

# Call for ENGAGEMENT

Submit examples of **BOLD** teaching, scholarship, & practice  
in entrepreneurship education!

## Teaching Tracks: **Share & Learn**

Competitive Experiential Exercises  
Emerging Teaching Exercises  
Competitive Teaching Cases, Modules,  
Courses, & Workshops

## Research Tracks: **Present & Discuss**

Competitive Research Papers  
Emerging Research Papers  
Competitive Provocative Research Panels & Workshops

## Program Tracks: **Build & Collaborate**

Programming Exposé  
Programming Challenges, Charrettes, & Workshops

Submission website opens **July 1, 2017**

Deadline for all sessions is **October 15, 2017**

Deadline for all Proceedings is **December 15, 2017**

**GO TO [USASBE.ORG](http://USASBE.ORG) FOR COMPLETE CALL FOR ENGAGEMENT RULES AND GUIDELINES**



# Entrepreneurship Teaching Tracks

- **Competitive Experiential Exercises:**

The Experiential Exercises Track is designed for educators to demonstrate their most impactful classroom exercises. The objective is to showcase those who are teaching entrepreneurship by doing, and doing so to create a community within USASBE where we can share the sorts of classroom experiences that bring learning to life. During the sessions in this track, you will have 30 minutes to perform your exercise, or an abbreviated version of your exercise. The audience will act as your students and will expect to participate in active learning by doing; treat them like your students **(but be kind)**.

## **Competitive Experiential Exercises Co-Chairs**

Doan Winkel - [dwinkel@jcu.edu](mailto:dwinkel@jcu.edu)  
Ethne Swartz - [swartz@fdu.edu](mailto:swartz@fdu.edu)

## **Competitive Teaching Cases Chair**

Andy Heise - [heisea@umkc.edu](mailto:heisea@umkc.edu)

## **Emerging Teaching Exercises Chair**

Andac Arikan - [aarikan@fau.edu](mailto:aarikan@fau.edu)

- **Competitive Teaching Cases & Modules:**

The Teaching Cases and Modules Track is for attendees to present innovative cases on entrepreneurial companies, teaching modules addressing a particular challenge or dilemma, or other pedagogical innovations. Submissions will ideally challenge both business or non-business students. Submissions can be “mini” or “traditional” in length, but a detailed teaching note must be submitted in addition to the case.

- **Emerging Teaching Exercises:**

The Emerging Teaching Exercises Track is for educators who have an emerging idea, tool or approach to enable a more experiential learning experience. Presenters submitting for this track are essentially bringing an idea or prototype to the conference rather than a validated exercise or approach. Presenters should be ready to give a short summary of their idea, tool or approach, and be prepared to receive feedback on next steps. Additional follow-up conversations and collaborations may develop around the ideas.

# Guidelines:

## Entrepreneurship Teaching Tracks

### Competitive Experiential Exercises:

THE COMPETITIVE EXPERIENTIAL EXERCISES TRACK IS FOR EDUCATORS TO PRESENT INNOVATIVE, IMPACTFUL EXPERIENTIAL EXERCISES THAT ARE USED IN TEACHING ENTREPRENEURSHIP.

- A 1200-word typed summary (including text, figures, tables, references) explaining the exercise, including general topic area (i.e., ideation, finance, marketing, customer development, design thinking) in a Microsoft Word file.
- Submissions must be typed and double-spaced with one inch margins using 12-point Times Roman font and must be in a single Microsoft Word file. Microsoft Word files will be converted to PDFs by the system before being distributed for review.
- Timeline for the session. In other words, how will you use the participants as students and what will the “students” do during the session?
- A teaching note that outlines how the exercise is intended to be used, the courses and levels for which it is appropriate (i.e., undergraduate or graduate level), the major concepts or issues addressed, and key discussion questions and points the educator can use to debrief and reflect on the exercise, and lessons learned or teaching tips from your experience using the exercise.
- Clearly comment on the impact of the exercise, the feasibility of performing it live during a USASBE session, and the transferability of the exercise to other USASBE members into their classrooms, including key take-always for educators.
- All submissions will be blind reviewed; authors must avoid revealing their identities in the body of the paper. Identification in the body of the paper will result in automatic rejection.
- Selection for inclusion in this track will be based upon innovativeness, quality, focus, and practical classroom usefulness as determined by the review process. Additionally, the exercise must be able to be performed (in some fashion) during the session. No evidence of action and participation will also result in an automatic rejection.
- Authors submitting exercises agree, if their submission is accepted, to have at least one author attend the conference.

