

**SoTL Grant Application Form**

**(2019-2020)**

**To be considered for funding, your research proposal must align with the following definition of the Scholarship of Teaching and Learning, SoTL, endorsed by the University Faculty Council in January of 2014:** *"The rigorous investigation of student learning, with the purpose of developing novel teaching methodologies and practices that can lead to the measurable enhancement of student learning. The results of the investigation are made public through quality scholarly outlets and widely-accepted conferences and general or discipline-specific journals."*

Proposals are due to the Office for Teaching, Learning, and Assessment by **Friday, September 13<sup>th</sup>, 2019** and should be [submitted online](#). Award recipients will be notified by **Friday, October 4<sup>th</sup>, 2019**. Selected recipients will need to submit a final report for the grant project to TLA by **September 1<sup>st</sup>, 2020**.

**I. Basic Information**

Title of Project: Teaching Sustainability and Climate Resilience using Intercultural Virtual Exchange (IVEx, a Global Learning Experience), in a multi-disciplinary environment, as a driver to accelerate global perspectives, expose students to global issues, and facilitate student discourse while increasing intercultural competence.

**Investigator(s) Information**

**Principal Investigator:**

Name: Mona Pearl  
College: Business  
Department: Management and Entrepreneurship  
Phone Number: (312) 642-4647  
Email Address: mpearl@depaul.edu

**Other Investigators (Co-Pi):**

Name	College	Department
Fabio Verruck	UCS University, Brazil	
Sylvaine Perrichot	Université Paris-Sud, France	

For each investigator, please include an abbreviated CV using the SoTL grant CV template.

Will your project involve human subjects?                     Yes                     No

If Yes, you must include evidence of IRB approval or exemption, or of having applied for IRB approval or exemption. Please note that before any granted funding can be made available, you will be required to provide evidence of IRB approval or exemption.

### **Requested Funds**

Amount Requested (up to \$2,500): \$2,500

## **II. Project Abstract (250 words or less)**

Teaching sustainability and climate change resilience can be a challenging endeavor, having to cover the different issues, perspectives and facets of this global issue. Furthermore, considering the fact that sustainability can't be resolved on a one discipline, city/country basis, we need to be able to equip students with the tools to collaborate and respond to a variety of problems, experiences and solutions across regions and continents.

This IVEx will focus on sustainability leadership reflecting a wide range of issues that are relevant to contemporary society in Brazil, France and the US. The learning experience enables students to see the world differently through reflections and interactions, encourages them to develop a broader perspective on how and where sustainability issues and concepts fit in business and in society, and prepares them to communicate and express that perspective in their intercultural, virtual, interdisciplinary work teams across borders, time zones and cultures.

International collaboration is an important driver of innovation and scientific discovery, but at the same time it brings some challenges related to different styles of communication, different decision-making patterns and all possible conflicts that can arise in intercultural environments. Since sustainability need to be resolved on a global level, therefore, developing intercultural competencies for students in any field of work could enhance their global skills and broaden their career possibilities.

The course activities, methodology and planning process will be described as well as the prospect of developing a proven process to engage students and corporate professionals and accelerate their mastery of sustainability issues while acquiring intercultural competency.

## **III. Project Description (1000 words or less)**

### **Purpose of Project**

**Describe your research project.**

- 1. Please provide a clear statement of the teaching-learning issue that you want to investigate, and explain briefly why this issue warrants a systematic and rigorous investigation.**
- 2. State, in clear and measurable terms, a *Research Question* to indicate specifically what it is that you want to know as a result of this invest State, in clear and measurable terms, a *Research Question* to indicate specifically what it is that you want to know as a result of this investigation.**

*What is the effect of Intercultural Virtual Experience on the acquisition of a global perspective (information, data, research, problems and solutions) to contemporary issues and solutions of sustainability and climate resilience?*

*Can a global sustainability competence be significantly developed/increased through a structured Intercultural Virtual Exchange team project work environment, using technology for virtual communication? What may be the activities/framework that contribute to developing awareness and discourse to initiate innovation and solutions to current issues?*

The increasing level of internationalization in many companies throughout the world has necessitated developing new competencies for professionals who are entering the corporate world. Global businesses rely ever more on cross-border collaboration through virtual teams to achieve a common goal (Pearlson & Saunders, 2006). This prominent characteristic of the contemporary corporate world requires the ability to work in virtual environments with people from various cultural backgrounds to implement and deliver products and services across borders. Therefore, the need to develop these skills in the education field arises by offering students an updated perspective on the new sociocultural and technological requirements (Rutkowski et al, 2008).

