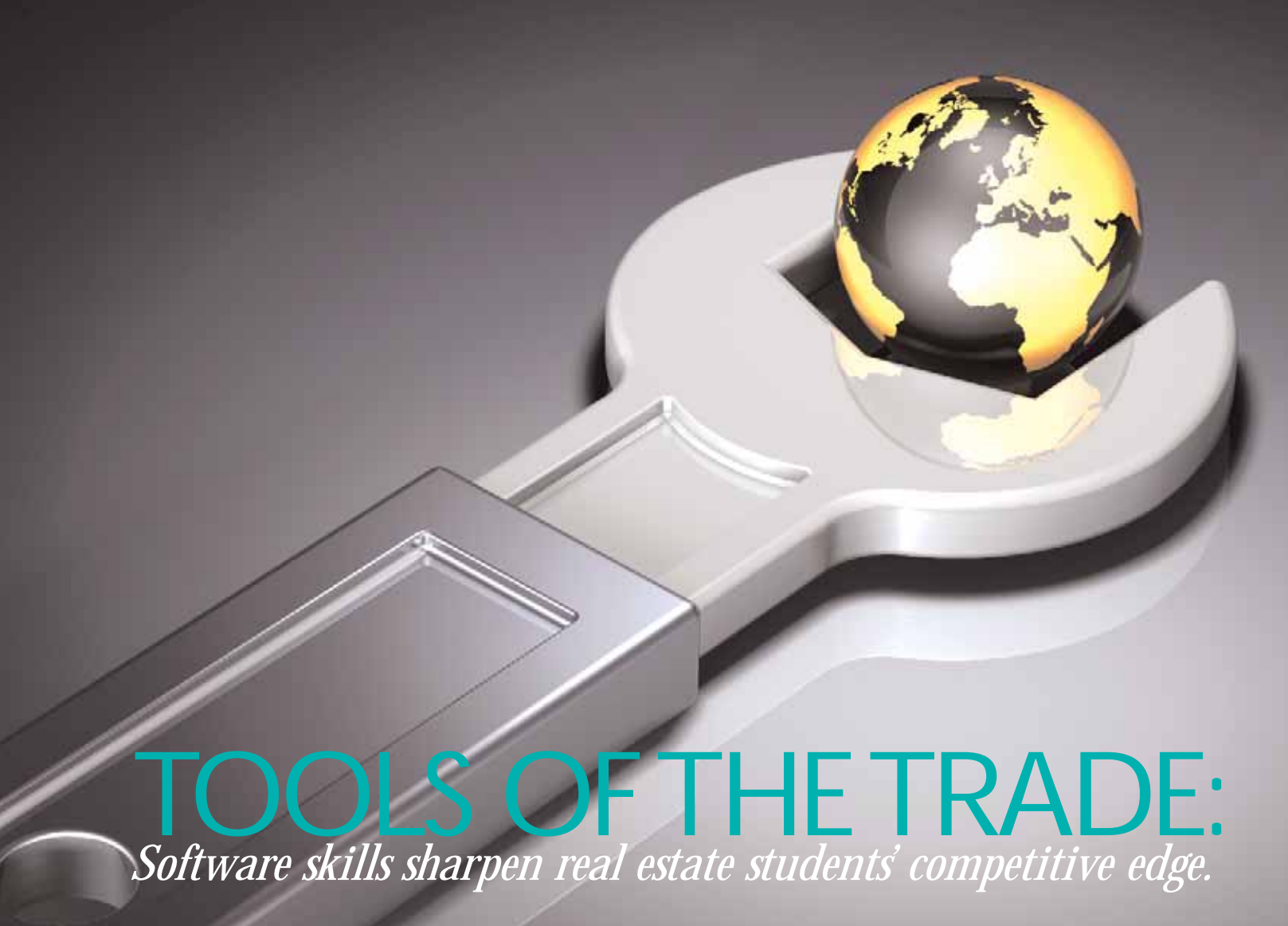
Guiding students in such a simulation in a face-to-face setting is one thing, but is it possible to teach statistics online, considering all the mathematical formulae and calculations that the teacher needs to explain? Ellis thinks he has found a way. He teaches a graduate course, *Business Analysis for Decision Making*, in a fully online format.

“It’s hard to type equations,” he said, “so I use a tablet PC to create ‘chalk talk’ files. I write on the screen and show the math using the symbols we are all familiar with. The computer captures my writing just as if I had written on a yellow pad. I take screenshots of these calculations, record my voice explaining their development, and save the material in a format that all can use.”

Students open the presentation in PowerPoint and hear Ellis’ voice walking them through what they see. They are learning Excel, data analysis, and decision making, all with the sense that he is standing at their elbow . . . even though he delivers the course over the Internet.

“When some professors think about an online or blended course, they only think about videotaping their lectures,” Ellis said. “But a video of a class lecture does not create an experience in the way some of these other technologies do.”

He also explores technology to make assessment more secure. *The Miami Herald* has featured his efforts to curb academic misconduct through the use of anti-plagiarism software. ■



TOOLS OF THE TRADE:

Software skills sharpen real estate students' competitive edge.

These days, commercial real estate professionals from Miami to Montreal, New York to Los Angeles, and elsewhere around the world are speaking the same language when it comes to answering that all important question: Bottom line, what's the value of this property?

The answer, more times than not, is derived using Argus software, the asset valuation and cash flow projection tool that's fast becoming the industry standard for the critical processes that drive all facets of real estate transactions, including analyzing the market, understanding capital structure, and determining investment parameters.

"Teaching our students how to use Argus is an important part of our graduate and undergraduate real estate coursework," said Paul Jones (BBA '78), adjunct professor teaching real estate within the college's Department of Finance and founder of its Real Estate Alumni



John Zdanowicz, professor, Finance, and director, Jerome Bain Real Estate Institute

Affinity Council (REAAC). In addition to his activities in support of the college, Jones is president of Coral Gables-based Pyramid Realty Group, Inc.

"Argus skills are a 'must have' on any resume, whether for a position as a real estate broker, analyst, or Wall Street investor," he said. "Our students walk out the door with the right level of knowledge in using Argus plus an understanding of how to generate the assumptions that go into Argus."

To emphasize the value Argus-based skills carry into the marketplace, Ken H. Johnson, assistant professor of real estate within the Department of Finance, shares an anecdote from a recent informal meeting with one of the nation's largest real estate companies that he attended with John Zdanowicz, professor of finance and director of the Jerome Bain Real Estate Institute.

"During our discussions, one of the firm's representatives told us this: 'Give me people



Paul Jones (BBA'78), president, Pyramid Realty Group, Inc., and adjunct professor in real estate



“Argus skills are a ‘must have’ on any resume, whether for a position as a real estate broker, analyst, or Wall Street investor. Our students walk out the door with the right level of knowledge in using Argus plus an understanding of how to generate the assumptions that go into Argus.”

— Paul Jones, president, Pyramid Realty Group, Inc., adjunct professor teaching real estate and founder of the college’s Real Estate Alumni Affinity Council (REAAC)

who are trained in Argus and I can make them useful to my firm in thirty days. Give me people who are not trained in Argus and I’ve got to spend six months training them.’ You really can’t put it more clearly than that,” Johnson said.

Students put tools to work in real-world scenarios.

In addition to using Argus software, real estate students become proficient using Microsoft Excel spreadsheets and other relevant analytical and research tools.

“We provide our students with access to online research databases such as EconLit, which is the American Economic Association’s elec-

tronic bibliography that indexes more than thirty years of economics literature from around the world,” Johnson said. “Students learn where to find the information they need and how to interpret it to support business research that drives sound decision making.”

As part of their coursework, students are given many opportunities to hone their skills—like working on a group project to analyze an existing commercial building in downtown Miami.

“Students in a recent graduate class met with a local commercial real estate developer and toured an existing 300,000 square-foot office building,” Jones said. “They had access to current leases, rent rolls, and real estate operating statements and used Argus to analyze the value of the property and present it as an investment opportunity.”

