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La Société Internationale pour l'Enseignement Commercial The International Society for Business Education

<http://siec-isbe.org>

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Mark Your Calendars!

Upcoming SIEC-ISBE Conference

2021

Trieste, Italy

President's Message Evelyn Meyer, International President

Dear Members of SIEC-ISBE, Dear Friends,

As I write this message, schools and universities around the world have closed and transitioned to distance learning and teaching. Consequently, we are all challenged to think differently about the teaching and learning of business education.

As the global professional organization for business educators, SIEC-ISBE is in the unique position to contribute to the changing educational world. We are glad to introduce a new membership benefit: SIEC-ISBE Global Exchange, which is a program offering online, interactive, and live exchanges with the students of SIEC-ISBE members around the world. Members also may become virtual guest speakers and share information about a variety of international topics. This is the first of several services that enrich the networking benefit to SIEC-ISBE members.

I am also very proud to announce a second SIEC-ISBE novelty: All articles published by the "International Journal of Business Education" are made immediately available worldwide under an open access license. The new website <https://www.ijbe.online/> is an important step in getting the journal indexed in various databases and gives our journal more status in the research world.

The yearly highlight of networking with business educators from all over the world is certainly our SIEC-ISBE International Conference. The conferences are great opportunities to connect with attendees from different perspectives and views, learn from them, make new relationships, and strengthen existing ones. The SIEC-ISBE 2020 Conference was scheduled to be held in Trieste, Italy, from July 26-31.

In response to the coronavirus pandemic, we were forced to cancel the 2020 Conference. Looking ahead, the executive board is planning to maintain the same venue in Trieste and the same theme, "Sustainability Meets Business Education", for next year's conference.

What options does SIEC-ISBE have to participate in the yearly board meeting and assembly of delegates? We will take these important meetings online and organize them in a virtual room in July 2020. Further information will be provided.

I am very mindful that the present situation is an anxious time for many members of our community, especially for those who have pre-existing health



Evelyn Meyer

conditions, or have family members and friends in high-risk groups. I hope that I will meet SIEC-ISBE members soon - either in a virtual setting or at a national or international conference.

With warmest wishes to you,

Evelyn Meyer, International President

SIEC-ISBE

evelyn.meyer@aon.at

Professional Development Update and Call for Papers

Professional Development — “Sustainability Meets Business Education”

2020 SIEC-ISBE Conference Theme Will Remain for 2021 Conference — Trieste, Italy

Written by Gerry Begeman, Chair, SIEC-ISBE Professional Development Committee



Gerry Begeman

“Timely” and “Timeless” are both words that describe our topic of “Sustainability Meets Business Education”. Sustainability is always timely since without sustainability we will eventually meet that proverbial “rope’s end”. It is something that is “timeless” because as

populations continue to increase, resources continue to decrease, each of us as individuals, as educators who promote business, and as business leaders must decide how we as stewards can sustain our finite supply of resources in a cost-effective way.

With the above thoughts in mind in our present worldwide situation where personal lives, long-term health, and personal, business, and state economies are under attack, we must be more innovative, proactive, and productive than ever in all our efforts to maintain a sense of sustainability in times when so much seems unsustainable.

Regrettably, our SIEC-ISBE Conference in Trieste, Italy, needed to be postponed—and justifiably so. Your Executive Committee foresaw this early on; however, we were not willing to abandon our theme of “Sustainability Meets Business Education”. The conference theme will be *sustained* for another year!

Your Professional Development Committee received a good number of proposals on presentation, workshop, poster, and favourite teaching tool panel submissions for 2020. Many of these were awesome and holding on to these submissions for

another year is our hope and challenge. In addition to those, we are anxious to accept more along our same theme. We are inviting our already accepted proposal presenters to carry their topic for one more year, and perhaps update their proposal if appropriate. A new invitation for submission to educators with the same theme will be officially extended in October, 2020; these will be in addition to what has already been received. This is most likely one of the earliest invitations our educators have ever received with a lead time on the theme exceeding five months over invitations submitted in earlier years. Tentatively, the EC and PDC hopes to maintain the same venue in Trieste.

