

# Research and Teaching Innovation @



## Spring 2016

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Research and Teaching  
Innovation

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### BFRF 2016-2017 Award Application

Academic year 2015-2016 at Babson has been an exciting and active year for the BFRF Committee. We hosted 8 Faculty Research Chats, awarded a combined 25 summer stipends/course releases, awarded 12 new mini grants, and helped Babson purchase licensing for 28 faculty for Stata, a statistical package. It has been my privilege to work with Co-Chairs Danna Greenberg and Mark Potter, who along with Brian Seitz will be rolling off BFRF for next year. I would like to highlight Danna's dedication to furthering the research agenda at Babson. I also want to acknowledge Carolyn Hotchkiss and Maureen Paquette who help bring the BFRF recommendations to life. We have a thriving research community at Babson and are looking forward to supporting and growing it again in 2016-2017 with the following BFRF Committee members: Chair Elect Sal Parise, Ryan Davies, Mary Godwyn, Mary O'Donoghue, & Yasu Yamakawa. Please don't hesitate to contact me or the BFRF Committee with your ideas for the future.

*Sandra Castaldini*

### BFRF Faculty Chat

These are the chats that took place during the Spring semester 2016. Feel free to contact Sandra at x5339 if you would like to present at a chat in the academic year 2016-2017.

- **Thursday, 2/4/16, Former Chairs and recent ADMB members, BFRF Information Session**
- **Tuesday 3/1/16 Anne Roggeveen, Marketing & Julie Norem, Wellesley College**
- **Monday 4/4/16 Brian Seitz, Arts and Humanities, and Adam Sulkowski, Accounting and Law**
- **Thursday, 4/14/16 Lidija Polutnik, Jessica Simon, and Megan Way, Economics**

## Library News

### New E-book and Streaming Video Content Resources

Did you know that **JSTOR** now includes e-books? Along with the journal content, we also have access to a broad range of e-books going back to 2005. The books are presented by chapter and feed into search results just like journal articles do. It's also easy to see all the chapters of a book. **Greenleaf Online Library**, a new collection, focuses on sustainability, corporate social responsibility, business ethics, and more. And **Kanopy** is our new resource for films covering a wide range of topics and genres: documentaries, art films, theatrical releases, and training videos from over 800 providers, including BBC, Criterion, Kino Lorber, PBS, Media Education Foundation, etc. Access these resources on the Library's alphabetical list of databases (<http://libguides.babson.edu/az.php?a=all>).

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## Faculty News

### GAWCS (Group for Awesome Writing of Case Studies)

Anyone interested in occasionally getting together informally to test-out or give feedback to each other's draft case, please get in touch with [asulkowski@babson.edu](mailto:asulkowski@babson.edu). Meetings over \$1.19 Trim lunches, depending on if/when anyone has cases they want discussed.

### Recent Faculty Publications

**Mary O'Donoghue's** story "Kiddio at the Wedding" is published in the spring issue of quarterly journal *Granta*. This story was written as part of her 2015 BFRF-supported summer stipend project. *Granta* is an internationally recognized journal of fiction, poetry, journalism and photography; it publishes editions in twelve languages and on three continents.

Atanasov, V., **Davies, R.J.**, Merrick, J.J. (2015) "Financial intermediaries in the midst of market manipulation: Did they protect the fool or help the knave?," *Journal of Corporate Finance* 34, 210-234.

Atanasov, V., **Davies, R.J.**, Merrick, J.J. (2015) "How well do futures markets limit manipulation", *Review of Financial Regulation*, Center for the Study of Financial Regulation, Summer 2015, Issue No. 15, p. 3-4.

**Karst N**, Dralle D, Thompson S (2016) Spiral and Rotor Patterns Produced by Fairy Ring Fungi. *PLoS ONE* 11(3): e0149254. doi:10.1371/journal.pone.0149254

Chandler, D.E., **Murphy, W.M.**, Kram, K.E., Higgins, M.C. (2016). Bridging Formal and Informal Mentoring: A Developmental Network Perspective. In K. Peno, E.M. Silva Mangiante, & R.A. Kenahan (Eds.). *Mentoring in Formal and Informal Contexts*. New York, NY: IAP.

