

COMMUNITY COLLEGE

ENTREPRENEURSHIP

A Publication of NACCE

FALL/WINTER 2020

Roadmap to the Future



CONFERENCE
HIGHLIGHTS



Diverse perspectives, backgrounds, and approaches— essential for excellence in STEM I&E

Download the new VentureWell report, *Advancing Equity: Dynamic Strategies for Authentic Engagement in Innovation and Entrepreneurship*, to learn **six strategies** to help **broaden participation** among early-stage innovators and entrepreneurs on your campus.

go.venturewell.org/six-strategies





No Subject Matter Experts? Shared Governance Shines

Expect the unexpected. If there's one message that was reinforced, underlined, and quite possibly chiseled in stone in front of our very eyes during 2020, it was this. In normal times, we should all be innovative enough in both our business practices and mindset to tackle unexpected problems. *But what happens when what we're trying to tackle is literally beyond the experience of any of us?*

I don't know if any of you were lucky enough to have an expert in infectious diseases on staff during the pandemic, but I know I wasn't! Combined with the unfortunate politicization and mixed messaging during the response to COVID-19, and an array of varied local responses at the state, county, and city levels, it quickly became clear that the perfect storm was upon us.

In the midst of this chaos is where I found that Shared Governance truly shined.

Shared governance started in the 1960s when colleges and universities began to modernize their processes. Today, the term often means different things to different people, but according to the *Chronicle of Higher Education*, there are two different types of shared governance:

1. Giving groups of people a share in key decision-making, often through elected representation
2. Giving certain constituents the primary responsibility for specific decision-making

I would offer a third variation: faculty, staff, students, and administrators willing to offer their personal insights and interests in a situation that defies convention.

At South Mountain Community College, our Shared Governance structure includes:

- The Learning Council, which focuses on student success in the classroom
- The Student Development Council, which focuses on student recruitment, enrollment, and retention
- The Organizational Effectiveness and Technology Council, which focuses on business and technology practices at the college
- And the overarching Shared Governance Council, which brings representatives from all councils together.

Many of the members on these councils are neither elected officials nor college staff with specific expertise in a council's area of focus, but

are campus volunteers driven simply by a desire to contribute to the greater good of the college. During the pandemic, it was invaluable to hear voices from the college who brought their own personal insights and concerns to the table.

Faculty, staff, and students from across the college talked about their families, their neighborhoods, and their communities. They shared stories of financial hardships, their worries over physical and mental health struggles, and even the spiritual journey they were on during this crisis. All of these insights played an important role in helping shape ongoing decisions, messaging, and responses.

**In the midst of this chaos
is where I found that
shared governance truly shined.**

The importance of this partnership cannot be overstated, as it encouraged and empowered those who may not normally have been involved to take ownership and become part of the solution.

Shared governance gives an equal voice to all who take a seat at the table, and in a world that has become more divided than ever, this can only be a positive force for growth, change and ultimately, a more unified community and college campus. ●

Shari Olson, Ph.D.
Board Chair, NACCE
President, South Mountain Community College

Board Chair

Dr. Shari Olson
President
South Mountain Community College - AZ

Chair-elect

Dr. Steven Schulz
President
North Iowa Area Community College - IA

Treasurer/Secretary

Dr. Chris Whaley
President
Roane State Community College - TN

Dr. Lori Adrian
President
Coastline Community College - CA

Dr. Leah L. Bornstein
President
Aims Community College - CO

Dr. Carlos Turner Cortez
President
San Diego Continuing Education - CA

Dr. Garrett Hinshaw
President
Catawba Valley Community College - NC

Dr. James Mabry
President
Middlesex Community College - MA

Dr. Richard MacLennan
President
North Idaho College - ID

Dr. James Murdaugh
President
Tallahassee Community College - FL

Dr. Sharon Pierce
President
Minneapolis Community & Technical College - MN

Mr. Jee Hang Lee
Vice President for Public Policy & External Relations, Association of Community College Trustees - Washington, D.C.

Ms. Jen Worth
Senior Vice President, Workforce and Economic Development, American Association of Community Colleges - Washington, D.C.