# Guidelines:

## Entrepreneurship Teaching Tracks

### Competitive Teaching Cases, Modules, Courses & Workshops:

THE COMPETITIVE TEACHING CASES, MODULES, COURSES & WORKSHOPS TRACK IS FOR ATTENDEES TO PRESENT INNOVATIVE CASES ON ENTREPRENEURIAL COMPANIES, TEACHING MODULES ADDRESSING A PARTICULAR CHALLENGE OR DILEMMA, OR OTHER PEDAGOGICAL INNOVATIONS.

- Submissions must be entirely original, not previously published and must not be under concurrent consideration or scheduled for presentation elsewhere.
- Submissions must be typed and double-spaced with one-inch margins using 12-point Times Roman font and must be in a single Microsoft Word file. Microsoft Word files will be converted to PDFs by the system before being distributed for review.
- Case, module, course, and workshop submissions should not exceed 30 pages, including the abstract, exhibits, references and teaching note. Mini-cases, modules and other smaller pedagogical innovations and workshops are acceptable (e.g. a 1 to 3-pages).
- All submissions must include a teaching note including case summary, how the case (for example) is intended to be used, the courses and levels for which it is appropriate, the major concepts or issues addressed, the key discussion points, its contribution to pedagogy and lessons learned or teaching tips from your experience using the case, module, etc. Workshops need to clearly reflect the contribution to entrepreneurship pedagogy.
- Submissions may be based upon a primary or secondary data source reflecting the situation of an actual organization.
- Submissions will be blind reviewed. Authors must avoid revealing their identities in the body of the case. Doing so will result in automatic rejection.
- Selection for inclusion in the conference program will be based upon quality, focus and practical classroom usefulness as determined by the review process. Reviewers will be directed to first assess the teaching note.
- Authors submitting cases agree that if accepted, at least one author will attend the conference to present.

# Guidelines:

## Entrepreneurship Teaching Tracks

### Emerging Teaching Exercises:

THE EMERGING TEACHING EXERCISES TRACK IS FOR ATTENDEES TO PRESENT AN EMERGING CONCEPT, TOOL, OR APPROACH TO ENABLING A MORE EXPERIENTIAL ENTREPRENEURSHIP LEARNING EXPERIENCE.

- A 500-word typed summary (including text, figures, tables, references) explaining the proposed classroom idea, including general topic area (i.e. , ideation, finance, marketing, customer development, design thinking), and the impact on students' experience in a Microsoft Word file.
- Submissions must be typed and double-spaced with one-inch margins using 12-point Times Roman font and must be in a single Microsoft Word file. Microsoft Word files will be converted to PDFs by the system before being distributed for review.
- All submissions will be blind reviewed; authors must avoid revealing their identities in the body of the summary. Identification in the body of the summary will result in automatic rejection.
- Selection for inclusion in this track will be based upon innovativeness and practical classroom usefulness as determined by the review process.
- Considered materials and handouts need to be included in the presentation.
- Exercises in this track do not need to be performed, but detailed descriptions of activities, successes, failures and desired lessons learned are appropriate.



# Entrepreneurship Education Research Tracks

- **Competitive Research Papers:**

The Competitive Research Papers Track is designed for researchers who have completed manuscripts on entrepreneurship education or other entrepreneurship related topics. All paper presentations, however, must discuss how the research informs the teaching and learning of entrepreneurship.

- **Competitive Provocative Research Panels:**

The Provocative Research Panels are designed for researchers who have published complementary or contradictory findings to important research questions. Although research questions from all fields of entrepreneurship are welcome, authors must discuss how their questions are relevant to entrepreneurship education. The objective is to showcase the dynamic and developing issues around various topics and how the topics ultimately inform the teaching and learning of entrepreneurship.

- **Emerging Research Papers:**

The Emerging Research Paper Track is for researchers who are at the early stages of a research study. Presenters submitting for this track are essentially bringing an abstract to the conference rather than a manuscript. Presenters should be ready to give a short summary of their proposed research question, methodology and impact/outcomes, describe the impact of their research on entrepreneurship education, and be prepared to receive critical and developmental feedback on next steps. Additional follow-up conversations and collaborations may develop around the ideas throughout the conference.

**Competitive Research Papers Chair  
& Competitive Provocative Research  
Panels Chair**

Matt Marvel - mrmMarvel@bsu.edu

**Emerging Research Papers Chair**

Dan Holland - daniel.holland@usu.edu

# Guidelines:

## Entrepreneurship Education Research Tracks

### Competitive Research Papers:

THE COMPETITIVE RESEARCH PAPERS TRACK IS DESIGNED FOR RESEARCHERS WHO HAVE COMPLETED MANUSCRIPTS ON ENTREPRENEURSHIP EDUCATION OR OTHER ENTREPRENEURSHIP RELATED TOPICS. SUBMISSIONS FROM ALL FIELDS OF ENTREPRENEURSHIP ARE WELCOME; AUTHORS MUST CLEARLY DEMONSTRATE HOW THEIR WORK IMPACTS ENTREPRENEURSHIP PEDAGOGY.