Additionally, and in line with our professional development goals, please be aware of SIEC-ISBE’s latest initiative with our new Global Exchange Program. Benefits and opportunities are offered to our members in four categories: Global Exchange **Live**; Global Exchange **Recorded**; Global Exchange **Connect**, and Global Exchange **Networking**. Details are included in this newsletter and also on www.siec-isbe.org. We invite you to be both a “giver” to and “receiver” of this new program where individual student, faculty, classroom, and business leaders can all benefit and share through global exchange opportunities.

And remember, during these difficult times, be kind to others. Even though “we are not all on the same ship, we are all in the same storm.”

Professionally yours,

Gerry Begeman, Chair Professional Development Committee

Changing Times: SIEC-ISBE Virtual Assembly of Delegates and Board Meetings for 2020

Written by Lila Waldman, General Secretary, SIEC-ISBE



Lila Waldman

The 2020 international conference has been cancelled because of the worldwide spread of the coronavirus. The SIEC-ISBE Executive Committee is working to reschedule the conference in Trieste, Italy, for 2021, using the same venue and theme, Sustainability Meets Business Education. Unless individuals request otherwise, registrations already paid for the 2020 conference will be carried over to the 2021 conference. Submissions to give presentations at the conference will also be carried over to next year.

Board and Assembly of Delegates meetings, typically held during the annual conference, will be held in a virtual format in either late July or early August in 2020. Chapter presidents will be contacted with details, which should be shared with the chapter membership. Voting delegates need to be determined in each chapter; these individuals will be expected to attend the virtual Assembly of Delegates meeting; although any chapter members may attend if they choose. Chapter presidents or designees are required to attend the Board meeting, with one vote per chapter.

All chapter dues must be paid no later than May 31, 2020, in order for the chapter to vote at the Assembly of Delegates and Board meetings. As per the SIEC-ISBE constitution, the number of voting delegates at the Assembly of Delegates is determined as follows:

09.6 Each Chapter shall have one vote and one further vote per 25 members, with each collective member counting as two individual members.

09.7 No Chapter shall cast more than 40% of the total number of votes cast at the Assembly.

Anticipated agenda items for the meetings include:

- 2020-2021 budget
- constitutional amendments
- strategic plan, and
- appointment of a new German-speaking regional vice president.

Contact Lila Waldman, General Secretary, at waldmanl@uww.edu to have items added to the agendas.

SIEC-ISBE is Social!

SIEC-ISBE has multiple social media options to share information. Check out our social media at the following places:

Facebook: <https://www.facebook.com/SIECISBE/>

Instagram: <https://www.instagram.com/siecisbe/>

YouTube: <https://www.youtube.com/channel/UCCRma1zg1HBUPXQlgwb3nUg>

If you would like to share your own experiences about SIEC-ISBE on social media, please use #siecisbe.

Written by Tamra S Connor

THE GLOBAL EXCHANGE PROGRAM

SIEC-ISBE is proud to announce a new membership benefit program called **GLOBAL EXCHANGE**.



Member benefit services under the **GLOBAL EXCHANGE** umbrella at a glance:

#GLOBAL EXCHANGE LIVE! Sessions for Students and Educators



- ✓ Participate in a live exchange with business educators and students on international topics
- ✓ Be guest speaker or guest facilitator for the SIEC-ISBE community
- ✓ Register on the SIEC-ISBE website and be listed in a directory, members will contact you directly
- ✓ Join the special SIEC-ISBE interest group on international business education topics – check our event calendar

Global Exchange Live will allow members to virtually attend classrooms around the world as a guest speaker or facilitator regarding their topic of choice. This program also allows members to look at the Global Exchange Live directory on the SIEC-ISBE website to find an international guest speaker and topic of interest, and schedule that person to virtually attend a classroom session to talk with students.

Global Exchange Live allows members to be virtual guest speakers or facilitators in the classrooms of other members. Those who volunteer can do so on the SIEC-ISBE website, and their name, contact information, and topics will be listed in a directory. Members can then contact these members directly to schedule the virtual events.

For educators, these Global Exchange Live events will foster a sense of international culture and can address a variety of topics such as creating an internationally-minded school culture, integrating intercultural competence in a classroom setting, motivating students, teaching in a virtual classroom, the role of mindfulness, business education and languages, and virtually touring business enterprises and locations

For students, Global Exchange Live events may be on international topics such as cross-cultural marketing, entrepreneurship and business models, ethics and social responsibility's, and working abroad.