The climate and its impact on our planet and civilization is a defining challenge of the 21st century. Sustainability and climate resilience matter because we only have one planet, and we must learn how to manage our organizations and communities across continents in a way that ensures that our planet is maintained.

Sustainability can be engaging and empowering. It allows students to take responsibility for their actions and to contribute their vision for a sustainable future. However, their perspectives may be limited to, and influenced by, the city/country they live in. This experience will enable them to develop knowledge and skills, a great awareness of values and motivations for action, as well as allowing them to maintain their own wellbeing – and that of their community and the planet – in an increasingly interconnected world.

This research/study project is intended to investigate and understand the effects of IVEx activities over students' performance, critical thinking, understanding, communication and exchange of ideas and concepts on sustainability issues. The experiment will include interdisciplinary mixed teams from universities in Brazil, France and the USA, and through meaningful interactions designed to facilitate intercultural teamwork. We will also explore sustainability issues and solutions on a global level using a multi-disciplinary approach. This program will deliver a collaborative effort to elevate the students' skills related to sustainability and climate resilience.

Our conscious actions as humans, across borders, influence the course of earth's natural history, not just in local ecosystems but on a planetary scale. This project, using a global and multi-disciplinary approach, will cover the following, but not limited to, questions:

- What evidence is there of climate change?
- What are the impacts of climate change on natural environments?
- What evidence is there that human activity has contributed to climate change, and what are the impacts of climate change on human life?
- How do scientists, technologies, policy makers, and community members respond to climate change?

We, in educational institutions have the ability to teach students across disciplines and professions how to build systems of human resilience to ensure that decisions are made for responsible stewardship of our ecosystems and biological diversity. Higher education institutions have a great deal of power to shape how humanity responds.

International collaboration is an important driver of innovation and scientific discovery, but at the same time it brings some challenges related to different styles of communication, different decision-making patterns and all possible conflicts that can arise in intercultural environments. Therefore, developing intercultural

competencies for students in any field of work could enhance their global skills to broaden their career possibilities. This will provide an opportunity for students to actively reflect and consider the relationship between their specialized experiences within their major, the more general learning experiences they have collected, and the impact that their career choices may have within a global context.

What we aim to investigate and define on a global level and interdisciplinary approach, while developing intercultural skills and ways to give students a framework of “leverage points” for achieving a sustainable society, as well as:

- To understand the existing and potential key influencers to achieving a sustainable society: government laws and regulations, companies, investors, civil society, and others.
- To understand forces that can change the existing context for achieving a sustainable society: social movements, NGOs, media and social media, and transformative technologies.
- To help students develop their own plan for how they can contribute to achieving a sustainable society in the short and long term.

On a pedagogy level, we designed this IVEx experiment to address the following questions:

- What unique ethical and social challenges does climate change raise?
- How should we balance multiple (ethical, cultural, social and aesthetic) values?
- What is the relationship between individual action (e.g., energy use) and solving environmental problems?
- What assumptions about values, behavior, economics, and nature do we make when discussing climate change? How are causes and solutions to climate change framed?
- How do we understand, share and develop awareness regarding the impact of climate change?
- Does climate change pose a special challenge to society, or does it simply amplify existing challenges?

We expect to be able to assess the outcomes of our program while integrating concepts across disciplines using research, discourse and reflectiveness, assessing cultural and value consciousness, applying critical and creative thinking, and a wholistic approach and perspective.