Today's real estate market offers a world of opportunities.

According to Jones, the term "real estate" was first used in the English courts in 1666.

"At that time, the entire world population was five hundred million people," he said. "Since 2000 alone, we've added another five hundred million to the world's exploding population. Just think about it. In terms of global real estate, it means a lot more people are competing for property."

"We're on the forefront when it comes to sales, leasing, and property management, and we're sharing this knowledge and experience in the classroom."

— Ken H. Johnson, assistant professor, Real Estate

Population is not all that's expanding. So is the international real estate market.

"Technology is making commercial real estate a global proposition," Jones said.

The fact that Florida International University offers a Master of Science in International Real Estate gives students a competitive advantage, as they tap into a program that was inspired by and developed with leading members of South Florida's international real estate community.

"Although we may not always see it ourselves, professionals in the United States are operating at the cutting edge of international real estate," Johnson said. "We're on the forefront when it comes to sales, leasing, and property management, and we're sharing this knowledge and experience in the classroom."

So as the international real estate market continues to grow in



Kenneth H. Johnson, assistant professor, Real Estate

"hot" global markets like Miami, New York, London, and Shanghai, students graduating from the college's programs are in an excellent position to succeed, wherever in the world they launch their careers. ■



"Give me people who are trained in Argus and I can make them useful to my firm in thirty days. Give me people who are not trained in Argus and I've got to spend six months training them."

— Representative from a major real estate company

Get real:

A close look at the promises and pitfalls of virtual banking



Turn the clock back ten years or so. The first Internet boom was in full swing. Technology watchers and industry analysts declared the death of the “brick-and-mortar” business. Everything and everyone was headed online.

Certainly, banking seemed to be racing in that direction. In 1990, there were no Internet banks in the world. In 1995, the first virtual bank—which offered its services completely online—commenced operation. In the years that followed, more than 500 virtual banks were launched. As many as fifty virtual banks were operating completely online by the end of 2000.

Then the momentum slowed dramatically. Today, only four or five “pure-play” virtual banks are still in operation. At the same time, more than 3,000 traditional “brick-and-mortar” banks have developed Internet channels to offer customers online banking options.

What happened?

Research conducted by three faculty members—Krishnan Dandapani, professor in the Department of Finance; Sharon Lassar, associate professor in the School of Accounting; and Walfried Lassar, Ryder professor in the Department of Marketing and director of the Ryder Center for Supply Chain Management—combined their areas of expertise to offer insights into the impetus and impediments driving the shifts in banking paradigms.

Basic economic principles and competitive pressures are at play.

Two major competitive pressures—globalization and technology—have affected the banking industry in the last decade.

Globalization created competition from foreign banks while technology-induced financial innovation accentuated competitive pressures within individual countries. As the explosion of the Internet spread worldwide and information technology enhanced its role, people began to incorporate the Internet into all facets of their lives. Banking was no exception.

Traditional banks that did not facilitate online services could easily have found themselves at a competitive disadvantage. These banks had the opportunity to take aggressive positions and be proactive by charting new paths while offering new products, services, and channels to their customers.



“Internet technology proved to be a double-edged sword.”

— Krishnan Dandapani, professor,
Finance

“However, Internet technology proved to be a double-edged sword,” Dandapani said. “While it greatly enhanced a bank’s operations and product offerings, it could have endangered the existence of the bank if not integrated seamlessly and effectively. The key aspect of adopting Internet technology was that it had to be done right. Banks also were apprehensive about escalating costs for fear of being unprofitable or becoming technically insolvent.”

In the euphoria of the Internet boom, virtual banks seemed to have an initial leg up on traditional banks.

But, according to Dandapani, competition was equally keen among virtual banks, as they tended to undercut one another—leading to the demise of many.

“While virtual banks had lower operating costs, minus the expenses associated with physical bank buildings, security infrastructure costs were high,” he said. “Security is an unwavering imperative for any online banking activity to succeed. Even a harmless security breach by a young hacker can cost a million dollars to fix.”

Indeed, the exorbitant cost of incorporating technology to offer all the required services, plus the continuous need to keep up with the technological sophistication of their customers, limited virtual banks as they began to operate.

Additionally, with the improvement in technology, many traditional banks began to adjust their business models and to integrate more online banking into their strategies.

“As established brick-and-mortar banks came online, virtual banks had to deal with the competitive threat to protect their depositor base,” Dandapani said.

Many of them could not do so, nor could they compete with the established brands of brick-and-mortar banks.

What do banking customers want?

Use of online banking has increased steadily worldwide and attracted more customers as computers have become more powerful and less expensive. As Internet access has become easy and widespread, increased computer literacy and comfort level with the workings of the Internet have provided an added impetus for the growth of online banking.

“In the beginning, virtual banking was done by technologically advanced people—the early adopters who trusted the Internet when it came to transaction security,” said Walfried Lassar. “More and more people gradually became comfortable with online banking, primarily because of the conveniences it offered them.”



“We don’t see an either-or world.”

— Walfried Lassar, Ryder professor,
Marketing and director
of the Ryder Center for
Supply Chain Management

Increasingly, Lassar observes, what customers want is choice, with access to the best of both banking worlds—traditional and virtual—depending on their needs.

“We don’t see an either-or world,” he said. “Customers enjoy the convenience of online banking for activities such as transferring funds or paying bills. But they also want to be able to walk into a physical bank building when they need to deposit a check, exchange currency, or talk to someone about securing a loan.”

As Sharon Lassar points out, their research indicates that banking habits can also vary by region and community culture.



“There is a definitive relationship between consumer innovativeness, personal characteristics, and online banking adoption.”

— Sharon Lassar, associate professor,
Accounting

“We found that some communities adapt more readily to Internet banking than others,” she said. “Many factors come into play, including levels of trust and willingness to try something new or different. There is a definitive relationship between consumer innovativeness, personal characteristics, and online banking adoption.”

Now, take a look ahead.

The concept of virtual banking is still alive and may have an optimistic future, despite the multitude of problems experienced by the early movers.

Major forecasts predicted that the number of U.S. households that bank online would reach fifty million by 2006, representing a majority of banking households. Concurrently, the number of Web users was expected to increase to two-hundred-and-fifty million worldwide. This substantial increase in Internet-savvy banking households signals opportunity for virtual banks.

The essential challenge for virtual banks is how to capitalize on this opportunity to drive longer-term success. The primary lessons learned from the previous decade show that suitable adjustments are needed in the business model to make it more dynamic and pragmatic. In addition, virtual banks have to avoid predatory competition to prevent internal cannibalization.

If they succeed, then virtual banks can move beyond being a niche player and become a significant force in mainstream banking. ■



Concrete evidence:

New business building complex soars towards completion, paying homage to modern technology and cultural heritage along the way.



Rendering of Lobby of Commons Hall



Construction of Commons Hall

Picture this: You walk into the lobby of the first floor of the main building in the new College of Business Administration's building complex. The dynamic sights and sounds of the giant plasma wall—equipped with the very latest in digital signage and acoustic-control software—grab and hold your attention. Multiple screens come alive with information and imagery: the latest university news, world news, stock ticker tapes, and more. On another day, you might join people gathering in the lobby to watch a special college event broadcast on the giant screen.

You are at the very center of it all—a thoroughly modern, technology-savvy international business school complex, and in the lobby of one of its buildings: Commons Hall.

Next, stroll out to the nearby courtyard. Here, you can pause a minute to relax, as you admire the beautiful fountain on the inside courtyard wall that reflects the colors of the Aztec and Mayan cultures that are woven into the university's international fabric.

This vision is soon to become reality—with the new business building complex construction on schedule for an October, 2007, completion date.

"The new building complex sends an international message through the architecture, design, and colors of the buildings."

—Fernando Irizarri, coordinator of the college's facilities

Take a virtual tour.

Totalling more than 80,000 square feet, the first three buildings in the complex are connected by an external walkway and second story arcade—with the beautifully landscaped courtyard in the center of it all.