#GLOBAL EXCHANGE RECORDED! Recorded Business Talks



- ✓ Benefit from talks and presentations of community business leaders, educators, and students
- ✓ Use the SIEC-ISBE YouTube Channel and watch authorized recordings of the SIEC-ISBE Global Exchange Live
- ✓ Network with speakers regarding specific recorded topics

If everyone involved in Global Exchange Live event agrees, the event may be recorded and placed on the SIEC-ISBE YouTube channel for 24/7 access. This supports international networking between speakers, members, students, and businesses.

#GLOBAL EXCHANGE CONNECT! Projects and Mentoring



- ✓ Publish international business research or practice results
- ✓ Collaborate in joint (student) projects (e.g. diploma thesis, finding interview partners)
- ✓ Collaborate on specific topics in the format of case studies (cross-cultural differences in marketing a product/service)
- ✓ Encourage students to participate in the SIEC-ISBE Young Writers' Award on business-related topics
- ✓ Participate in a business education mentorship program across the business education sector

Global Exchange Connect supports international collaboration and publication of research, best practices, and specific works in multiple formats including the SIEC-ISBE international journal, research collaboration, and business education mentorships between members, between members and students, and between members and business leaders.



#GLOBAL EXCHANGE NETWORKING! Conferences

- ✓ Participate in SIEC-ISBE regional and international conferences
- ✓ Join SIEC-ISBE virtual conferences on relevant topics such as distance learning
- ✓ Benefit from virtual and onsite visits to business sites and schools
- ✓ Share research and best practices with conference participants

Global Exchange Networking supports the networking and collaboration of members in virtual and onsite regional conferences, international conferences, and conferences regarding special topics. Networking is a key member benefit of SIEC-ISBE and Global Exchange Networking seeks to enhance this benefit.

#MEMBER BENEFITS!

- ✓ Collaborate with quality educational institutes and business leaders
- ✓ Access cutting-edge services in business education
- ✓ Generate new ideas for projects
- ✓ Build a teaching community through networking

SIEC-ISBE invites you to enjoy the benefits of Global Exchange. Further information is provided on our website www.siec-isbe.org

Let's meet and inspire business education around the world together!



The *International Journal for Business Education* is now an Open Access Journal

Written by Tamra S Connor, Co-Editorial

The official journal for SIEC-ISBE is now part of the Open Access journal that uses the Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License. What does this mean? Any scholar can now find the journal on the internet and use the information published for their own scholarly works. All we ask is that the work be properly cited when used.

The *IJBE* can be found at <http://www.ijbe.online>. So far, the most recent years are visible online and the past editions of the journal are being uploaded as quickly as possible. Each article is also tagged with the required information to be found by the major search engines. Please be patient, the search engines require as much as 8 -10 weeks or more to find the articles in our journal. To speed the process, authors can post the PDF of their article on a page such as Research Gate, Google Scholar, personal websites, and institutional websites. Please make sure to link back to the journal website!

The next step for our journal is to have it listed on various databases. At the present time, we are listed on the WhiteList of Cabell's International. We have applied for acceptance on ERIC (Education Resources Information Center), Google Scholar, and DOAJ (Directory of Open Access Journals).

All The *International Journal for Business Education* is a double-blind, peer-reviewed journal with an international review board. The *IJBE* currently publishes the top 30% of submitted manuscripts.

Due to the international nature of the journal, two or more editors work together to facilitate the review process. Currently, one editor is located in

the United States and the other editor is located in Austria.

All manuscripts will receive a double-blind review by three external reviewers located in multiple countries. In the event that there is not a clear decision by the reviewers, the editor will request an additional review from one or two additional reviewers.

All manuscripts are required to undergo an institutional review process. Beginning with the 2021 issue, a statement to this effect must be included in all submitted manuscripts.

Accepted manuscripts will be published in the next issue of *IJBE*. The **deadline** for submission is **ongoing**. A publication decision will be made within 90-120 days of manuscript receipt, when possible. Once accepted and properly formatted, manuscripts will be published electronically on the website. A complete **volume of the publication** will be issued in the spring of each year.