### **Theoretical Framework**

**Explain how your proposed research builds on or fits into existing relevant literature.**

International collaboration is an important driver of innovation and scientific discovery, but at the same time it brings some challenges related to different styles of communication, different decision-making patterns and all possible conflicts that can arise in intercultural environments. Using the platform of IVEx to teach sustainability and climate change, will help develop the student’s perspective on the problems, solutions and their possible role and contributions as they may relate to their majors. Also, developing intercultural competencies for students in any field of work could enhance their global skills to broaden their career possibilities.

An international education does not just broaden students’ perspectives. In an increasingly connected and interdependent world, international education is essential to fostering the global and cross-cultural knowledge and understanding necessary for effective [US] leadership, competitiveness, and security (About International Education, 2019).

Universities offer courses in international business and similar curricula to prepare students for the globalizing world. Increasingly, international competence is considered an important skill to be acquired from an undergraduate education. Because international exchange presents a challenge to many students, there is a need to develop and implement alternative means for incorporating international and cross-cultural experiences into the undergraduate classroom. There is a worldwide need for culturally competent talent that can successfully function in a dynamic and multicultural global marketplace while possessing the understanding, skills, and experience that cannot be gained in a traditional classroom setting (Abrahamse et al., 2014).

Experiential learning is an important component of effective international business teaching, particularly when it offers students the opportunity to consider a highly contextual situation to which they are not normally exposed. Ramburuth & Daniel focused on case study teaching, while our project provided the students with a full-fledged, multi-phase internationalization project that incorporated a real company's efforts to expand globally.

The international virtual teamwork exchange provided the students with a concrete experience that required open-mindedness and adaptability, reflective observation, abstract conceptualization, and active experimentation. Students had to reflect on and critically examine their experiences from multiple perspectives, use logic and reasoning to understand situations and form abstract concepts to be tested, and use the knowledge gained to make and test predictions in new situations (Ramburuth & Daniel, 2011).

Even though increasing intercultural competence skills is usually a central goal when one starts a virtual global collaboration project, it is still not clear to what extent this experience really leads to an effective increase in student's performance. The present project intends to address this issue by performing a controlled experiment with a sample composed by students in Brazil, France and in the US.

In what relates to classical exchange experiences, the benefits of going abroad have been already thoroughly reported in academic literature. They include increasing cultural openness, language acquisition, development of new interpersonal skills, and the establishment of international networks, among others.

Although such benefits certainly surpass the costs of going abroad, most students still lack the resources for doing so. In this sense, given current technological development and increasing global integration, it is now possible to simulate an exchange experience, even if partially, using communication technologies connected to the Internet.

## **Research Methodology**

**Describe the research design you have chosen to answer your research question, and briefly explain why it is appropriate for this project. Make sure to indicate the kind of data that will be collected, how it will be collected, and how it will be analyzed.**

**Objective:** Integrate within the sustainability and climate resilience course the practice of interdisciplinary research, discussion, analyzing and problem solving in a Collaborative Intercultural Virtual Exchange Teamwork. That with the purpose of adding the practical experience to the theoretical framework. Using this approach combined with the project deliverables, would drive the teams to work together, solve problems and come up with a work structure across language barriers, cultures, time zones. In this project we viewed the role of technology as a facilitator of communication and not as a tool that may remove the challenges.

The main objective is to enhance the students' worldview perspective development and mastery of sustainability and climate resilience issues throughout the term by using the following tools/methodologies:

- Longitudinal study (ten weeks)
- Dependent measure: cross-cultural competence survey/assessment
- Modular assignments that measure/check progress on topic, interactions and views from individual aspect– introduction, to full team/group collaboration, we structured stages in creating teams and an increase in communication and intercultural exposure.

This study involves the following disciplines:

- A capstone course which includes students from a variety of disciplines
- An intercultural communication course from Brazil
- A double-major in science from Brazil with emphasis on the English language

We decided that students from Brazil, France and the US will be divided into 12 workgroups. Each group to be composed by 3 students from each country, while being aware that at DePaul, we also have a sub-group some of which are foreign students.