NACCE Emeritus Advisory Committee

Dr. Gail Carberry
(ret.) President
Quinsigamond Community College - MA

Dr. Kevin Drumm
President
SUNY Broome Community College - NY

Dr. Gene Giovannini
Chancellor
Tarrant County College District - TX

Dr. Angeline Godwin
President
Patrick Henry Community College - VA

Dr. Jim Jacobs
President Emeritus
Macomb Community College - MI

Dr. Edwin Massey
President
Indian River State College - FL

Dr. Susan May
President
Fox Valley Technical College - WI

Dr. Ron Thomas
(ret.) President
Dakota County Technical College - MN

Editor's Note

FALL/WINTER 2020

Entrepreneurship offers a roadmap to the future and NACCE member community colleges are showing communities how newly evolved programs can lift local ecosystems one step at a time. This is the theme of NACCE's recently published new book, *Impact ED: How Community College Entrepreneurship Creates Equity and Prosperity*, and is highlighted in several articles in this issue.

For instance, NACCE's Maker Fellow program demonstrates how the creativity inherent in making helps to build the skills necessary for the 21st century workforce and more specifically, the post-pandemic workforce. The 2nd Annual Pitch for the Trades competition, expanded from last year, features five winners who received cash prizes to launch, scale, or support new skilled trade entrepreneurial projects. And, "Design for Delight," the newest product of the NACCE/Intuit partnership, shows how innovation and empathy merge at the intersection of problem solving.

If you have an idea for a "how to" article on teaching entrepreneurship, a student success story, or a scholarly piece on entrepreneurship education, please contact journal editor Carol Savage at editor@nacce.com.

Publisher: Rebecca A. Corbin

Editor: Carol Savage

Art Director: Todd M. LeMieux

To contact NACCE, e-mail:
info@nacce.com or call (413) 306-3131

Community College Entrepreneurship is published quarterly as a member benefit by the National Association for Community College Entrepreneurship. Articles from members may be submitted via e-mail to editor@nacce.com. Author Guidelines, archived issues, and advertising rates for *Community College Entrepreneurship* are available at www.nacce.com.

LOOKING TO ADVERTISE? For more information on Sponsorships/Ads, please contact Leah Deppert at: deppert@nacce.com or visit: nacce.com/sponsorships-and-advertising-opportunities

NACCE serves two audiences: college administrators and faculty members. Icons for each audience will help steer readers towards news articles that should be of special interest to them. Some articles contain content that is of interest to both groups, so they will feature both icons.



FACULTY MEMBERS



COLLEGE ADMINISTRATORS

6

Roadmap to the Future

Articles

- 6** CENTER OF PRACTICE: Maker Education: A Pathway Forward
- 7** ENTREPRENEURIAL THINKING: The Importance of Entrepreneurship Now
- 8** EDUCATOR RESOURCES: Members Greet NACCE Meets!
- 10** THOUGHT LEADERSHIP: Exploring Virtuous Leadership in Typical and Atypical Times
- 13** ANNUAL CONFERENCE: Conference and Leadership Summit Highlights
- 16** CHANGEMAKING: NACCE Publishes Second Book

Columns

- 18** NACCE/RATCLIFFE PARTNERSHIP: Pitch for the Trades Winners Named
- 20** NACCE/BELLEVUE PARTNERSHIP: How to Ignite Social Entrepreneurship on Your Campus
- 21** NACCE/INTUIT PARTNERSHIP: NACCE & Intuit Debut New Design Thinking Badge

Features

- 3** Message from the Board Chair
- 9** Picture This
- 23** *What Are You Reading?*
- 26** NACCE News
- 27** Member Spotlight



NACCE2020 Annual Conference
Section begins on page 13

NACCE
THE IMPACT OF ENTREPRENEURSHIP



The COVID-19 pandemic has highlighted many injustices in our national systems. The health, economic, and racial crises are, unfortunately, not new, and it has become exceptionally clear that many of these systems are not working for the majority. In order to develop novel and sustainable solutions, we need a nation of makers and innovators to approach these problems creatively and confidently. The pathway to becoming a maker and an innovator is through education, specifically, maker-centered learning.