Rendering of Commons Courtyard



Commons Courtyard, in construction



The first three-story building, Commons Hall, houses the executive board room—complete with cutting-edge technology and video conferencing capabilities, administrative offices, graduate student offices, and meeting spaces. A second building, Student Hall, is two stories and includes project management offices, study spaces, a special events center, a recruiters' lounge, and meeting spaces. Also two-stories tall, a third building—Academic Hall— includes a unique two-level, 300-seat auditorium, plus classrooms, a behavioral laboratory, a capital markets room, and audio-visual/recording facilities.

The auditorium is one of the unique areas of the new complex. "It's really a flexible two-story space that can be used to support any sort of theater or presentation arrangement," Irizarri said. "In the same area, you'll find case rooms designed specifically for the delivery of presentations to encourage interaction between the leader and participants."

Even the regular classrooms and breakout rooms are state of the art—with video screens, projectors, and sliding white boards. Plans also call for the entire complex area to be a Wi-Fi zone, giving wireless access to laptop users as they move from building to building.

Students and faculty alike also will appreciate the new locker areas, where people can easily change for interviews, meetings, and other events requiring more formal business attire.

Everyone can play a role in this success story.

The names of generous corporate sponsors will be visible throughout the new building complex, as will signs of the equally generous donations from the college's own community.

For example, the college's Alumni Circle is sponsoring the recruiters' lounge, which provides a business-friendly environment—complete with a conference area and individual interview rooms—for corporate recruiters.

"We are proud of our success so far and are thrilled that so many members of our business community and of our college constituents have chosen to participate in our *Building for Business Campaign*," said Annabelle Rojas (MBA '98, BBA '87), director of external relations and resource development.

Students, faculty, staff, alumni, and friends of the college can express their support for the new building complex—and the future of the college—by purchasing a star for the "Wall of Stars," a promi-

"Seeing the new business building complex take shape is inspiring to all of us."

—John A. Wrieden, distinguished senior lecturer,
Accounting

"We are proud of our success so far and are thrilled that so many members of our business community and of our college constituents have chosen to participate in our *Building for Business Campaign*."

—Annabelle Rojas (MBA '98, BBA '87),
director of external relations and resource development

nent display in the heart of the new complex.

"Seeing the new business building complex take shape is inspiring to all of us," said John A. Wrieden, distinguished senior lecturer, School of Accounting. "Every member of our college community can share in this accomplishment, made possible in good part by the diligent behind-the-scenes work of Rojas and her team."

To learn more about how you can support the college through the *Building for Business Campaign*, contact Annabelle Rojas at 305-348-3339 or Annabelle.Rojas@business.fiu.edu.

You can also visit the web site at:
http://business.fiu.edu/Spotlights/building_complex_fund.cfm. ■

Community Connections

Students use web to save lives.

Each Weekend BBA+ group undertakes a civic engagement project in its *Business in Society* class. Members of the twentieth group, seeking to raise funds to benefit Salva Mi Vida—a private organization in Honduras that helps poor children with cancer—launched Business Students Saving Lives (BSSL) and put technology to work in their efforts.

“We felt that being on the web would give the program more formality and provide more information than we could deliver by word of mouth,” said project co-chair Ivette Medina, compensation specialist at UPS Supply Chain Solutions, Latin América, who brought Salva Mi Vida to the attention of her classmates.

Project Co-chair Ana Perez, inventory management manager for Aero Hardware & Supply, agreed.

“Having a web site was a way we could

“Having a web site was a way we could reach out to more people than those we knew personally.”

— Ana Perez, inventory management manager, Aero Hardware & Supply

reach out to more people than those we knew personally,” she said.

Alex Almanza, division director, OfficeTeam, a division of Robert Half International, enlisted help from a friend who knew how to develop a web site and how to create the PayPal account. By becoming an International Business Honor Society (IBHS) Global Leadership and Service Project, BSSL aligned its processes with IBHS and Florida International University's policies and procedures for receiving funds

Wisely, they kept things simple.

“We ensured that the information was gen-



Cancer patient at Salva Mi Vida in Honduras

eral enough so that we didn't have to refresh the site too often,” Almanza said.

They also took advantage of the web's power to connect with and inform others, putting a link on the popular MySpace, establishing links to the cancer society and to a number of sites within the university, and making it possible for people to e-mail them.

BSSL's Internet effort will have a tremendous human impact. A mere \$18.25 is enough to care for a child for a year and by fall, 2006, the group was actively soliciting regular and e-donations. ■

College marks new year with launch of interactive online certification program in customer relationship management.

The new year got underway with the initial offering of a one-of-a-kind, interactive customer relationship management (CRM) online certification program—the result of a partnership between the college's Department of Marketing and Axis

Integrated Solutions.

“CRM failure rates have been historically high—around 50 to 60 percent,” said Nancy Rauseo, marketing instructor, who developed the eight-module program with ongoing input and review by Manny Buigas, Axis principal, and his network of colleagues to ensure its real-world applicability. “We designed the program to enable any professional involved in CRM to design a highly effective CRM strategy and implementation plan that delivers maximum return on investment as quickly as possible.”

According to Buigas, an online certification



Manny Buigas, principal, Axis Integrated Solutions

“The program is flexible and convenient and requires no travel.”

—Manny Buigas, principal, Axis Integrated Solutions



Nancy Rauseo, instructor, Marketing

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José Aldrich, managing partner, KPMG, Miami

is perfect for companies whose staff and clients are distributed beyond Miami—just like his.

“Forty percent of our business is in the Caribbean,” he said. “The program is flexible and convenient and requires no travel, making it ideal for companies regardless of their location.”

Students can access the modules for up to ninety days; however, the coordinated activities within the course will ensure they all finish in six or seven weeks.

“This duration gives participants time to absorb the information, and the structure

enables them to share questions about and insights into challenges and best practices with Rauseo and each other,” Buigas said.

Not only will the design of the program give participants all the benefits of taking a course online, but also it will start and keep them moving in the right direction.

“Far too many businesses jump into the adoption of CRM without a sound strategy and implementation plan,” Rauseo said. “These critical-path tools are precisely what participants will take away from the certification program.”

For a free demo of the online CRM

certification curriculum and registration details, visit http://www.axisintegratedsolutions.com/solutions/fiu_strategy.asp. ■

“The council assists greatly in the development of talent and provides an opportunity for all of us to serve the community.”

— José Aldrich, managing partner,
KPMG, Miami

Dean’s Council members provide indispensable support.

The Dean’s Council is the college’s principal advisory board. It is comprised of distinguished business leaders with a strong desire to help the college address the many challenges it faces. Dean’s Council members advise the college on business trends, opportunities, and needs, and also have become its advocates within the business community. Their support has helped shape the college into the leading institution it is today.

Here is a close-up and personal look at two of them.

José Aldrich has professional and personal attachment to college.

Over the years, KPMG has hired hundreds of graduates from the School of Accounting, establishing a close relationship between the college and the firm. That relationship deepened even further when José Aldrich, managing partner of KPMG’s Miami office, became a member of the Dean’s Council.

For him, serving on the council has been an essential part of reintegrating himself into South Florida, where he has spent much of his life. He grew up in Miami Shores and moved to Coral Gables when he married.

“I transferred back to South Florida from New York City in 2004,” said Aldrich, who also worked in Venezuela. “After I became acquainted with Annabelle Rojas, (MBA ’98, BBA ’87),

Community Connections

director of external relations and resource development, I was invited by Executive Dean Joyce J. Elam to join the council.”

Not only did being a member offer a way for him to become more involved in the community, but also he was “impressed by the combination of educational excellence and affordability that the university delivers.”

Aldrich said he plans to serve as long as Elam needs him.

“I want to be involved as long as I can continue to add value,” he said. “I think that she has put together an interesting group of leaders, and it has helped me to connect with them. The council assists greatly in the development of talent and provides an opportunity for all of us to serve the community.”