In terms of the research stages, we measure the intercultural competence at the beginning and the end of their activity, using Cross Cultural Competence Inventory on a Likert scale. All students are to answer a cultural assessment survey on Qualtrics at the beginning of the course, and another set of questions at the end of the course, after they have had the experience and exposure to working together, exploring the course topics, and working on several projects.

The data will be collected, aggregated over several experiments through Qualtrics. We do expect a response rate of at least 85%, which will provide us with a large data sample and research results.

To the best of our knowledge, such research that involves IVEx conducted with 3 different countries focused on sustainability and climate resilience has not yet been explored and/or published.

### **Impact of Project**

- Assuming successful completion of this project, please describe how the results of the proposed research could help in the development of teaching methodologies or practices aimed at improving student learning in measurable ways.
- Module for collaboration and expanding horizons to integrate in other courses.
- Several universities collaborating – affect research, leadership, authorship, expert, value to students, faculty, department and university.

### **Benefits:**

- Provide students with a unique, ‘hands-on’ and practical experience to that will develop timely skills to enhance their marketability and competitiveness in the job market
- Enhance DePaul’s standing in the academic environment conducting a breakthrough project, research and pedagogy
- Develop newly proven teaching methods that can be applied in future courses across disciplines
- The initiative is in-line with and addresses North American development priorities and UN Sustainable Development Goals
- The program may lead to other internationalization projects such as dual-diploma programs, study abroad courses, international research work, exchanges, and more.
- Sustainability is a global issue and no country can do it alone. Furthermore, learning how to collaborate on an intercultural level to ensure productive intercultural communication flow, avoid misunderstanding that may lead to conflict, and promote understanding of basic concepts and points of view is crucial to the leadership of our country.

### **Dissemination of Results**

Describe how you plan to share the results of your project, within and/or outside of the DePaul community.

### **Outside of DePaul:**

- We are planning to present in FAUBAI in Brazil in April, 2020.
- We are awaiting an answer for a conference in Canada on virtual exchange in Asia to take place in March of 2020, as well as the AILA conference.
- We were invited to speak in Brazil, in a newly formed consortium for Brazilian universities conducting IVEx programs.
- UniCollaboration in the UK in 2020.
- Other conferences in Universities in Europe and the US. A final list will be available late Fall of 2019.

### **Publications:**

We are in the process of discussions with several journals in terms of dates of publication. This research will be two-fold and we have compiled a list of academic journals focused on education and pedagogy, as well as the ones focused on sustainability in higher education.

Journals include, but are not limited to the following academic journals:

- ASSESSMENT AND EVALUATION IN HIGHER EDUCATION
- STUDIES IN HIGHER EDUCATION (DORCHESTER-ON-THAMES)

- ACADEMY OF MANAGEMENT LEARNING & EDUCATION
- INFORMATICS IN EDUCATION
- JOURNAL OF MANAGEMENT EDUCATION (NEWBURY PARK, CALIF.)
- TURKISH ONLINE JOURNAL OF DISTANCE EDUCATION-TOJDE
- INTERNATIONAL JOURNAL OF INNOVATION AND LEARNING
- KNOWLEDGE MANAGEMENT & E-LEARNING: AN INTERNATIONAL JOURNAL
- INTERNATIONAL JOURNAL OF INFORMATION AND COMMUNICATION TECHNOLOGY EDUCATION
- INTERNATIONAL JOURNAL OF MANAGEMENT IN EDUCATION
- THE INTERNATIONAL JOURNAL OF MANAGEMENT EDUCATION
- THE NEW EDUCATIONAL REVIEW
- EMERALD
- INTERNATIONAL JOURNAL OF SUSTAINABILITY IN HIGHER EDUCATION
- HIGHER EDUCATION & SUSTAINABLE DEVELOPMENT
- JOURNAL OF EDUCATION FOR BUSINESS
- THE AMERICAN JOURNAL OF DISTANCE EDUCATION

**Within DePaul:**

- Will be more than happy to share and mentor faculty as to our research and results and how some of the lessons learned can be integrated as part of the GLE initiative.
- Collaborate and present with the Center for Teaching and Learning.
- Continuing education courses: could offer/develop a course in cross-cultural teamwork/virtual project for certificate programs.
- The DePaul Teaching and Learning Conference in spring quarter.