**Nersessian David**, *Business Lawyers as Worldwide Moral Gatekeepers? Legal Ethics and Human Rights in Global Corporate Practice*, 28 *GEO. J. LEGAL ETHICS* 1135 (2015), SSRN link:[http://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=2447723](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2447723)

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## Research News

### 2016 Summer Stipends

**Jennifer Bailey**, TOIM, “Managing and Mitigating the Operational Risks in Start-Up Ventures”

**Lakshmi Balachandra**, Entrepreneurship, “Investor Mentor: Evaluating the Entrepreneur as Protégé”

**Sinan Erzurumlu**, TOIM, “Value Creation and Continuation Contingencies in Business Angel Contracts”

**Wiljeana Glover**, TOIM, “The Continuous Improvement Journey: How Great Companies use Kaizen Event Programs for Sustained Success”

**Elizabeth Goldberg**, Arts and Humanities, “Freedom, Commerce, and Slavery: The Case of Backpage.com”

**Davit Khachatryan**, Math and Science, “Novel Measures for Depth and Breadth of Patent Applications”

**Julie Levinson**, Arts and Humanities, “Cities of Lost Children: Street Kids and the Urban Imaginary in Global Cinema - Chapter One”

**Jason Mohaghegh**, Arts and Humanities, “Omnicide: Mania, Fatality, and the Alliances of Middle Eastern and World Thought”

**Wendy Murphy**, Management, “Advancing Women into the Nonprofit Boardroom”

**Mary O’Donoghue**, Arts and Humanities, “Kiddio: Short Stories”

**Salvatore Parise**, TOIM, “Will Workspace Design Make Us More Innovative?”

**Virginia (Jenny) Rademacher**, Arts and Humanities, “From Economic Crisis to Entrepreneurship? Self-Employment among Spain’s Young Women”

**Brian Seitz**, Arts and Humanities, “The Value of Warmth: A Phenomenology of Fur”

**Rosa Slegers**, Arts and Humanities, “Becky Sharp goes to Business School: Vanity Fair, Adam Smith, and the Attempt to Direct Vanity to Proper Objects”

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### 2016 – 2017 Course Releases

**Ryan Davies**, Finance, “Target Date funds”

**Patricia J. Guinan**, TOIM/Management, “The Impact of Collocation on Agile Software Development Team Success: Does Distance Really Matter?”

**Kandice Hauf**, History and Society, “From Victim to Global Culture Producer: Identity Formation Through Music and Theater in Cambodia and the Diaspora”

**Nathan Karst**, Math and Science, “Variability in Streamflow Recession”

**Phil Kim**, Entrepreneurship, “Configurational Effects of Organizational Slack and New Venture Innovation Investment”

**Xinghua Li**, History and Society, “Moving Heaven and Earth: Propaganda Posters and the General Assault on Nature in Maoist China”

**Tina Opie**, Management, “Investigating How an Entrepreneurs’ Network of Relationships Impacts Their Perceptions of Self-Efficacy”

**Scott Taylor**, Management, “Coach Effectiveness: An Integration of Competence, Relationship, and Process Factors”

**Yasuhiro Yamakawa**, Entrepreneurship, “Temporal Sequencing of Certification Signals and IPO Underpricing”

### Global Health Initiatives Summer Stipend

**Kathleen McKone-Sweet**, TOIM, “An Entrepreneurial Framework for Sustainable Healthcare in Low-Resource Countries”

**Jonathan Sims**, Management, “Community-based Open Innovation in African Healthcare”

### Share Your ‘Research News’

Send the details of your activities and publications to the BFRF

## Final Products Accepted

**Matt Allen, Entrepreneurship,** “Effective Management of Human Capital Within A Business Family: Different System, Different Rules”

Researchers and practitioners increasingly recognize human capital and the effective management of human capital as a strategic resource leading to sustainable competitive advantage. The contribution of strategic human capital management to organizational performance has been demonstrated in multiple contexts including family businesses. However, understanding of effective human capital management in family businesses is incomplete. Family businesses represent a unique context in which to study strategic human capital management as these entities combine two organizations, the business and the family. Research supports the idea that effective human capital management within family businesses is similar to that found in other businesses. Less attention, however, is given to the function of human capital in the driving organization behind these business entities, the business families. We argue that a study of human capital from the perspective of the business family rather than the family business highlights unique differences in how human capital theory should be applied in the family business context. Specific implications of these differences for business families are also discussed.