Though he did not attend Florida International University, the university has become a family affair. His oldest son Victor is a senior majoring in sports management and his son Nicolas is following in his father's professional footsteps, having begun a Bachelor's in Accounting (BAAC) major in the School of Accounting.

Dana Nottingham understands the value of college's downtown presence.

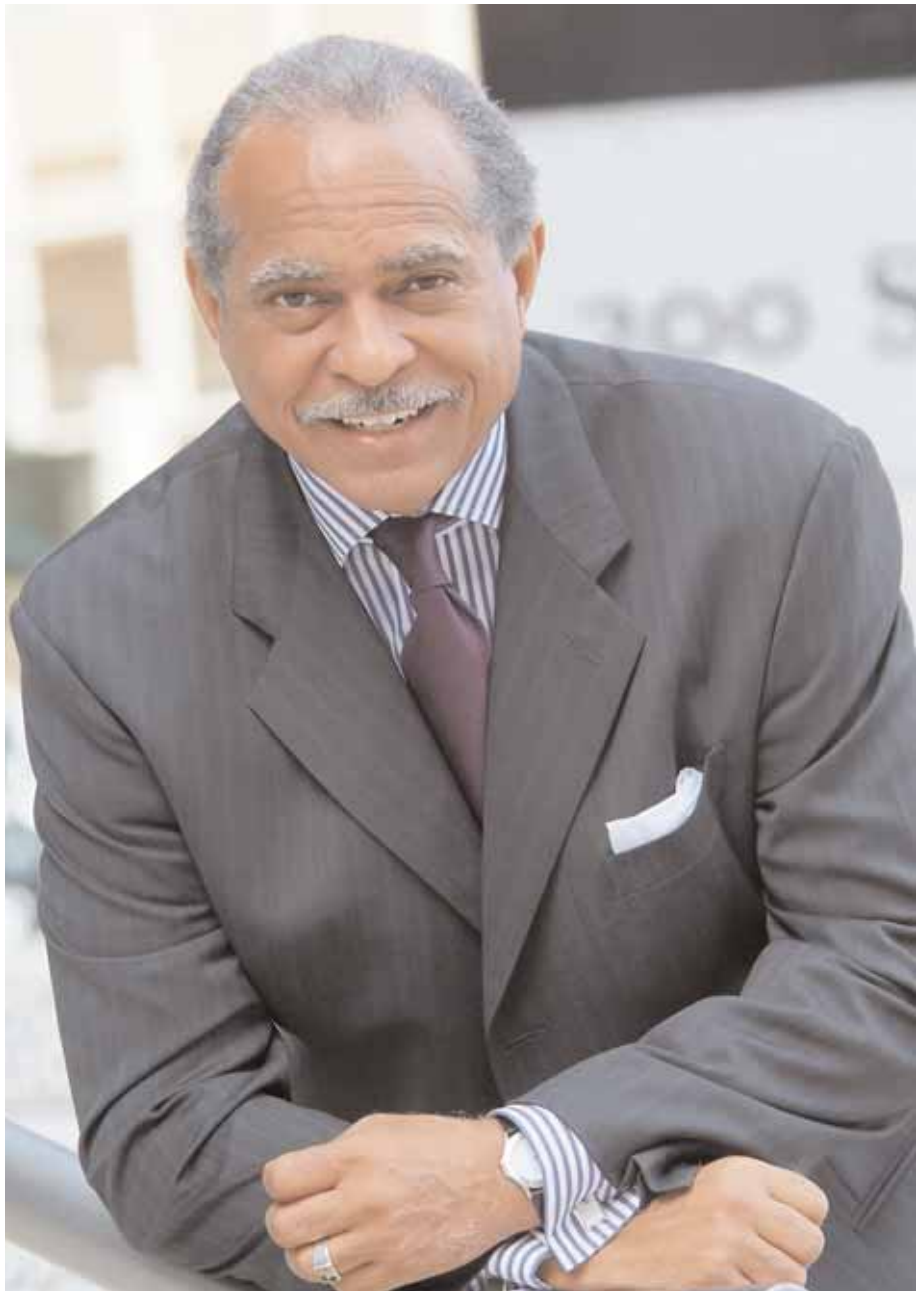
A search for funding support for its Downtown Center led the college to the Downtown Development Authority (DDA). Not only did the college's representatives secure the funding, but also they identified a new member for the Dean's Council: Dana Nottingham, DDA executive director.

Nottingham saw the potential of the college's plan to create a campus downtown—a plan that quickly evolved into a facility housed in a portion of the sixth floor of the landmark Macy's South Florida store on Flagler Street. Five master's programs are being offered at the site.

“The university submitted a proposal for \$100,000 to build out the facility,” Nottingham

“Students always bring a certain zest and vitality.”

— Dana Nottingham, executive director,
Downtown Development Authority



Dana Nottingham, executive director, Downtown Development Authority

said. “DDA was a financial contributor to that initiative. It was an easy decision because it is consistent with our vision for Flagler Street.”

The timing of the request was fortuitous.

“We are in the process of updating our downtown strategy and master plan,” he said. “An important part of our marketing and positioning is to promote activity during the

day and evening.”

By fall, 2006, the Downtown Center had nearly 125 students enrolled in its evening programs with plans to offer daytime programs, such as professional seminars, fitting well with the DDA's vision for the area.

When Executive Dean Joyce J. Elam asked Nottingham to join the Dean's Council, he

Community Connections



Luis Tapanes, manager, Beckman Coulter

was happy to accept, in part because he sees students as the lifeblood of any community.

"Students always bring a certain zest and vitality," he said. "Look at New Haven, Charlottesville, and Cambridge. Students bring energy to those communities."

As evidence of the value DDA sees in the presence of the Downtown Center, it recently awarded the college an additional \$50,000 grant. ■

Advisory boards and Chapman School continue along two-way street.

Programs in the Chapman Graduate School receive timely insights from business leaders who serve on its programs' advisory boards and establish relationships that advance their careers and their companies.

When Luis Tapanes, manager, Beckman

"The class, offered through the college's Executive and Professional Education (EPE) unit, was great, with lots of dialogue about strategy, applications, and tools for testing."

— Luis Tapanes, manager, Beckman Coulter

Coulter, took the college's *Strategic Market Orientation* simulation, he was impressed.

"The class, offered through the college's Executive and Professional Education (EPE) unit, was great, with lots of dialogue about strategy, applications, and tools for testing,"

he said. "I met José de la Torre, dean of the Chapman School, and Natalia Sol, director of corporate relations, and the 'chemistry' was good."

So when he wanted to have project management training delivered to some of his employees, he thought of EPE. He and the staff are preparing a course adapted to his employees' schedules for delivery at his company's site.

Tapanes serves on the Executive MBA (EMBA) program's advisory board, as does José "Pepe" Brousset, Caterpillar's marketing and operations manager.

"When I arrived in Miami, I expressed to my boss, Tom Gales, vice president of the Latin American division of Caterpillar, my interest in executive education and my experience with various schools in Europe," Brousset said. "We want to participate actively in the community



José "Pepe" Brousset, marketing and operations manager, Caterpillar

"The Chapman School shows a strong desire to meet 'customer' needs, provide the best educational experience for its students, and be a partner in the development of Latin América."

— José "Pepe" Brousset, marketing and operations manager, Caterpillar

with social and educational activities, and he recommended me to de la Torre, who invited me to join."

He's been heavily involved ever since.

"I've attended all the EMBA board meetings, been invited to speak to a couple of classes of EMBA students, and worked with EPE to develop a tailored marketing course for Caterpillar that we've taught twice in Miami."

While he hopes to "contribute to the enhancement of the college's programs by providing feedback on the business needs of a company like ours," he clearly sees the reciprocal side.

"I want to become a partner in recruiting talent for Caterpillar," he said. "The Chapman School shows a strong desire to meet 'customer' needs, provide the best educational experience for its students, and be a partner

in the development of Latin América."

Gales serves on the Chapman Executive Committee—chairs of the advisory boards, leaders from the region, and members of the Chapman School's executive staff.