**IV. Project Plan and Timeline**

Describe the proposed project plan and timeline.

- Sept.– Nov. 2019: Start teaching, gathering data and information, course quantitative and qualitative data gathering
- Sept.– Dec. 2019: Calls for papers and abstracts
- January 2020: Expecting another sample of about 100 students.
- January 2020: April 2020: analyze the data and preparing for publication, presentation and other dissemination.
- May – Aug. 2020: Publication of research findings and applications in academic journals, industry journals. Start to develop an intercultural training program based on the principles and effective findings we have found to be offered to corporations, as well as stand along courses for interested professionals.

**V. Budget**

Provide a detailed, itemized budget of how proposed funds will be used. If applicable, provide information about any external funds you have secured for this project and/or matching funds from DePaul University (including in-kind contributions).

Each of the investigating professors will contribute time as well as funds for promotion and dissemination of the research.

Budget item	Estimated cost in US dollars
Travel and registration fees to disseminate, in appropriate conferences, the outcomes or final results of the research project. Potential conferences and venues: Vancouver FAUBAI Brazilian new conference UK – UniCollaboration Working on with Sylvaine Other education conferences	\$900
Publication cost of the outcomes or final results of the research project in quality scholarly outlets such as peer-reviewed general or discipline-specific journals.	\$200
Travel and registration fees for teaching seminars or workshops directly related to the research question being addressed in the project. We expect to be invited to other universities as well as corporate settings.	\$500
Travel to promote collaboration on the project.	\$900
<b>Total (should not exceed \$2500):</b>	<b>\$2,500</b>

Please provide the following information for each investigator listed in your grant application (in Section I.). Follow this format for each person. **Do not exceed 4 pages.**

Name	Position Title
Fabio Verruck	Academic coordinator of the International Business Undergraduate Program. Assistant Professor of International Business

*Education/Training (Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable)*

Institution and Location	Degree (if applicable)	Month/Year	Field of Study
● UCS - University of Caxias do Sul (Caxias do Sul - Brazil)	Communications – Bach	2004	Advertising
	Business Administration - Bach	2006	Marketing
● UCS - University of Caxias do Sul (Caxias do Sul - Brazil)	MBA in Marketing	2008	International Marketing
	MSc. in Business Administration	2009	Internationalization of Firms
● UFRGS - Federal University of Rio Grande do Sul (Porto Alegre - Brazil, with a period at the University of British Columbia - Vancouver / Canada)	PhD in Business Administration	2017	Consumer behavior
● ETS - École de Technologie Supérieure (Montreal - Canada)	Post Doc in Systems Engineering	2019	Smart Cities

**NOTE: The CV may not exceed four pages. Follow the format and instructions below.**

### **A. Personal Statement**

I am an Assistant Professor of International Business with interest in developing new strategies for teaching in my subject matter. Additionally, I have started working with new learning methodologies which

have demonstrated to be very effective. One of them involves integration with students from different countries working on the same project. This practice has proven to be motivating and to increase the knowledge acquisition process. My goals in the future are to keep working within this field as well as finding new ways of innovating in educational practices and research.

## **B. Positions and Honors**

i. List, in chronological order, up to your past five positions, concluding with your current position.

- 1 - Marketing Assistant
- 2 - Supervisor of Marketing Department
- 3 - Lecturer of Business Administration
- 4 - Academic Coordinator of International Business Program
- 5 - Assistant Professor

ii. I received some academic distinctions as teacher honored (two times) at the University of Caxias do Sul.