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The editorial team is now accepting manuscripts for the 2021 edition! Please submit your research to us for publication consideration.



Tamra Connor

We Want to Hear From You!

Please share your ideas, news, anything of interest to business educators around the world. Articles and/or announcements to include in the next newsletter can be sent to:

Maree Liston
Newsletter Editor

mareeliston@gmail.com

Nordic News

Submitted by Taru Toivonen, Finland

Business College Helsinki and SIEC Finland invites you to spread the idea all over your country:

Dissemination of moving schools idea

Please, spread this idea all over your country to VET schools and HE (higher education) institutions. You will find the material/presentation at this link:

[Students on the Move](#)

Best wishes from Finland,
SIEC Finland team



Taru Toivonen

Save the Dates!!

The 2020 virtual SIEC-ISBE Board meeting of Chapter Presidents will held on

Monday, July 27, at 9 am, Central Daylight Time

The 2020 virtual Assembly of Delegates meeting will be held on

Friday, July 31, at 9 am, Central Daylight Time

Any agenda items for these meetings should be forwarded to Lila Waldman, General Secretary, or Evelyn Meyer, International President, by Friday, July 10.

Agendas and invitations to these meetings will be forwarded to chapter presidents on Monday, July 13.

Lila Waldman, General Secretary
SIEC/ISBE
waldmanl@uww.edu

COVID-19: Responses in Education

Written by Dana Gray, USA



Dana Gray

Rogers State University is a regional university with about 4,000 students in north eastern Oklahoma, a state that is home to about 4 million people, in just under 70,000 square miles and located in the middle of the United States.

When the COVID-19 virus initially attacked the United States, New York became the epicenter. New York is located in the north eastern part of the country and more than 1,300 miles away from Tulsa, Oklahoma. With some exceptions, the virus appeared in larger numbers in coastal states before moving inland toward the middle of the country where Oklahoma is located. Oklahoma was slow to respond to the virus, partially because the number of cases was low in early March. But when cases started to increase in early March, the week before a scheduled week-long spring break from classes, health concerns rose. It was anticipated that a number of students, faculty, and staff would travel during spring break (some internationally), risking exposure of the virus to themselves and risking bringing the virus to the university.

The state as a whole responded with some mayors of primarily larger cities issuing shelter at home orders. The Oklahoma state governor issued a safer at home order for older people and those with compromised immune systems. The state as a whole never closed.

University administrators and faculty met several times to discuss plans to prioritize the safety of students and employees while continuing classes. The decision was made to close the campus after spring break and halt all classes for one week to give faculty time to adjust onsite courses for remote learning. Online courses were halted for one week but then continued online until the term ended.

It's notable that the term 'remote learning' was adopted. Remote learning is not the same as online learning because remote learning can take multiple forms, not just online. Faculty were given a variety of options for their onsite courses based on varying

levels of technology use – ranging from moving their onsite courses to online courses using the University's learning management system (LMS) to using Zoom to continue live courses in a virtual format, to using alternative remote tools such as e-mail, mail, telephone, etc.

Training sessions for Zoom were quickly scheduled for faculty, virtual departments were created for administrative areas, and faculty reached out to students to engage and support them during the transition. In addition, students were given the option of changing their final course grades for the spring term from an A-F scale to pass/fail. The logic was that, with a D, students could still pass a course in major fields where a minimum grade of C is typically required. Faculty were also encouraged to proactively reach out to students and offer solutions to help students succeed through the last eight weeks of the spring term. The university's main campus and two satellite campuses remained closed until after the spring term ended in early May.

Oklahoma's number of COVID-19 cases continues to fluctuate. RSU campuses reopened mid-May for administrators and staff, and safety protocols are being used including social distancing, masks, and increased sanitation. The university's summer term will only offer online courses but all online fees have been waived. The university announced fall onsite courses but is also developing multiple plans for various scenarios because so much remains unknown regarding student demand for courses, status of the virus, economic issues, public safety precautions, etc.