"The Chapman Executive Committee gives me a deeper insight into the quality of the programs," he said. "Florida International is essentially the only school in South Florida that we recruit at, so it's important to have this understanding. Also, I feel it's important for us to give something back to the school."

He sees his value as residing in "my outside perspective, lack of intimate knowledge, and no 'ownership' of the program, which allows me to ask questions that an insider might not."

"We believe the Chapman School has a quality program and good connections within the hemisphere, which we will use where we see a fit."

— Tom Gales, vice president, Latin América Division, Caterpillar



Tom Gales, vice president, Latin América Division, Caterpillar

On the other side, he expects that future ventures will enable him and Brousset to tap the rich resources they have found within the college.

"We foresee multiple initiatives to foster quality education in Latin

América," he said. "We believe the Chapman School has a quality program and good connections within the hemisphere, which we will use where we see a fit."

Mark Maki, the human resources manager at Bacardi, participates in the advisory panel for the Master of Science in Human Resource Management (MSHRM).

Being on the board gave him an opportunity to see firsthand what the college had to offer.

Community Connections

“I thought the Chapman School had several excellent programs and that the downtown location was a huge advantage.”

— Mark Maki, human resources manager, Bacardi

“At a meeting at the Downtown Center before it opened, de la Torre talked about the plans. I thought the Chapman School had several excellent programs and that the downtown location was a huge advantage.”

Thanks to a tuition reimbursement program offered at Bacardi, Maki talked to employees about taking a variety of courses at the Downtown Center and also has an employee who completed the college's MSHRM program at his urging. ■



Mark Maki, human resources manager, Bacardi



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A Message to our Alumni



Monique R. Catoggio

Since I began my work at the college eight years ago, never have I been more excited about what's beginning to happen and the positive energy surrounding what's to come. Our theme for alumni is NEW...new things, new people, new

groups, and new energy.

Not only will we be inviting alumni to enjoy our new home—the new business school building complex—in fall, 2007, but also, we are taking pleasure in the enthusiasm of our new Business Alumni Chapter leaders and our accomplished Alumni Circle, both of which are being renewed constantly with new members and fresh ideas and projects.

I am so happy to be working with a new team in the college as well. Recently, we welcomed several new staff members, whose experience, dedication, and pure excitement are contagious. Greg Gonzalez, Michelle Joubert, and Zoe Leal are true professionals who understand the importance of working as a team and of providing our alumni with top-notch service. Thank you all for your exceptional work! Thanks, too, to our student assistants, who handle so many important projects for us—Mireya Aguilar and Michael Montaner.

This year, in addition to nurturing our successful Real Estate Alumni Affinity Council (REAAC), we look forward to organizing an Accounting Alumni Affinity Council. Look out for exciting news regarding this new group.

And, we hope to begin many new traditions, like our *Night in Paradise* party, held on November 22nd, 2006, an idea that was developed overnight by our new Business Alumni Chapter President and President-Elect, Manny Matalon and Gilbert Santiesteban, respectively. It was a risk—but it was hugely successful! Manny and Gilbert—and the entire board—thanks for making it a reality!

I'd like to ask each of you to question what being an alumni means to you. There are so many benefits for you as our alumni and for us as your college in working together and staying connected. I challenge you to reach out to us, and together, let's make the relationship a meaningful one.

Make your year new and exciting! We wish you the best.

Monique R. Catoggio (EMBA '03)
Director
Alumni and Partner Relations

Business Alumni Chapter President embraces challenges of his new role.

A Message from Manny Matalón

As a strong advocate of change, I always have embraced the challenges that come with it. When the college's alumni director, Monique Catoggio, approached me about the opportunity to lead the Business Alumni Chapter, she emphasized the need for change and strong leadership. I saw that as a chance to leave a mark on an institution and on members of an elite group that I genuinely feel strongly about. I did not hesitate to accept and, as a result, I am the 'proud' president of the FIU Business Alumni Chapter for the 2006-2007 fiscal year.

When approached, I already was actively involved in the FIU Alumni Association as a member of its Fishing Tournament Committee. I continue to be a part of that today. I did, however, see myself seeking involvement at a much higher level, and that is why I accepted the position. I always have been an active member of the FIU family, in one capacity or another, stemming back from my days as a student. This involvement has helped me both personally and professionally, and I could not be more grateful.

I knew that, upon accepting this position, I would be responsible for strengthening the foundation of a chapter that was established five years ago and would be responsible for taking it to new heights.

However, my first task was to piece together an Executive Board that brought enthusiasm, creativity, and dedication to the table. As a result of my many years of involvement, I have seen what it takes for a group to succeed and bring its ideas to fruition. I have seen time and time again the qualities that any group must have to achieve greatness. I can say proudly that we have found those qualities in our president-elect, Gilbert Santiesteban, our director of development, James Rivera, and our events coordinator, Diana Hechevarria. I am privileged to serve with such an amazing cast.

As the new leaders of this chapter, our goal was to put our ideas, our vision, and our goals



Manny Matalón, CPA (MACC '03;BACC '00),
Alumni Chapter President,
Senior Consultant, Audit & Enterprise Risk
Services, Deloitte Consulting

on the map. We wanted to start out with a bang, and that we did! Our collaborative effort, in only a three-month time period, resulted in more than \$20,000 in corporate sponsorships.

For our first major fundraising event, we pieced together *A Night in Paradise*, which benefited the College of Business Administration's Scholarship Fund and CHARLEE, a local non-profit organization that serves more than 1,200 severely abused and neglected children and young adults in our community. We were able to raise more than \$3,000 for each cause, had an amazing time doing it, and, in the process, got many members of and organizations in the community involved.

This event, which was held on November 22nd, 2006, at Parrot Jungle Island, will become a tradition for our chapter. It will take place annually the night before Thanksgiving and will kick off our holiday season in a very special way as our primary calendar-year charity event.

I would like to thank all of those sponsors who believed not only in this cause, but also in our vision as an alumni chapter and as proactive members of the community: Deloitte,



Demian Bellumio (BBA '00), Alumni Circle Chair, CEO, Hoodiny Entertainment Group

Advaion, AV Development Group, Appelrouth, Farah & Co., Capital Guarantee Associates, Aviation Express Services, South Dade Wireless, Odyssey Productions, Project X Media, and Kramer Professional Staffing. Thank you as well to several groups and individuals who have built an alliance with the FIU Business Alumni Chapter and with whom we look forward to working now and in the future: Next in Line, ALPFA (Association of Latino Professionals in Finance and Accounting), the Cuban-American CPAs, Kiki Valdes (Artist for the People), Salsa Casino, Rick Novo of RA Media, and Padilla Cigars. We are grateful for their support and for making this grand event possible.

Moving ahead, our goals will be simple yet strong—to develop a leadership structure that will continue past our involvement, establish processes for fiscal strength and longevity, and increase our membership through engaging events, strategic partnerships, and frequent communication.

We welcome and seek feedback along the way, and, of course, we encourage your participation. If you are not yet a member of the FIU Alumni Association and your Business Alumni Chapter, join today for just \$35. Your dollars go a long way in supporting our many activities, and your membership brings you that much closer to a family that is already

yours. We would like the challenge of making your \$35 the best money you've ever spent.

Complete your Alumni Profile today so that we can keep track of you and your many accomplishments. We would be extremely happy and proud to include them in our various publications and on our web site. You can find this form at: http://business.fiu.edu/alumni/alumni_profile_update.cfm. Or, simply complete and mail in the form included in this magazine.

We look forward to hearing from and seeing you at one of our upcoming events! ■

Alumni Circle engages in strategic projects for the college.

A Message from Demian Bellumio

This is my second year as chairman of the Alumni Circle, and I'm looking forward to year two, a year that will bring with it phase II of our Business Readiness Initiative and two additional new projects—our Faculty Linkage Program and an Investment Banking recruiting pilot project.