**Lakshmi Balachandra, Entrepreneurship,** “Revisiting Investors and Gender Bias: Bias against Women of Business or the Business of Women”

Gender disparities in venture capital funding have been explored several times over recent decades. In this paper we offer a new consideration by exploring the role of a “gendered market” rather than merely the gender of the entrepreneur. Given that men greatly outnumber women in the early-stage investor population, we hypothesized that the disparity in the funding of women-owned businesses to men-owned businesses may not only be merely a factor of the gender of the entrepreneur, but also a bias against investing in the gendered focus of the *market in which*

women-owned businesses function. Using gender salience, we assess whether or not markets that target women customers or “female” markets receive the same level of funding interest as “male” markets. We find that gender of the market does limit initial investor interest, in particular for male investors. We also find a moderated effect such that women who lead ventures focused on female markets are more likely to receive interest from women investors, and the opposite is true for men. Our findings raise new and important questions for the role of gender with regards to the entrepreneur, the investor as well as the selected market of the venture.

**Bradley George, Entrepreneurship,** “The Rise of the B-Corp and Its Impact on our Theories and Measures of Performance”

The increasing interest in sustainability and social responsibility has led to the creation of a new legal entity, namely the benefit corporation. A key aspect of such corporations is the extension of the fiduciary responsibility to consider non-financial interests in the decision making process. The majority of past research has been based on theories and measures developed from the legal responsibility of organizations to prioritize financial performance. This paper examines how the rise in benefit corporations affects our conceptual definition and measurement of firm performance as well as theoretical considerations for studies involving benefit corporations.

**Mary Godwyn, History and Society,** “Management Education as A Crucible for Ethical Social Change”

Ashesi University College is a private liberal arts college in Berekuso, Ghana. Founded by Patrick Awuah in 2002, its mission is to train a new generation of ethical, entrepreneurial business leaders in Africa and to nurture excellence in scholarship, leadership, and citizenship. Students graduate with degrees in Business Administration, Management Information Systems, Computer Science, and an Engineering degree is just

being launched. When compared with institutions around the world that offer business and management degrees, there are three defining aspects that make Ashesi distinct. The first is the commitment to gender diversity and economic class: there are equal numbers of female and male students; 55% of students receive some level of scholarship funding, and 25% receive a full scholarship. The second is employment: 96% of its students are employed 3 months post-graduation. The third is the commitment to the honor code: Ashesi has an examination honor code and a code of ethical conduct. The origin and implementation of Ashesi's honor code will be the primary focus of this chapter.

In 2008, Ashesi students adopted an Examination Honor Code, which is unique among African institutions of higher learning. Since that time, a code of ethical conduct has also been adopted by the student body. The ambition behind the honor code is to raise the larger cultural standards and social expectations by teaching undergraduate students to internalize a set of ethical behaviors so that they can reverse the pattern of corruption that has become routine in Ghanaian society.

Through qualitative-based research including participant observation and in-depth interviews with current students, graduates, faculty, and staff, this study focuses on the origin and implementation of the honor code at Ashesi, and whether and how the code of ethics that distinguishes the educational training continues to be used by students after graduation.

**Patricia Guinan**, TOIM, "Dimensions of an Innovative Culture"

In many organizations the Chief Information Officer (CIO) is key to driving business innovation. This research examines CIO in the context of their ability to create an innovative IT culture. We explore the concept of innovative IT cultures through qualitative analysis with 120 innovative CIOs, or VPs of the IT department. We characterize the dimensions of innovative IT cultures combining theories from the disciplines of organizational design, entrepreneurship, and transformational leadership. Our findings expand our conceptual understanding of innovative IT cultures as well as provide pragmatic advice for practitioners.

**Laurie Krigman**, Finance, "IPO Pricing as a Function of your Investment Banks' Past Mistakes: The Case of Facebook"

On May 18, 2012 Facebook held its initial public offering (IPO), raising over \$16 billion making it one of the largest IPOs in history. To the surprise of many investors, there was no underpricing—the stock closed the first day of trading flat from its offer price. The Facebook IPO was described as not only disappointing but also detrimental to the broader market. We explore why one IPO should have such widespread consequences. We document that the IPO market was silent for 41 days following Facebook. When it reopened 41 days later, the average level of underpricing increased from 11% pre-Facebook to 20% post-Facebook. The common blame was an overall increase in risk-aversion among investors. We offer an alternative explanation. We show that the entire increase in underpricing is concentrated in the IPOs of the Facebook lead underwriters. We find no statistical difference in underpricing pre and post-Facebook for non-Facebook underwriters. We argue that investment bank loyalty to their institutional investor client based propelled the Facebook underwriters to increase underpricing to compensate for the perceived losses on Facebook.