Response and reaction to the pandemic still varies widely across the United States, and the health and economic implications have been diverse and severe. In Oklahoma, a public university receives some funding from the state but those funds have steadily decreased over the last 12 years; tuition and fees have become increasingly vital to annual budgets. The issues now for public universities will be ensuring the safety of everyone on campus, properly anticipated decreasing enrolment in onsite courses, and effectively scheduling and staffing for fall online and remote course delivery options.

COVID-19: Responses in Education

Written by Emanuel Mizzi, Malta



Emanuel Mizzi

At the University of Malta, I co-ordinate lectures with business education student-teachers who are following a two-year masters degree course in teaching and learning. This course enables students to teach accounting, business studies and economics at secondary school level. As Malta was placed in an emergency situation due to Covid-19 last March, we immediately moved our lectures to online mode. To maximise the use of these applications, I attended online training in Zoom and Panopto organised by the IT services section of my University.

I am finding Zoom particularly useful, especially in being able to share with students PowerPoints, documents, short video clips and other open applications. It facilitates interaction, both verbally and also through the chat facility. I have also tended

to use Zoom instead of other applications (Skype and Messenger calls) for other face-to-face meetings. I am attempting to vary sessions by including formal lecturing, discussion, viewing a video clip (running it myself or sending the link to students via the chat facility), a short coffee break to allow interaction between the students themselves, ... One can be innovative in employing a varied pedagogy.

Up to now, I have not used the Panopto facility; I tend to prefer live lectures. I have found Google Teams also useful. However, I have not used this myself but it was the medium of communication for one-day online courses on Entrepreneurship I attended, organised by the UCL Enterprise and Innovation.

I am finding these online platforms a useful means in the current scenario. But as time goes by, I realise the importance of supplementing these with face-to-face sessions when the situation hopefully returns to normal. I feel that such sessions have irreplaceable elements.

Written by Sabine Gillitzer, Germany

Numbers of cases of COVID-19 are declining in Germany and the economy is beginning to recover.

Changes in schools have been dramatic. We had a complete shutdown of schools for more than a month. Since the end of the Easter holidays schools have started to reopen.

The students who were short before their final exams were the first to come back. The classes have been divided in order to ensure that not more than 15 students are in one room. Depending on the size of the room maybe even fewer. No collaboration tasks are allowed.

Students may not share pocket calculators, rulers etc. As more forms come back to school, classes have to rotate. No student is in school the whole time.

In the meantime, we continue with distance learning. Many schools are using video-conferencing and learning management systems.

The dual system of vocational education is partly a disadvantage now. Many companies do not give their apprentices the necessary time to complete the tasks for the vocational school, although the law says that they have to do so.

COVID-19: Responses in Education

Written by Roietta Fulgham, CA, USA

Staying Away to Stay Safe!



Roietta Fulgham

This is Roietta, and I wanted to share with you a little bit of the process I encountered while going through a challenging disruption in our Spring 2020 on-ground class because of COVID-19.

On March 9, 2020, we received emails from the administration that classes would go “remote” on March 16. My class members and I discussed how our class meetings would change, and we practiced using areas in Canvas to help us go from face-to-face to remote—not just be online. I left that class feeling so upbeat and organized that we could do this course “remote” with one more class meeting to practice. Then all hell broke loose and my campus was shut down before we could do one more practice.

First, I **COMPLAINED** about this late notice to stop meeting my class and go online not knowing what my Dean had gone through with the Governor of California. I rushed to the campus planning to go ahead and teach my evening class anyway and realized that the classrooms were locked, and the campus staff members were on their way home. Right then I had to cooperate and consider my health and the health of my students.

Next, I **COMPARED** what other teachers were doing by calling and emailing them to find out the best ways to continue to communicate with our students on such short notice. I emailed all my students not to