As circle members, we like to believe that we are diving in—hands first—into projects that, through our participation and influence, are accomplishing great things for the college. That's what we're all about—results.

From previous articles, you may remember

that the Business Readiness Committee developed and implemented a survey to assess the “readiness” of our new graduates for the marketplace, as evaluated by recruiters. Now that we have some firm results, we'll be working with Executive Dean Joyce J. Elam, Associate Dean Clifford R. Perry, and Career Services Director Barry Shiflett to design a pilot program within the college's BBA+ Sunrise program to continue our assessment. Additionally, our survey is being expanded and redistributed to hundreds of recruiters during the spring, 2007.

One of the many benefits of being in the circle is the close relationships our members develop with the college's administrators and faculty. To better solidify these relationships, we will be “linking” members with faculty in their areas of specialty. By doing this, we expect to see many things—mentoring, research connections, speaking opportunities, partnerships with student organizations, and more.

Finally, as seasoned professionals, we'll be looking at ways we can provide our students and recent graduates with increased career opportunities in several specific areas, like investment banking. One of the components, of course, will be to work with alumni who work and who are leaders in these industries and who can help open doors for future alumni.

I would like to thank all of the Alumni Circle's members for their continued support and activism, and I would like to welcome all new members to our dynamic group.

If you would like to be a part of a charitable team of alumni who are leaders in their organizations and in the community, we'd like to hear from you, and we'd like for you to consider joining us as we continue to make a significant difference for your College of Business Administration.

Please visit our web site at: http://business.fiu.edu/alumni/alumni_circle.cfm to learn more and to request additional information. You also may contact Director of Alumni and Partner Relations Monique Catoggio at 305-348-4227, or at catoggio@fiu.edu.

Warm wishes for a successful year. ■



REACC Board meets to plan expanded networking among college's alumni.

Affinity Councils zero in on alumni's specialized interests.

As the college's Business Alumni Chapter grows, its leaders continue to identify ways to bring together groups of people with common interests.

One such "affinity council" is the Real Estate Alumni Affinity Council (REAAC), launched in 2005 as an official sub-chapter of the Business Alumni Chapter in conjunction with both the chapter and the Jerome Bain Real Estate Institute.

"We will expand on the strong base we have built."

— Bill Harter, account manager, CB Richard Ellis, REAAC president

"Looking forward, we will expand on the strong base we have built and work to fulfill our goal of being a bridge between the real estate community and college so each benefits from the other's strengths," said Bill Harter, account manager, CB Richard Ellis, and REAAC president.

Among the plans: networking and career building events; guest lectures at which professionals, entrepreneurs, and successful business leaders speak to REAAC members, student groups, and classes; and helping to strengthen the college's real estate programs while making the local community aware of the quality of the college's real estate graduates.

Since 2004, geographical proximity has joined graduates of two programs in Jamaica—the International Executive MBA (IEMBA) and the Master of Science in Human Resource Management (MSHRM)—in the Jamaica Business Alumni Association, the college's first international chapter.

"We will fund a \$20,000 scholarship for a needy student and are planning a golf tournament to bring alumni together in a beautiful setting," said the group's president, Stephen Dawkins (IEMBA '03), trade marketing manager, Wray & Nephew, Limited.

"Plans are underway for an accounting affinity group, too," said Monique Catoggio (EMBA '03), director of alumni and partner relations, who has oversight of all the affinity councils. "Mireya Fonseca, assistant director of development for the School of Accounting, will reach out to alumni in accounting firms to determine the kinds of activities, such as business development, professional development, and networking, they want to have." ■

Alumnus parleys time management skills into career advancement.

Brasilians are known for their agility on the soccer field, but it was Jair Longo Jr.'s (EMBA '05, BBA '02) flair for balancing study and career that caught his employer's attention and led to a promotion as Citrix Systems, Inc.'s country manager for Brasil in January, 2006.

Longo, who was born in the United States and lived in Brasil until he was eighteen, acquired both his undergraduate and graduate degrees from the college while he worked full time at Citrix in Fort Lauderdale.

"During the graduate program, I also was supporting a family and traveling thirty to forty percent of the time," he said. "It was a challenge juggling everything, but it helped me become more disciplined. Once I knew that there were a certain number of hours to study every day, I had to make the time work for me."

Just months after completing the college's Executive MBA program, Longo was easing himself into his new position, grateful that he could apply valuable time management lessons in the workplace.

"Managing my time for school helped me be more efficient in what I do now."

— Jair Longo Jr. (EMBA '05, BBA '02), Citrix Systems, Inc., and, country manager, Brasil

"Managing my time for school helped me be more efficient in what I do now," he said. "Many things it might have taken me ten to twelve hours to do before, I can now condense into eight."

Not only does he appreciate this skill, but also he thinks the program helped him land his new job.



Jair Longo (EMBA '05, BBA '02), country manager for Brasil, Citrix Systems, Inc.

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ALUMNI

"I strongly believe that by completing the EMBA program under the circumstances I did while continuing to perform at a high level at work enabled me to earn the opportunity to be considered for my current position," he said.

Longo plans to spend two years in his homeland developing local leadership and growing sales. Brasil already ranks among the top ten countries in terms of sales for Citrix and accounts for 48 percent of its business within South America. ■

Internship opens door to banking career.

"If I could point to one thing that made a difference in my career, it would be the internship that I did with the German bank Vereins-und Westbank AG at its Miami agency twenty years ago," said Jorge Gonzalez (BBA '88), newly appointed regional president for Miami-Dade and Monroe Counties at Wachovia Bank.

Gonzalez, who has been with the bank since graduation, was referring to a semester-long internship, which the college helped secure for him in late 1987. It consisted of three to four hours of work a day for two to three days a week.

"I got to apply all the textbook knowledge that I had acquired to real-life situations."

— Jorge Gonzalez (BBA '88), Wachovia Bank's regional president for Miami-Dade and Monroe Counties

"I got to apply all the textbook knowledge that I had acquired to real-life situations," he said. "The experience was less conceptual than classwork. That helped me in making my career decisions."

Clearly, the experience had an effect: the Miami native transitioned into his latest position with the bank in 2006 after predecessor Carlos Migoya (BBA '74) moved to New York to oversee the bank's Atlantic region's operations.

"I remember that the person running the program was very willing to take me under his



Jorge Gonzales (BBA '88), Wachovia Bank's regional president for Miami-Dade and Monroe Counties

wing," Gonzalez said. "He helped me analyze companies for creditworthiness—a skill that has held me in good stead ever since. The internship helped me learn to roll up my sleeves."

Having real-life experience and the guidance of a mentor are imperative to success, according to him.

"Someone like that can give you good, candid feedback," Gonzalez said. "It can stop you

from making mistakes."

To carry on the tradition, he operates an open-door policy at Wachovia to cultivate young talent.

"We're focusing on developing relationships at the bank," Gonzalez said. "It's a service business. We need to make sure our people are happy and that we foster positive, nurturing experiences." ■



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Francis Hondal
(BBA '87) (MBA '94),
Vice President/General Manager,
American Express Cards

JOIN OUR CIRCLE OF ALUMNI AMBASSADORS!

As ambassadors of the college, members of the Alumni Circle support its continued growth and success for the benefit of our students, our alumni, our faculty, and our community.

Members work hand-in-hand with college deans and administrators to lead new initiatives. They affect the advancement and intellectual growth of the college's students and influence current and future alumni.

Want to be part of this circle? Contact Monique Catoggio, director of alumni and partner relations, at 305-348-4227 or at catoggio@fiu.edu.