- Submissions must be entirely original, not previously published, and must not be under concurrent consideration or scheduled for presentation elsewhere.
- Submissions must be typed and double-spaced with one inch margins using 12-point Times Roman font and must be in a single Microsoft Word file. Microsoft Word files will be converted to PDFs by the system before being distributed for review.
- Competitive papers should not exceed 30 pages - including abstract, body, exhibits and references.
- In addition to the full text of the manuscript, all submissions must include an academic abstract (no more than 100 words).
- Submissions must begin with an “Implications for Entrepreneurship Education” discussion. This discussion addresses the contribution of the author’s work to the advancement of the discipline from a pedagogical perspective. Reviewers will be directed specifically to consider the “Implications for Entrepreneurship Education” section.
- Submissions will be blind reviewed. Authors must avoid revealing their identities in the body of the paper. Doing so will result in automatic rejection.
- Selection for inclusion in the conference program will be based upon quality, originality and relevance as determined by the review process.
- Authors submitting competitive papers agree that if accepted, at least one author will attend the conference.



# Guidelines:

## Entrepreneurship Education Research Tracks

### Competitive Provocative Research Panels & Workshops:

THE COMPETITIVE PROVOCATIVE RESEARCH PANELS & WORKSHOPS TRACK IS DESIGNED FOR RESEARCHERS WHO HAVE PUBLISHED COMPLEMENTARY OR CONTRADICTIONARY FINDINGS TO IMPORTANT RESEARCH QUESTIONS OR WORKSHOPS TO HELP UNPACK THE IMPACT OF ENTREPRENEURSHIP EDUCATION RESEARCH ON THE CLASSROOM EXPERIENCE. PARTICIPANTS MUST CLEARLY INDICATE HOW THEIR RESEARCH QUESTIONS IMPACT THE FIELD OF ENTREPRENEURSHIP EDUCATION.

- Provocative Panels are defined as workshops or discussions of previously published work designed to instigate thoughtful discussion regarding the impacts of the research on entrepreneurship education.
- Submissions must be typed and double-spaced with one inch margins using 12-point Times Roman font and must be in a single Microsoft Word file. Microsoft Word files will be converted to PDFs by the system before being distributed for review.
- Panel descriptions should not exceed 10 pages - including abstract, executive summary, body, exhibits and references.
- In addition to the panel description, all submissions must include an executive summary (no more than 300 words). The executive summary should provide a synopsis of the “So what?” implications of the panel, and should address the workshop’s contribution to the field.
- Authors submitting a panel proposal agree that all authors will attend the conference.
- Submissions must begin with an “Implications for Entrepreneurship Education” discussion. This discussion addresses the contribution of the author’s work to the advancement of the discipline from a pedagogical perspective.
- Submissions will be blind reviewed. Authors must avoid revealing their identities in the body of the paper. Doing so will result in automatic rejection.
- Selection for inclusion in the conference program will be based upon quality, originality and relevance as determined by the review process.
- Reviewers will be directed specifically to consider the “Implications for Entrepreneurship Education” section.



# Guidelines:

## Entrepreneurship Education Research Tracks

### Emerging Research Papers:

THE EMERGING RESEARCH PAPERS TRACK IS FOR RESEARCHERS WHO ARE AT THE EARLY STAGES OF A RESEARCH STUDY. ATTENDEES MUST CLEARLY ILLUSTRATE HOW THEIR QUESTION OR STUDY WILL IMPACT ENTREPRENEURSHIP EDUCATION.

- A 500-word typed summary (including text, figures, tables, references) explaining the proposed research question, theoretical framework, methodology, and potential impact on entrepreneurship pedagogy in a Word file.
- Submissions must be typed and double-spaced with one inch margins using 12-point Times Roman font and must be in a single Microsoft Word file. Microsoft Word files will be converted to PDFs by the system before being distributed for review.
- All submissions will be blind reviewed; authors must avoid revealing their identities in the body of the summary. Identification in the body of the summary will result in automatic rejection.
- Authors are encouraged to clearly identify the problems they are facing with their research question, the level of openness they are to feedback and critique, and the ability to collaborate at the current stage of their research.