**Toni Lester**, Accounting and Law, "Would the Cultural Defense Make A Difference in Celebrity and Sports Endorsement Contract Disputes?"

In court cases involving celebrity endorsement contract termination disputes, judges often are asked to decide if morals clauses embedded in those contracts were interpreted fairly by management prior to terminating talent. Morals clauses usually say that talent can be dropped if it engages in immoral behavior found to be unseemly by the public. What happens when the talent is African American and the public is divided along racial and cultural lines about the appropriateness of the behavior in question? Do or should judges entertain cultural differences in rendering decisions in these cases? This paper will explore these questions by doing an analysis of two recent and highly controversial cases involving black professional

football players— Michael Vick and Adrian Peterson — both of whom were dropped from lucrative endorsement contracts because of allegations of animal abuse (Vick) and child abuse (Peterson). Blacks and whites were heavily divided about how these two men should have been treated. Multicultural theory, as well as relevant court cases assessing endorsement contract disputes and their application to the cases under review will be examined to decide how courts might rule in these situations.

**Kathleen McKone-Sweet**, TOIM, “Expanding the Focus of Entrepreneurship Education: A Pedagogy for Teaching the Entrepreneurial Method”

To date the measure of success of entrepreneurship education has been new venture creation. As such entrepreneurship pedagogy frequently focuses on teaching students either the skills or theory that is fundamental to new venture creation. Yet, this emphasis on teaching skills and theory overlooks the fact that one of the distinguishing features of successful entrepreneurs is they engage a different cognitive approach than that of traditional managers. This different cognitive approach is referred to as the entrepreneurial method. In this paper, we explore whether a pedagogy can be developed to teach students this method. We discuss the implications that this pedagogy has for expanding the practice and objectives of entrepreneurship education.

**Jason Mohaghegh**, Arts and Humanities, “Born Upon the Dark Spear: Selected Poems of Ahmad Shamlu”

Over the course of this past year, I have completed and submitted to press the final manuscript for this book-length project, which includes 78 full poems and a

literary-critical introduction. The manuscript is currently in the printing phase, with an anticipated release date of 2/2016. Two poems from the collection have already recently been published in *the Hyperion: The Future of Aesthetics* journal (“In the Struggle with Extinguishing” and “Anthem for the One Who Left and the One Who Stayed Behind,” *Hyperion Journal* (Spring 2015 edition). Beyond this, I will be participating in a public reading from the forthcoming book at a literary event in New York City in January, 2016 in addition to other planned readings once the text has been officially released.

**Brian Seitz**, Arts and Humanities, “Grids of Power: A Phenomenology of Fuel”

This essay focuses on the relationship between, literally, fuel—what in English is called “utilities” and “power”—and its determinative role in the constitution of subjectivity and inter-subjectivity. I will take advantage of all of the over-determination riding on the relationship between the literal and metaphorical dimensions of the word “power.”

As an organizational principle, I will borrow Deleuze & Guattari’s concept of an “assemblage” (which conceives of human identity as indissociable from the specificity of material context), and will distinguish and consider some of the prominent characteristics of pre-modern, modern, and contemporary fuel-subject/intersubject assemblages.

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## **Babson Center News**

### **The Blank Center: GEM and STEP Research Projects**

GEM has data on entrepreneurial activity across multiple phases, demographic and other characteristics of entrepreneurs, information on their businesses (industry, growth expectations, innovation, internationalization) and societal attitudes toward entrepreneurship. Over 100 economies have participated in GEM since 1999. Each economy has an academic team that oversees an adult population survey of at least 2,000 respondents. The U.S. team is based at Babson, with additional sponsorship from Baruch College. Babson has access to the most current U.S. survey results (2015 survey) and can access data from other economies from 2014 and earlier. For additional information please contact Donna Kelley, [dkelley@babson.edu](mailto:dkelley@babson.edu)

The STEP project recently completed data collection through a global survey of over 700 family businesses. As a participating member in the STEP project, Babson has access to that data. The survey itself is fairly extensive and covered topics including family business governance, family functioning, entrepreneurship, performance, gender differences and social responsibility. Anyone with interest in working with this STEP Project data should contact Matt Allen at [mallen4@babson.edu](mailto:mallen4@babson.edu)

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### **CELT: Welcomes a New Coordinator**

Marcia Michelson will join Babson on April 25<sup>th</sup> as the CELT Coordinator. Marcia comes to us from John Hancock Investments where she was a Marketing Associate. She also runs a decorative painting business specializing in faux finishes for walls and furniture and provides color and design consultations.