Jose Hernandez-Solaun
(BBA '98)
Vice President and
Senior Account Manager,
General Electric Capital Solutions



Manuel Becerra
(BBA '90),
Group Senior Vice President,
Assurant Solutions



Diane Davis
(MBA '92),
AVP/ Wealth Management Advisor,
Merrill Lynch

ALUMNI CIRCLE MEMBERS

Christian Aitken, Tuthill Corporation, Latin America • Manuel Jose Becerra, Assurant Solutions • Demian Bellumio, Hoodiny Entertainment Group • Lance Benson, Cushman & Wakefield • Margaret Brisbane, Miami-Dade County • Edgar Ceballos, Precision Response Corporation • Alfredo Cepero, BDO Seidman • Richard Danze, Philadelphia Inquirer • Diane Davis, Merrill Lynch • Osvaldo Dominguez, Simon Property Group • Frank Gonzalez, Morrison, Brown, Argiz & Farra • Jose Hernandez-Solaun, General Electric Capital Solutions • Francis Hondal, American Express Cards • Michael Pustizzi, Telemundo Network Group, LLC • Gloria Romero Roses, The Continental Group, Inc. • Howard Shore, Activate Group, Inc. • Alexander Soria, RBS RE • Andre Teixeira, The Graham Companies • Joaquin Urquiola, Goldstein Schechter Price Lucas Horwitz & Co., P.A • Augusto Vidaurreta, RAM Strategy, Inc.

Alumni Notes

1970s

Longtime Dean's Council member, Florida International University foundation chairman, and local corporate/community leader, **Carlos Migoya** (BBA '74), leaves his seventeen-year post as regional president, Wachovia, Miami-Dade and Monroe Counties. Migoya moved to New York City to be the CEO for Wachovia's Atlantic region, which includes New York City, New Jersey, and Connecticut.

Cesar Pizarro (BBA '78) has been promoted to vice president, *El Nuevo Herald* and business manager at the *Miami Herald Media Company*.

The Adler Group has promoted **Lincoln Lopez** (BACC '79) to chief financial officer and vice president of finance.

1980s

Accounting firm Kaufman, Rossin & Company has named **Keith Ellenburg** (BBA '80) as a principal in the firm's audit practice. Ellenburg is a member of the American Institute of Certified Public Accountants and the Florida Institute of Certified Public Accountants.

Roberto Pardo (BBA '81) has joined the Board of Directors of the Cuban-American Bar Association.

Carlos Castellón (BACC '82) has joined Florida International University's Community Advisory Board for the Honors College.

Eric Rodriguez (BA '87) was named chairman of ArtCenter/South Florida's Board of Directors.

Carlos E. Arguello (BBA '89) has been named managing director of institutional banking and structured financing at BAC Florida Bank.

Habib A. Chaudhry (BBA '84) was featured in an article in the local newspaper, *El Mensajero*, in

New Mexico. He is a Spanish-speaking IRS employee who volunteers to work in Amarillo, TX, to aid the Hispanic community with its tax and accounting issues.

Ocean Bank has promoted **Guillermo Molina** (BBA '84) to senior vice president.

Sol Sotheby's International Realty has appointed **J.C. Padial** (BACC '86) president and interim CEO. Padial was a real estate investor and investment manager.

Lester Law (BBA '86) recently was appointed as senior vice president for the Naples office of U.S. Trust.

Luis Arrizurieta (BA '87) has been appointed chief financial officer of J. I. Kislak, a real estate investment and management company based in Miami Lakes.

Braulio Baez (BBA '88) has joined Holland & Knight's public-policy practice as senior counsel. He has been a Florida public service commissioner since 2000 and chairman of the panel for two years.

Wachovia names **Jorge Gonzalez** (BA '88) as regional president for Miami-Dade and Monroe Counties.

The Easton Group, a commercial real estate firm, has hired **Alberto F. Couto** (BBA '89, IMBA '97) as executive vice president and chief operating officer. Couto, who is the chairman of the Chapman Graduate School of Business' International MBA program's advisory board, joined The Easton Group after a long career with the Burger King Corporation.

Mercedes M. Sellek (BBA '89) has joined Katz Barron in Miami as an associate in the real estate department.

Amy E. Wagner (MBA '89, BBA '87) was named senior vice president, investor relations, Burger

King Corporation.

1990s

Juan J. Martinez (BACC '90) was promoted to vice president of finance in addition to his role as treasurer for the Knight Foundation.

Lisa Peniche (BBA '90) has joined David Wood Personnel as a recruiter.

José Tillan (BBA '90), vice president of music and talent for MTV Latin America, will lead the music, programming, and production of MTV Tr3s (Three), a new channel that will recognize and celebrate Latino youth and their unique identities. It will be the *validation*, *voz* and *vida* of young U.S. Latinos by celebrating their influence, cultures, and languages.

Morrison Brown Argiz & Farra, LLP has added **Rosa Bravo** (MACC '91) as a partner in its tax consulting unit.

Accounting firm Kaufman Rossin & Co. has named **Nick Tootle** (BACC '91) a principal in the firm's audit practice. He joined the firm in 1993 and has extensive experience in public and private enterprises with a concentration in financial services.

Kelly Blum (BBA '92) has joined Cole Scott's West Palm Beach office.

Rick Escudero (BA '92), former Alumni Circle member, and his wife, Ale, are happy to announce the birth of their son, Matthew Evan. Mattie was born Wednesday, October 4, 2006, at South Miami Hospital. He weighed 6 lbs. 13 ounces and measured 19 inches.

Saul M. Kredi (MACC '92) has been hired by American Media as chief accounting officer.

Angel Medina, Jr. (BBA '92), who is the chairman of the college's Dean's Council, recently was honored by the Greater Miami Chamber of Commerce's "A Salute to Miami's Leaders"

awards program during its 2006 Goals Conference. Medina is president, Regions Bank, Miami-Dade County.

F. Antonio Puente (BBA '92) has joined Fairchild Partners as senior vice president for commercial sales and leasing.

Joy Venero (BBA '92) has been promoted to executive vice president and chief lending officer at Premier American Bank.

Isabel Blanco (MA '93) has been named chief financial officer for the Miami Children's Museum.

Esteban Nuñez (BBA '93) has been named vice president of commercial real estate for Gibraltar Private Bank & Trust.

Ocean Bank has promoted **Nelson Hidalgo** (BBA '93) and **Barbara Morizot-Leite** (BBA '93) to senior vice presidents.

Daniel D. Díaz (BBA '94) and **Raul Incera** (MST '91) were recognized as finalists in the 2006 *South Florida Business Journal's* "Up and Comers Award" in the Banking/Finance and Accounting categories, respectively.

Rosary Plana Falero (MBA '94, BBA '91) has been promoted to managing senior vice president and manager of City National Bank of Florida's Private Lending Division for Miami-Dade, Broward, and Palm Beach Counties.

David P. Johnson (MS '94) has been promoted to chief financial officer for TIB Financial Corporation.

Cole Scott & Kissane has announced the addition of **Steve Kerbel** (BBA '94) to its Ft. Lauderdale office.

Berger Singerman has added a shareholder in Miami: **Gabriel E. Nieto** (BBA '94), who practices administrative and regulatory law with an emphasis on environmental and land-use matters.

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"You should know now that a man of knowledge lives by acting, not by thinking about acting, nor by thinking about what he will think when he has finished acting. A man of knowledge chooses a path with heart and follows it."

— Carlos Castenada
A Separate Reality.



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Alumni Notes

Peggy Navaja (BBA '95) has been promoted to senior vice president, controller for Premier American Bank.

Todd Schwartz (BBA '95) has been named head of front-desk-service operations for Continental Group property management.

José A. Marina (MACC '96, BACC '95) was appointed senior vice president, controller, and director of banking operations at TotalBank.

Howard Shore (EMBA '96, BBA '91), Alumni Circle member, and **Pablo J. Perez** (MS '93) announce Elite Advisory Group is changing its corporate name to Activate Group, Inc., to reflect the next stage in the evolution of their firm.

Accounting firm Morrison Brown Argiz & Farra, LLP, has promoted **Alex Crespo** (BACC '96) to director. Crespo was a senior manager in the audit department. Morrison Brown Argiz & Farra has welcomed two partners, **David Barbeito** (MACC '97) to its auditing and business advisory services and **David Hollander** (EMST '97) to its auditing and tax consulting practice.