## **C. Selected Peer-reviewed Publications and Local/Regional/National Presentations**

1. Xavier, A. ; GONÇALVES, ROBERTO BIRCH ; VERRUCK, FÁBIO . Is psychic distance still relevant for internationalization decisions? REBRAE. REVISTA BRASILEIRA DE ESTRATÉGIA (IMPRESSO), v. 12, p. 44-61, 2019.
2. Verruck, F., & Nique, W. M. (2017). Bothering consumers: When recommendation agents don't really make our life easier. BASE-Revista de Administração e Contabilidade da Unisinos, 14(4), 240-252.
3. Verruck, F., & Nique, W. M. (2017). The Behavioral side of Recommendation Agents: a bibliometric review. RGBI - Revista Brasileira de Gestão e Inovação, v. 5, p. 101-124, 2017.
4. Dorion, E., Camargo, M. E., Verruck, F., Bampi, R. E., Lazzari, F., Gonçalves, R. B.. . Customer's satisfaction from a Brazilian perspective: An urban transportation case. Journal of IMS Group, v. 6, p. 1-12, 2009.
5. DORION, E. ; OLEA, P. O. ; LAZZARI, Fernanda ; SEVERO, E. A. ; BAMPI, Rodrigo E. ; VERRUCK, Fábio . Implementing a Logistic Structure of Distribution Offices: A Brazilian Case. Journal of Economic Development, Management, IT, Finance, and Marketing (Online), v. 1, p. 178-192, 2009.
6. PEARL, M.; VERRUCK, F.. Practical Guidelines for Implementing Successful Projects in Multicultural Teams Across International Networks. FAUBAI CONFERENCE, April, 2019.
7. PEARL, M.; VERRUCK, F.. The importance of Cultural competency across borders, disciplines and organizations. Fourteenth International Conference on Interdisciplinary Social Sciences, 2019.
8. PEARL, M.; VERRUCK, F.. Practical Guidelines for Implementing Successful Projects in Multicultural Teams Across International Networks. Canada International Conference on Education - CICE 2019.
9. PEARL, M.; VERRUCK, F.. Design/implement online cross-border learning/ collaboration for success. Distance teaching and learning conference. August, 2018.
10. PEARL, M, VERRUCK, F.. Implementing successful projects in multicultural teams, Journal of Virtual Exchange, scheduled for January 2020.

## Research Support

**INTRE:** Development and use of strategic resources and their impact on the performance of organizations in the international context. Finalized project, the focus was universities internationalization.

**PROINTER:** Internationalization process: Analysis and measurement. Framework to help firms in its internationalization process.

**INTERNATIONALIZATION IN SMART CITIES:** Analysis of the relation between the level of international connectedness and the level of development in smart cities.

Please provide the following information for each investigator listed in your grant application (in Section I.). Follow this format for each person. **Do not exceed 4 pages.**

Name	Position Title
Sylvaine Perrichot	Academic programmes coordinator ESL teacher Instructional Designer

Education/Training (*Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable*)

Institution and Location	Degree (if applicable)	Month/Year	Field of Study
● Université Rennes 2 - (Rennes, France)	Bachelor of Arts	June / 2000	English literature and civilisation
● Université Rennes 2 (Rennes, France)	CAPES competitive exam	June / 2002	English as a Second Language
● Université Pierre et Marie Curie, Université Paris-Sorbonne (Paris, France)	Master's Degree	June / 2015	Engineering and management of online learning/teaching (instructional designer)

**NOTE: The CV may not exceed four pages. Follow the format and instructions below.**

### A. Personal Statement

I have been an ESL teacher at Université Paris Sud for 4 years with interest in innovative methods for teaching English. I have implemented blended courses on a large scale (including 400 students) and am currently working on integrating virtual exchanges between students from different countries. This practice has proven to increase students' involvement and interest. My goals in the future are to keep working within the field of interculturality and language learning with ICT as well as finding new ways of innovating in educational practices and research.

**B. Positions and Honors**

i. List, in chronological order, up to your past five positions, concluding with your current position.

- 1 - ESL teacher - Conservatoire National des Arts e Métiers (Paris)
- 2 - ESL teacher - Université Paris Sud (Orsay, France)
- 3 - Academic Programmes Coordinator
- 4 - Instructional designer
- 5 - Vice-head of the Language Department

ii. I have had a 3-month leave to implement a blended module for 1st year students

Please provide the following information for each investigator listed in your grant application (in Section I.). Follow this format for each person. **Do not exceed 4 pages.**

Name	Position Title
Mona Pearl	Assistant Professor, Dept. of Management & Entrepreneurship  Founder & COO, BAS, Inc.