Please help CELT give Marcia a warm Babson welcome!

### **Congratulations Spring 2016 Teaching Innovation Fund (TIF) Award Recipients**

#### ***The Problem of Human Trafficking in the Hospitality Industry: Jane Doe at Hilton Worldwide***

David Nersessian, Assistant Professor of Law

#### ***Babson Alum Starts and Grows a Global Business: The Sundial Brands Story***

Tina Opie, Assistant Professor of Management

Jen Bailey, Assistant Professor of Technology and Operations Management

This case is being written in response to the “Business Case Writing Opportunity: Improving Minority Representation” call which was issued by Dean Hotchkiss for business cases that feature minority-owned businesses and minority protagonists. It will involve multiple business disciplines and is intended for use in two required courses: SME and FME, and will follow the evolution of a family-owned business – Sundial Brands/Shea Moisture - which focuses on a multicultural market, founded by a Black Babson Alum, Richelieu Dennis. Sundial has 70% women employees.

The case will provide a unique opportunity to deliver an Integrated, Multi-Disciplinary Case which can be used across five required courses: FME, SME Operations, SME Marketing, SME Information Technology and SME Managerial Accounting. It can be used as an Introductory Case in each of the courses to motivate some of the key learning objectives of the course. By having a common case that can be linked across these required courses, students will have the opportunity to apply one of the Key Babson Learning Goals: Integrative Thinking.

### ***Development of a Large-Scale Prototyping Event for FME***

Erik Noyes, Associate Professor of Entrepreneurship

Creation of a Teaching Note to synthesize the objectives, operational demands, and implications of this unique prototyping experience for faculty and students. The Teaching Note will include extensive detail required to plan and execute such a prototyping workshop. My intent is that Babson faculty – or other entrepreneurship educators if we choose – should be able to organize and replicate this learning experience.

### ***Exploring Cambodia Town: Cambodian-American Culture and Economy in Lowell, MA***

Kandice Hauf, Associate Professor of History

This project is to develop a teaching resource kit with a brief introduction to Cambodian history and migration to Lowell, 1-2 interviews on video, a portfolio of activities, a scavenger hunt, a fully developed example of the Cambodia Town assignment for HIS 4616, and a teaching note which will enable others to use all or part of the kit in their courses. HIS 4616, *Cambodia: Rebuilding Culture and Economy After Genocide*, will be an action-oriented seminar in which students will explore the historical, political, and cultural events that shape Cambodian art, culture and business in Cambodia and the Cambodian-American diaspora today. Emphasis will be on rebuilding after the Khmer Rouge genocide (1975-1979).

Project learning goals:

- Apply the analytical techniques of the historian to disparate materials.
- Explain and interpret change and continuity in Cambodian culture.
- Appreciate the aesthetics and cultural grounding of Cambodian art, dance, and religion.
- Write, conduct and analyze interviews with monks, restaurant owners etc. in Lowell, MA.
- Analyze how rebuilding and adapting culture has informed entrepreneurship
- Evaluate the social impacts of genocide, migration, and community building in the Cambodian diaspora in Lowell, MA.
- Provide models and materials for students to design/defend a case study or proposed aid organization.

### ***Integrating Civic Engagement into Academic Curriculum***

Carolyn Megan, Director, Babson College Writing Center;  
Part-time Lecturer, Arts & Humanities

While a goal of Babson's Undergraduate program is to embed civic engagement into student academic and co-curricular programming, there is little community service embedded into academic curriculum beyond the first-year courses. The challenges of establishing a relationship with an organization, ironing out the logistics and aligning the

activity with the course's learning goals, can be time-consuming and daunting. In this project, I propose to offer a template and model for professors across disciplines to integrate and to imagine service as a pivotal piece for students to synthesize course curriculum. My intention is to eventually publish this work as a paper. I plan to submit a proposal to IWCA (International Writing Center Association) as a pedagogical paper for teaching and integrating community service into the advanced writing/tutorial classroom. In this sense, the focus will be more streamlined/narrowed to my discipline and will bring attention to the sort of work that we undertake here at Babson.