Avisena, led by **Albert Santalo** (EMBA '97), president and CEO of the company, has been honored with the prestigious *South Florida Business Journal 2006* Business of the Year Award for health services.

Oscar Solares (BBA '97) has been appointed director of imaging and cardiopulmonary services at North Shore Medical Center. Previously, he was director of pulmonary services.

Dayne del Valle (BBA '97) has been named chief financial officer of Century Homebuilders. Del Valle previously was chief financial officer at EFC Holdings.

Andrew Yap (MBA '97), senior vice president and CEO of LEASA Industries and College of Business Administration instructor, was featured recently in the "Business Monday" section of *The Miami Herald*.

The International Bank of Miami has promoted **Ana Navas** (BBA '98) to vice president and senior portfolio manager in the real estate financing division.

Berkowitz Dick Pollack & Brant CPA & Consultants promoted **Joshua P. Heberling** (BA '99, MS '00) to tax manager.

Lia Raquel Martinez (BBA '99) has joined the Knight Foundation as an account manager.

2000

Miguel Armenteros (BBA '00) has joined the law firm Damian & Valori's business and employment litigation practice.

Premier American bank recently named banker **Luis Rodríguez Jr.** (BBA '00) as vice president of financial reporting at its main branch in South Miami.

Demian Bellumio (BBA '00), CEO of Hoodiny Entertainment Group, parent company of elhood.com, announces management additions to the company and a new office location in Los Angeles. Elhood.com named **Scott Brogi** as chief operating officer and **Fabian E. Schonholz** as chief technology officer.

Michelle "Misty" Jo-Arencivia (BBA '00) has been named a board member to the National Society of Hispanic MBAs' Phoenix Chapter. Jo-Arencivia will be fulfilling this role while concurrently completing her MBA at Thunderbird—The Garvin School of International Management.

Demian Bellumio (BA '00), Alumni Circle chairman, was selected by *BusinessWeek* to share his day-to-day routine as the

founder of entertainment company, Hoodiny. View his story at businessweek.com

2001

Denise Gaffor (MBA '01) is currently a doctoral student at Barry University, Fort Myers Graduate Center.

Michelle Otero Valdés (BBA '01) recently joined the law firm of Houck Anderson, P.A., focusing on all matters of admiralty and maritime law.

Sergio Diego, III (BBA '01) has been promoted to assistant vice president of commercial real estate financing for The International Bank of Miami.

Kristina Jordan (BBA '01) has been promoted to vice president of the residential lending division for The International Bank of Miami.

Community Bank is proud to announce the appointment of **Ed Redlich** (BBA '01) to its Executive Advisory Council.

2002

Jason T. Quimby (MSF '02) has been named vice president of Iberia Tiles.

2003

Arvi Arunachalam (MSF '03) presented a paper titled "Intra-period Valuation and Coupon Payments: Solution to a Paradox" at the Association of Global Business meeting at the Wyndham Resorts in Miami Beach this past November. Arunachalam currently is completing his final semester of coursework in the PhD program in finance in the college.

Frederic Lafleur (IMBA '03, BBA '02) is a consultant at the World Bank in Washington, DC, where he joined the Finance, Private Sector and Infrastructure Group. He oversees its Energy Sector Management Assistance Program (ESMAP) in Latin América and the Caribbean. His

efforts have been instrumental in the approval of a US \$6 million grant to improve the quality of electrical services in Haiti.

Additionally, he is working on an off-grid rural electrification project of US \$12 million with the government of Nicaragua.

Juan P. Poggio (MSMIS '03) has joined Telefónica, USA, as a global service and project manager.

Madeline Rosado Valdés (MBA '03) was promoted from property manager to assistant director in October, 2005, for the City of Miami.

2004

Judy-Ann Allen (BBA '04), director of networking events for the Business Alumni Chapter, has joined Assurant Solutions as a compliance specialist.

Craig Kirsner (MBA '04) was named volunteer of the year by Hands-On Miami.

2005

Jair Longo (EMBA '05) has been promoted by Citrix to head its Brasil division.

Eduardo Salinas (BBA '05) has joined the team at *The Miami Herald/El Nuevo Herald* as an account executive and has enrolled in the Chapman Graduate School of Business to earn an Executive MBA.

Ricky Sant (MBA '05, BBA '99) was named coordinator of the Graduate Admissions Office at Florida International University.

2006

Dianne Cordova (BBA '06) has been hired by Bank United to serve as its human resource employee relations coordinator. ■

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Secure Our Future Fund

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FLORIDA INTERNATIONAL UNIVERSITY
COLLEGE OF BUSINESS ADMINISTRATION

Alvaro G. de Molina invests in youth.

As someone who has spent a great deal of time in Miami, Alvaro G. de Molina, former chief financial officer for Bank of America and member of the bank's risk & capital and management operating committees, feels a strong affection for South Florida. As a native of Havana, Cuba, he reveals a deep commitment to furthering the success of Hispanics in the academic and business arenas. As a member of the college's Dean's Council, he has found ways to provide input to the college's strategic direction from a slightly different angle than that of many of his colleagues.

These important threads in his life interwove when Bank of America made a major donation to the Building Complex Fund, part of the *Building for Business Campaign*. The "Bank of America Career Services Center" will occupy a central space on the first floor of the complex's Student Hall.

"We felt a gift to the campaign was the right thing to do for the Miami economy, in which we do a lot of business," he said. "We wanted to give in a way to elevate people's perception of us a potential employer, which is why we selected the area associated with career services."

De Molina has first-hand experience with the employment potential of the college's graduates.

"The student body seems quite deserving of support."

— Alvaro G. de Molina, former CFO, Bank of America

"During a recruiting day on campus, I interviewed many students and later hired a number of them," he said. "What really struck me was the richness of their stories, including their family histories, how they had overcome obstacles and continued to do so, and their breadth of life experience. The student body seems quite deserving of support."

Having immigrated in 1960, he recognizes the importance of lending extra support to students from Hispanic families and was named "Executive of the Year" at the 2006



Alvaro G. de Molina, former chief financial officer, Bank of America

national meeting of the Association of Latino Professionals in Finance and Accounting (ALPFA), whose attendees he addressed.

Dean's Council offers outlet for de Molina's different perspective.

A member of the Dean's Council since October, 2001, de Molina—who earned a bachelor's degree in accounting from Fairleigh Dickinson University, an MBA from Rutgers University, and graduated from the Duke University Advanced Management Program—enjoys working with Executive Dean Joyce J. Elam, whose entrepreneurial approach to running the school impresses him. He also relishes the give and take with other council members.

"I benefit from the exchange of ideas with high-caliber individuals who are very different from me."

— Alvaro G. de Molina, former CFO, Bank of America

"I bring the non-traditional view of a potential employer," he said. "Most of my colleagues are from South Florida, are affiliated with international businesses, and focus more on entrepreneurial than corporate spaces. Not only can I contribute because of my perspective, but also, I benefit from the exchange of ideas with high-caliber individuals who are very different from me."

Working with children with disabilities brings satisfaction to his family.

In addition to his interactions with his contemporaries and with college students, he also works closely with a special group of children helped by Allegro Foundation: A Champion for Children with Disabilities (www.allegro-foundation.net), located in the Charlotte area. It's a family affair, with his wife and two of his three children participating, too.

"A volunteer works one-on-one with a child with disabilities for a year. It's good for both partners."

— Alvaro G. de Molina, former CFO, Bank of America

"The foundation uses movement and medical and educational expertise to help the kids improve their motor skills and their self-esteem," he said. "They have a cool model in which a volunteer works one-on-one with a child with disabilities for a year. It's good for both partners."

He has received many awards, but describes having received, along with his wife, the "Enlightenment Award," as Allegro Foundation's "Champions of the Year—2006 and 2007" as "the most gratifying."

Though free time is at a premium in his busy schedule, de Molina makes it a point to return to Miami frequently to visit friends and family, among them, his cousin, José de la Torre, dean of the Chapman Graduate School. ■

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