

In the process of discussing the research and recruiting participants we found a number of colleagues uneasy about identifying as 'entrepreneurship educators'. This was for a variety of reasons including disliking popular definitions of entrepreneurs, entrepreneurship, or business, that they self-identified as educators in different disciplinary areas and felt unsure or unqualified to venture a view, and concerns about the morality of educating for definitions of entrepreneurship they didn't like.

These are all valid reservations and we're really pleased they've arisen. We also found that many colleagues linked this unease to a discussion of the Centre's purposes and vision.

This exercise is not about determining a vision for the Centre, it's about exploring how we think and talk about entrepreneurship as a team of educators and how we share that with students.

One desirable outcome of this exercise would be arriving at a definition of entrepreneurship that every staff member has some ownership of and some degree of comfort and confidence using in their own teaching (even if they never explicitly teach entrepreneurship).

Whilst we may not all self-identify as entrepreneurship educators we are all engaged in the process of educating many young people who hope to understand entrepreneurship, maybe become entrepreneurs or might simply benefit from an entrepreneurial approach to their life and work.

Many of us are more comfortable with being innovation, design, or other forms of educator and these are all adjacent spaces that we might explore further in time. Those wider discussions and any new vision for the centre are discussions that will take place subsequent to the current research.

If we can differentiate which Threshold Concepts are unique to Entrepreneurship we might also be able to frame what else is relevant and interesting to us (as individuals and as a Centre) that is part of a different set of Threshold Concepts for say Innovation, Design, or Responsible Research that might form a subsequent process. They might equally be better framed as 'Centre Values' or similar, rather than as threshold concepts.