**Special Note:** As we work towards building a strong collection of cases and teaching materials focused on Diversity in curriculum, members of the TIF Committee encourage all faculty to consider applying for this special funding. **Applications that involve the development of racially and/or ethnically diverse cases may be submitted at any time, and will be considered on a rolling basis.** There is no need to wait for the next general TIF application deadline, which is October 15, 2016. If you are thinking about working this summer on a new case that fits the criteria, now would be a great time to apply for funding.

Contact any members of the TIF, Jon Hodge, Donna Kelley, Xinghua Li, Bridget Muehlmann, Kathy Esper, Martha Lanning, Eric Palson, or TIF Chair Melissa Manwaring, with any questions.

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## Announcements

### **Sustainability Mini-Grant available through 6/15/16**

The office of Sustainability has generously donated \$2500 to be used for research expenses for sustainability projects. Please see the BFRF funding guidelines

<http://www.babson.edu/Academics/teaching-research/bfrf/Pages/proposals.aspx> for mini grant eligibility and <http://www.babson.edu/about-babson/sustainability/education/Pages/default.aspx> for what constitutes a SEERS project.

### **CALL FOR PAPERS: Journal of Management Education (JME) Special Issue:**

*New Approaches to Introduction to Management Courses*

Introduction to management courses present particular challenges for faculty, students, and business program curriculum. In many programs, Principles of Management or Introduction to Organizational Behavior courses are the only management classes (other than Strategy) that business students complete in their undergraduate or graduate program. As such, introductory courses are learners<sup>1</sup> first, and in some cases principle, impression of what business management is and should be, thus playing a central role in creating a vision of what is good managerial behavior.

In addition, introductory courses must serve as a primer to both content and process in the field of management (Wright & Gilmore, 2012) while also being attuned to the developmental level and

experiences of students undertaking an introductory course (Miller, 1991). Knowledge and skills are acquired at different levels in a hierarchy of learning (Bloom et al 1956) and do not always correspond to the competencies necessary for managers when responding to societal challenges (Laasch & Moosmayer, 2015)

The role of business managers is argued to be a crucial social element (Khurana & Nohria, 2008), with bad management blamed for damage to society and business schools castigated for poorly educating managers (Amann, et al., 2011). Yet, business education has also been praised as a potential solution to societal challenges, a force for good and for the transformation of managerial as well as business conduct (Painter-Morland, 2015). This duality of purpose and outcome places significant emphasis on the importance of the introduction to management experience.

While a number of JME and other journal articles have addressed specific elements of introductory management education, to date there has been no JME Special Issue on introductory courses as a curricular concept and approach. Given the nature of organizational challenges in an increasingly complex business environment and evolving societal expectations for managerial behavior, the design and delivery of introductory courses requires more attention.

### **Possible Topics for Submission**

The ideas shown below are suggestions only; we encourage submissions that are not covered by these questions, but which are in line with the larger theme of this special issue.

- How might university faculty approach introductory management curriculum redesign and address accreditation issues in response to generational shifts in student populations, changes in higher education and the business environment?
- How might an introductory management curriculum bridge a perceived skill gap between education and real-world managerial applications? Is this disconnect between theory and practice getting wider or narrower? What empirical methods might be used to examine this?
- What are the practical implications, if any, of previous studies?
- Undergraduates often face challenges when learning management concepts because they have insufficient life/work experiences to apply theory to practice and to move conceptually from practice to theory. How might introductory courses address this developmental challenge?
- How have the liberal arts been integrated with management education in introductory coursework or how might they be - and with what outcomes?
- Where in the curriculum should introductory management courses be positioned and how should they be linked to other courses? What classroom activities that dominate today's undergraduate management involve comprehensive pedagogies?
- How do teaching methods affect learning outcomes for the introduction to management? What alternatives are there to the classroom, such as on-the-job introductions, experiential formats etc.? What are their respective strengths and weaknesses in promoting learning?
- What are the differences in the introduction to management curriculum between graduate, undergraduate, and executive students? Should course designs differ between management and non-management majors and, if so, how?

- What non-mainstream management as unusual<sup>1</sup> contents are or should be covered? How have initiatives such as the United Nations Principles for Responsible Management Education impacted introductory management course curricula?