*Education/Training (Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable)*

Institution and Location	Degree (if applicable)	Month/Year	Field of Study
• Northeastern Illinois University	Bachelor	1991	Communication & Spanish
• DePaul	Master	1995	International Business

**NOTE: The CV may not exceed four pages. Follow the format and instructions below.**

**A. Personal Statement**

As a business professional and an adjunct professor in the department of management & entrepreneurship, I believe my role in the virtual classroom as well as in the traditional classroom, is of a facilitator of information and new concepts in business, as well as the application of theoretical foundations to the workplace environment.

I like to challenge and encourage my students to participate in classroom discussion and express their opinions on the issues discussed and create a safe and inspiring environment to prepare them to be successful in their careers.

With years of practical and hands-on experience in the global business world, and with over 10-year experience in teaching at universities around the world as well as training executives, I am highly

dedicated to bringing technology to the classroom. In order to increase the skill-set, toolbox and appeal to students in the constantly evolving business environment. I strongly believe students need to be exposed to different disciplines, an open mind and a variety of case studies and projects allows them to further enhance and adapt to the business world and the continuous changing business environment.

I am also a strong advocate of bringing the real world to the classroom. I accomplish that by relating the business theories and concepts to current global developments and technological innovations. I also, encourage students to keep informed by continuously relating assignments to current business and world news and by searching the Internet. I believe the Internet provides a great research, communication, and information tool to students; therefore, I have designed projects that require internet usage and comprehension.

In all my years as a supervisor, adjunct professor and professional, I have mentored others, and I strongly believe that students want, need and are seeking mentors to help them navigate through the decisions they are about to make, and help them in their decision-making process.

## **B. Positions and Honors**

List, in chronological order, up to your past five positions, concluding with your current position.

Assistant Professor, DePaul University

Founder & COO, ASCC-Systems – global technology manufacturing firm

Founder & COO, Action Marketing Group, Inc. – global expansion & strategy services and executive training

General Manager, North America, PRP SA – global market research firm

Board Member, Invent2026 and Kaplan Entrepreneurship Center

## **C. Selected Peer-reviewed Publications and Local/Regional/National Presentations**

### **PUBLICATIONS: BOOKS**

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**QFinance: The Ultimate Resource, 4<sup>th</sup> edition**, Bloomsbury, Oct. 2013

Contribution: *Grow Globally: The New Altitude of Cross-Border M&A.*

**Middle Market M & A: Handbook for Investment Banking and Business Consulting**, Wiley, Feb. 2012

*Contribution: Cross-border M&A and the related challenges.*

**Grow Globally: Opportunities for Mid-Market Companies Around the World**, Wiley, Oct. 2011

**Straight Talk: Aligning Corporate Strategy & Global Competitiveness for the 21st Century**

*Selected as One of 10 featured authors.*

**Discover Your Inner Strength: Cutting Edge Strategies from Industry Leading Experts**

*Authors Include: Ken Blanchard, Stephen Covey, Mona Pearl and Brian Tracy*

## **PUBLICATIONS: ACADEMIC ARTICLES**

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PEARL, M.; VERRUCK, F. Practical Guidelines for Implementing Successful Projects in Multicultural Teams Across International Networks. FAUBAI CONFERENCE, April, 2019.

PEARL, M.; VERRUCK, F. The importance of Cultural competency across borders, disciplines and organizations. Fourteenth International Conference on Interdisciplinary Social Sciences, 2019.

PEARL, M.; VERRUCK, F. Practical Guidelines for Implementing Successful Projects in Multicultural Teams Across International Networks. Canada International Conference on Education - CECI 2019.

PEARL, M.; VERRUCK, F. Design/implement online cross-border learning/ collaboration for success. Distance teaching and learning conference. August, 2018.