# Entrepreneurship Programming Tracks

- **Programming Exposé Track:**

The Programming Exposé Track is designed for those running various programming initiatives at all levels (e.g., those running entrepreneurship centers, incubators, accelerators, non-degree programs, student organizations, makerspaces, SME training programs). The objective is to share best practice in program creation, building, and management. Programs submitting to this track should have a track-record in order to show measurable outcomes, achievements, lessons learned, and influence and impact on entrepreneurship education.

**Programming Exposé Chair**

Chuck Sacco - [cns322@drexel.edu](mailto:cns322@drexel.edu)

**Programming Challenges & Charrettes Chair**

Birton Cowden - [bcowden@isenberg.umass.edu](mailto:bcowden@isenberg.umass.edu)

- **Programming Challenges, Charrettes\*, & Workshops:**

Programming Challenges, Charrettes, and Workshops are for presenters to leverage audience members to resolve conflicts and challenges related to entrepreneurship education programming. Presenters submitting for this track are essentially bringing a challenge to the conference rather than a “solution”. Presenters should be ready to give a quick summary of the problem and be prepared to receive feedback on possible solutions or frameworks. Additional follow-up conversations and collaborations may develop around the ideas throughout the conference.

\* A charrette is a meeting in which all stakeholders in a project attempt to resolve conflicts and map solutions.



# Guidelines:

## Entrepreneurship Programming Track

### Programming Exposé:

THE PROGRAMMING EXPOSÉ TRACK IS FOR ATTENDEES TO SHARE THEIR PROGRAM AS A BEST PRACTICE OF INITIATIVES INCLUDING, BUT NOT LIMITED TO, ENTREPRENEURSHIP CENTERS, INCUBATORS, ACCELERATORS, NON-DEGREE PROGRAMS, STUDENT ORGANIZATIONS, MAKERSPACES, SME TRAINING PROGRAMS, ETC.

- A 1500-word typed summary (including text, figures, tables, references) explaining the program and the program's impact on entrepreneurship education in a Microsoft Word file.
- Clearly comment on the impact of the program, and the transferability of the program to other USASBE members' campuses, including key take-always for educators and administrators.
- All submissions will be blind reviewed; authors must avoid revealing their identities in the body of the summary. Identification in the body of the paper will result in automatic rejection.
- Selection for inclusion in this track will be based upon innovativeness, quality, focus, and practical usefulness as determined by the review process.
- Authors submitting programming exposés agree, if their submission is accepted, to have at least one author attend the conference.

### Programming Challenges & Charrettes:

THE PROGRAMMING CHALLENGES & CHARRETTES TRACK IS FOR ATTENDEES WHO HAVE A PROGRAMMATIC EMERGING PRACTICE, A PROGRAMMATIC CHALLENGE OR PROBLEM TO BE SOLVED OR OPPORTUNITY TO BE LEVERAGED.

- A 500-word typed summary (including text, figures, tables, references) explaining the challenge/problem or opportunity, and the potential impact of the potential program on entrepreneurship education in a Microsoft Word file.
- All submissions will be blind reviewed; authors must avoid revealing their identities in the body of the paper. Identification in the body of the paper will result in automatic rejection.
- Selection for inclusion in this track will be based upon authors clearly identifying the problems they are facing with their programmatic challenge, the level of openness they are to feedback, critique, and collaboration.

# Key Conference Contacts

## 2018 Conference Chair

Julienne Shields - [jshields@millikin.edu](mailto:jshields@millikin.edu)

## Competitive Experiential Exercises Co-chairs

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## Competitive Teaching Cases, Modules, Courses & Workshops Chair

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## Emerging Teaching Exercises Chair

Andac Arikan - [aarikan@fau.edu](mailto:aarikan@fau.edu)

## Competitive Research Papers & Competitive Provocative Panels & Workshops Chair

Matt Marvel - [mrmMarvel@bsu.edu](mailto:mrmMarvel@bsu.edu)

## Emerging Research Papers Chair

Dan Holland - [daniel.holland@usu.edu](mailto:daniel.holland@usu.edu)

## Programming Exposé Chair

Chuck Sacco - [cns322@drexel.edu](mailto:cns322@drexel.edu)

## Programming Challenges, Charrettes & Workshops Chair

Birton Cowden - [bcowden@isenberg.umass.edu](mailto:bcowden@isenberg.umass.edu)

# Rule of Three Notice

The USASBE 2018 Conference utilizes a “Rule of 3” for submission purposes. No one may submit more than three submissions. Appearances include roles as authors and/or presenters. Multiple appearances in a single sessions count as one session. Exceptions will be made for invited sessions.

# Submission Process & Requirements

All competitive and emerging proposals must be submitted through the online submissions system at [www.usasbe.org](http://www.usasbe.org).

Deadline for all session submissions is October 15, 2017.

Deadline for all Proceedings is December 15, 2017.