We seek submissions across JME's four sections: Research/Conceptual articles, Essays, Instructional Innovations, and Instructional Change in Context. Submissions should be original, not submitted to or published in any other sources, and follow JME submission guidelines available online at <http://jme.sagepub.com>. Prospective authors and potential reviewers are invited to contact the co-editors of the special issue to discuss paper ideas and concepts before submission. All submissions are due to the JME submission portal (<http://mc.manuscriptcentral.com/jome>) no later than August 1, 2016.

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## **CALL FOR PROPOSALS: US-MENA Joint Research Competition for Arab Early-Career Female Scientists**

Celebrating this year's theme of gender parity on the International Women's Day, the International Center for Biosaline Agriculture (ICBA) and CRDF Global are pleased to announce the launch of a joint research grant competition between young Arab female scientists and US researchers in agricultural science. The aim of this collaboration is to facilitate international research partnerships between American and Arab women scientists to form long-term, sustained scientific engagement.

This program will open up new opportunities for Arab women scientists working in the field of agricultural science to expand their vision and knowledge. The program is accepting project proposals under the following disciplines:

- Breeding/genomics around important food crops and resiliency for climate change and salinity;
- Water, soil and nutrient management to enhance resiliency to climate change and salinity.

In addition to supporting high-quality research, the program will seek to promote the advancement of women in research, as well as facilitate international research partnerships between scientists from the USA and Middle East and North Africa (MENA) region.

The competition requires participation of joint research teams of scientists employed in Middle East and North Africa (MENA) and USA to participate with Principal Investigator from MENA and US. The program emphasizes that supported project from MENA region is led by early-career female researchers, identified as a clinician or scientist who has received their highest degree of education within the past five years. The participating countries in the MENA region include Bahrain, Egypt, Iraq, Jordan, Kuwait, Lebanon, Oman, Palestinian territories, Qatar, Saudi Arabia, the United Arab Emirates, Yemen, Mauritania, Morocco, Algeria, Tunisia, and Libya.

The selection of project proposals will be based on criteria such as technical merit, research plan, research impact, personnel capacity and benefit to education and infrastructure. The teams will be awarded up to USD 10,000 for a period of 1-3 years.

The full Request for Proposals (RFP) for this opportunity is posted on the ICBA and CRDF Global websites at <http://www.crdfglobal.org/grants-and-grantees/current-funding-opportunities/2016/03/08/menawomen-in-agriculture>

Proposals must be submitted by 23:59 pm EDT/GMT - 4 hrs, Wednesday, June 15th, 2016.

For any questions please contact Christopher Maxwell, Program Assistant, Research Partnerships, CRDF Global, at [researchpartnerships@CRDFglobal.org](mailto:researchpartnerships@CRDFglobal.org)

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## **Fulbright Scholar opportunities in the field of Entrepreneurship**

The 2017-2018 Fulbright U.S. Scholar Program offers [36](#) awards in the field of Entrepreneurship and nearly 500 awards overall. Exciting opportunities are available in many countries including but not limited to:

- [Finland: Fulbright-Haaga-Helia Scholar Award](#)
- [Vietnam: All Disciplines](#)
- [Mozambique: Agriculture, Business Administration, Agribusiness, International Trade, Information Technology, Economics or Public Administration](#)
- [Tunisia: Business](#)
- [Paraguay: All Disciplines](#)

For further awards in the field of Entrepreneurship please visit our updated [Opportunities in Business Administration, Economics, and Entrepreneurship](#) webpage. There you will find award highlights, examples of successful projects in the discipline, and scholar testimonials which highlight the outcomes and benefits associated with completing a Fulbright Scholar grant. For eligibility factors, detailed application guidelines and review criteria, please follow this link: <http://cies.org/program/core-fulbright-us-scholar-program>. You may also wish to register for one of our [webinars](#) or join our online community, My Fulbright, a resource center for applicants interested in the program.

**Applicants must be U.S. citizens** and the current competition will close on **August 1, 2016**.

*The Fulbright Program, sponsored by the U.S. Department of State's Bureau of Educational and Cultural Affairs, is the U.S. government's flagship international exchange program and is supported by the people of the United States and partner countries around the world.*

Interested scholars can contact Eliza Collison, Program Coordinator, Fulbright U.S. Scholar Program, [ecollison@iie.org](mailto:ecollison@iie.org), [www.cies.org](http://www.cies.org)

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