PEARL, M, VERRUCK, F. Implementing successful projects in multicultural teams, Journal of Virtual Exchange, scheduled for January 2020

## **PUBLICATIONS: ARTICLES (Published over 70 articles - partial list)**

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- Global Corporate Xpansion, “Conquering the Variables in Global Inventory Management”
- Global Corporate Xpansion, “Born Global Companies”
- Global Corporate Xpansion, “Global Growth: New Players, New Opportunities”
- Cross-Border M&A: Managing the R&R (Risks & Rewards), Global Business Magazine
- Peter Drucker Forum, Austria “Innovation and Entrepreneurship in A Global Economy”
- International Business Times, “The G-20 and Obama’s National Export Initiative”
- International Business Times, “Business Beyond Borders: Global Skills for Today’s Boards to Secure Tomorrow’s Success”
- ZDNet “Business beyond borders - taking a global approach”
- Global Finance, “How to prepare for global growth: What's your edge?”
- Business Excellence, “Strategy: Globalization”
- Industry Week, “Winning Global Markets: It's what you don't know that will land you in trouble”
- US Daily Review, “Why Middle Market Companies Are the Driving Engine for Growth”
- US Daily Review, “Winning in Global Markets: New Players, New Rules, New Game”

## **MANAGEMENT TODAY MAGAZINE: FEATURED COLUMNIST**

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- Sealing the deal
- How to prepare for global growth: What's your edge?
- The N-11: The Next Global Growth Markets
- Africa Spells Opportunity
- The Middle East: Business Opportunities for tomorrow’s Growth?
- The New Frontier? Latin America—Myth or Reality?
- Re-evaluating China
- Strategic Clusters: A Vehicle for Global Growth
- Plan, Commit, Action: Business Models for Global Expansion
- Global Negotiations: Don’t Leave Money on the Table
- Making the Decision to Go Global
- What’s your competitive edge?
- Going Global – Don’t Underestimate the Data
- Global Expansion – Get It Right the First Time

- Successful Business Expansion: Don't Discount the Data
- "Globalization – The Key to Growth" - Association Forum, Expert Eye
- "The Value of Cross-Industry Knowledge - Gaining A Competitive Edge" - The Handbook of Business Strategy
- "Actionable market Research Reduces Business Uncertainties" - Marketing Times
- "A New Order - How Entrepreneurial Companies Beat Large Corporations to the Punch" - US Business Review
- "Bridging the Cultural Divide to Successful Global Business" – Bayer Global Conference

## PRESENTATIONS (Partial list)

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- Association of Mergers & Acquisitions
- Association of Strategic Planning
- Austria-America Chamber of Commerce
- Business Network Club – International
- Barrington Chamber of Commerce
- CEO Roundtable
- CPA Society
- Supply Chain Club – Bogota, Colombia, Dubai, UAE and Mumbai, India
- Cross-Border M&A
- DePaul University – Czech MBA Program
- DePaul University – Entrepreneurship Program (Guest Speaker)
- Des Plaines Chamber of Commerce
- European Venture Market, Germany
- GGI
- IALD
- Innovation Center, Germany
- Innovation Center – Green/Clean Tech, Germany
- Institute of Management Consultants
- Interim CEO
- International Tennis Association
- Israel Export Center
- Israel Manufacturers Association
- Israel VC
- Motivation Show
- Northeastern Illinois University – Annual Conference: Focus on Latin America
- Northern Illinois University
- Personal Care Products Association
- Peter Drucker Inauguration Forum, Austria
- State Line World Trade Center – WI
- Turkey Chambers of Commerce, Turkey
- University of WI – Distance Learning
- Vienna University
- Women Visionaries of the World, Austria

## D. Research Support

- Global learning experience as an experiment to understand the effects of a virtual international exchange activity over students' performance. This is based on an experience conducted with students in Brazil and at DePaul. Learn how these tools and techniques can be applied elsewhere, in settings such as government, military and other organizations that need to work jointly, across borders, time zones and cultures.
- Managed the North American operations of the Global Airline Performance market research study, the largest ever airline benchmark for the International Air Transport Association, the umbrella organization for the worldwide airlines.

### APPENDIX: REFERENCES

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