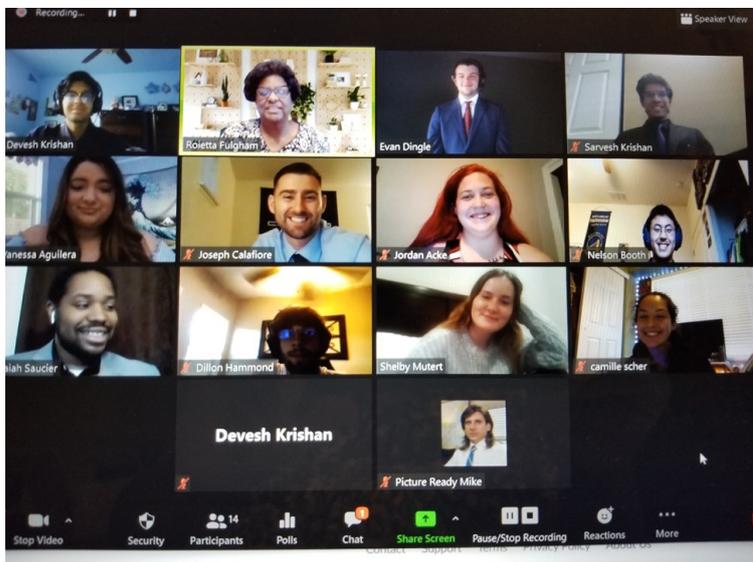
show up in person and encouraged them to grab their phone or computer and let’s talk about next steps that night.

Then we **COPED** by following the readjusted plan we had discussed the previous week because we couldn’t go back to the way class had worked because the campus was closed. The students were in disarray with family at home, some losing their jobs, some classes canceling, and some sharing their computers with many family members.

My goal was to make it a safe place to meet at 6:30 pm each Monday evening online and laugh at something that was the best part of the day. I showed different videos keeping with the communication theme of the course. The breakout rooms worked in Zoom and let students share and if need be, come up with some coping suggestions.

Lastly, we created **COMMUNITY**. Instead of using “work at home,” our class went with “working with home” for the next nine weeks, and we shared ways we repurposed our furniture, rearranged our rooms, recharged ourselves, removed barriers to learning, reconnected with friends, relearned how to live with family, resisted the desire to go out, refocused our routines, and reframed the syllabus. Luckily, we had a week to also rejuvenate during spring break.

When class ended and grades were submitted, a student made us cookies, and we did a drive-by to pick up our package. This is how we remained together while staying away in order to stay safe during COVID-19 this spring semester 2020 in the Sierra College Introduction to Oral Communication class in Rocklin, CA, USA.



BUS 85 Introduction to Oral Communication Spring 2020

COVID-19: Responses in Education

Written by Maree Liston, Australia



Maree Liston

Schools in New South Wales, the most densely populated state in Australia, were approaching the autumn break at Easter when the decision was made to ask parents to keep students at home in response to the pandemic.

For children in Primary School, K-6, work continued from home. Children in most schools were provided with printed worksheets on a weekly basis. These were supplemented with online material and weekly online sessions with their teacher, for example, for reading groups. It's interesting to watch a 7-year-old log on and join his class independently!

High School students, 7-12, also worked online. Students without appropriate technology were, as far as possible, provided with equipment and internet access through their school. If this was not possible, printed material was provided. Junior students had weekly online sessions on platforms such as Google Classroom while seniors had bi-weekly sessions.

Any children whose parent/s were employed in essential industries, or were living in at-risk situations, continued to attend school. All students

had the option to attend school but parents were asked to keep them at home if possible.

Students in colleges were organised by their teacher to work in a manner to best suit their cohort, using connected and blended delivery. Distance learning with online access has been used. Some students were able to work completely online, some completed learning material with email support and phone contact with their teacher.

Universities in Australia have been impacted severely, as income from International students, particularly from China, forms a large part of their funding. While studies at NSW Universities have been moved online where possible, some units with a practical component are continuing with face-to-face delivery.

Following the flattening of the curve across the country, the States have made independent decisions on how to progress. New South Wales schools returned to full-time attendance on Monday May 25, with greatly upgraded hygiene routines, restrictions on sports, and social distancing amongst staff wherever possible.

Social activity is also gradually being eased, working towards the reopening of cafes, restaurants and clubs. Travel between States, or internationally, is still not possible.

In Memoriam

Donald Linner

Donald Linner passed away on March 18, 2020, after a long illness brought about by a fall in his home in early 2019. "Don," as he was known to his many friends, was a native of Norwalk, Connecticut, where he grew up and attended grammar and high schools. He received his Bachelor of Science Degree in Business Education from Central Connecticut State University and returned to Norwalk to teach business subjects in the high school. He went on to receive a Master of Science Degree in Business Education from Columbia University Teacher's College (Columbia TC) and later received a Master of Business Administration Degree from Seton Hall University in New Jersey. Don was one of the founding faculty members of Essex County College in Newark, New Jersey, where he taught for 35 years, retiring in 2000. Don was an active member of many professional business education associations including Delta Pi Epsilon, the Eastern Business Education Association, the National Business Education Association, and the International Society for Business Education. Don travelled to the seven continents and enjoyed visiting many relatives in Sweden, Germany, and the Czech Republic. He often was able to incorporate ISBE Conferences with visits to relatives. Don leaves no immediate family in the United States but did have many close friends who maintained contact with him over many years. RIP Don.



Peter F Meggison



SIEC-ISBE Newsletter Guidelines

Next Deadline for Submissions:

September 15, 2020

The SIEC-ISBE Newsletter is published three times a year. Submissions must be made in English.

Appropriate submissions include:

- ◆ Teaching tips
- ◆ Technology tips
- ◆ Lesson plans
- ◆ Classroom activities
- ◆ Descriptions of teacher and/or student exchanges
- ◆ Opportunities for teacher and/or student exchanges
- ◆ News that would appeal to SIEC-ISBE members
- ◆ Teaching/learning resources on the web
- ◆ Transitions—Births, deaths, marriages, job changes, etc.

Requirements for submissions are:

- ◆ Word 2003 or higher software ONLY
- ◆ 12-point font, single-spaced
- ◆ Include your name, school affiliation, and a digital picture of the author with the manuscript
- ◆ Photos that describe the activity may be included and should include the full names and countries of everyone in the picture, the event where the picture was taken and the name of the photographer

Submissions for the newsletter can be made to:

Maree Liston, Newsletter Editor

mareeliston@gmail.com

Publication Guidelines for the *International Journal for Business Education*



The *International Journal for Business Education* is a refereed journal and a publication of the SIEC organization. All manuscripts will receive a double-blind review by three external reviewers. Accepted manuscripts will be published in the next issue of *IJBE*. The **deadline** for submission is **ongoing**. A publication decision will be made within 120 days of manuscript receipt when possible. Once accepted, manuscripts will be published electronically on the website. A complete **publication** will be issued in the spring of each year. All manuscripts must be the original work of the author(s) and cannot be under consideration by any other publication during the review process. Manuscripts cannot have been published in any format previously, including conference proceedings where full papers are published. Authors will be notified upon receipt of the manuscript. At the time of acceptance, the corresponding author must be a member of SIEC-ISBE.

The purpose of *IJBE* is to provide international business educators with articles concerning current and/or future teaching strategies as they relate to business education, research-based articles on business education, and technology ideas for business education. The focus can be from any area of business education including technology, communications, leadership, management, marketing, etc. that will be of interest to international business educators.

Publishing Guidelines:

- 1 All manuscripts are to be in English
- 2 All manuscripts must follow the APA 6.0 style, including references
- 3 Length—2—15 pages, including references which do NOT have to be on a separate page
- 4 All manuscripts must use the template found below
- 5 Word 2010 or higher software ONLY
- 6 All graphics should be encased in a box
- 7 Margins should be 1-inch
- 8 No header or footer should be included
- 9 No page numbers
- 10 A title page that includes the manuscript title and author(s) name, name and address of institution, email address, and telephone number for primary author must be include
- 11 All submissions must be electronic. Submit via e-mail to Tamra Davis at tdavis2@illinoisstate.edu
- 12 Primary author must be a member of his/her respective SIEC Chapter
- 13 Manuscript cannot be under consideration by another publication at the time of submission to SIEC
- 14 Manuscript may not have been published previously
- 15 The reviewers may make suggestions for revisions
- 16 The editor will work with the author(s) to make the changes
- 17 The editor reserves the right to edit all manuscripts accepted for publication
- 18 Manuscripts accepted for publication will require a copyright release form

Please use this [link](#) for the template for all submissions.

Please email your submission to:

Tamra Connor, Co-Editor
International Journal of Business Education

tdavis2@illinoisstate.edu



SIEC-ISBE Executive Committee

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*The premier
professional
international education
organisation for those
engaged in business*



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