Maker-centered learning is a collaborative, interactive, student-driven approach to learning that puts making at the center of its mission. It fosters greater equity and functions to minimize the educational gaps that many underrepresented students face. Traditional methods of teaching material in a formal classroom setting has overall been a poor method to engage students and prepare them for the quickly changing landscape of future employment. The creativity inherent in making not only provides students with the space to

skills, students will gain professional competencies that will help them navigate the unknown terrain of future learning platforms and workspaces.

Maker Fellows Across the Country

Across the country, a cohort of AmeriCorps VISTA Maker Fellows are currently undergoing a rigorous leadership and professional development learning pathway to learn how to increase making in their local communities. Maker Fellows is a new



Gabriella Yacovone

Maker Education: A Pathway Forward

By Gabriella Yacovone, NACCE Maker Fellow

develop their own approaches to solutions, but also builds the skills necessary for the 21st century workforce, and more specifically, the post-pandemic workforce.

How Is NACCE Getting Involved?

COVID-19 has thrown a wrench into learning as we know it, forcing many students to make do with online learning while remaining physically distant from teachers, peers, and their classrooms. In 2019, NACCE made a commitment to increase maker-centered learning exposure to students across the country. This year, NACCE's Jeff Smith and Maker Fellow, Gabriella Yacovone, are creating and implementing an online learning pathway that will combine professional development, mentoring, and making for community college students. This virtual experience will be grounded in student-centered innovation and project-based learning, expanding the definition of making beyond the physical makerspace setting.

Through this program, these students will become ambassadors for maker-centered learning in their own communities, which will increase engagement and reach more students across the nation. Through developing technological literacy and critical thinking

program launched by Citizen Schools' Makers + Mentors Network, in partnership with community colleges, Historically Black Colleges and Universities (HBCUs), school districts and community partners across the country. The fellows are grounding their work in equity and accessibility with a focus on underrepresented students. Through collaborative efforts, the fellows are learning from one another how to reach students of all ages during COVID-19.

As one way to increase student engagement, Maker Fellow Alicia Bagley at Sierra College in California sent at-home STEM kits to students. "With virtual learning comes screen fatigue," she said. "Students need a break from Zoom and need the chance to experiment hands on. That's when we decided to send STEM kits out."

Another pillar of the Maker Fellow role is capacity building. Maker Fellow Madison Jeziorski of Cincinnati State Technical and

Community College in Ohio stated, "We are trying to organize a network of out-of-school partners to facilitate maker education in the community in order to expand our outreach and capacity." This combination of capacity building and direct connection to students gives Maker Fellows a unique position to address the needs of their communities and expand maker-learning from two directions.

While the landscape for learning may have changed, the need to engage in maker-centered approaches has never been more pressing. NACCE and the Maker Fellow cohort hope to bring about sustainable spaces, curricula, and networks to reach thousands of students of all ages across the country. ●

Contact: yacovoneg@gmail.com

To increase student engagement,
Maker Fellow Alicia Bagley in California
sent at-home STEM kits to students.



The Importance of Entrepreneurship Now

By Clint Day, adjunct professor of Entrepreneurship, Hillsborough Community College, Tampa, Florida;
Founder, & CEO, Entrepreneurship Business Resources Institute

Editor's Note: Clint Day is a longtime NACCE member, supporter, and donor.

The world economy faces a massive disruption of labor. Jobs are going to machines at an alarming rate, and the ramifications will alter everything we know about work. Three forces have been at work since 1990 but will soon go into warp speed.

The first force is the Gig Economy, which is an environment in which temporary positions are common and organizations contract with independent workers. A study by Intuit predicted that by 2020, 40 percent of American workers would be independent contractors.

The second force is the automation of anything that is repetitive and can be replaced by robotics. Most automobiles today are made by robots. The combination of Artificial Intelligence (AI) and Big Data has made this possible. Artificial Intelligence makes it possible for machines to learn from experience, adjust

to new inputs, and perform human-like tasks. Deep learning is a type of machine learning that trains a computer to perform human-like tasks, such as recognizing speech, identifying images, or making predictions.

Because Big Data has been growing exponentially, AI and deep learning have much to work from. In 2013 SINTEF, one of Europe's largest independent research organizations, estimated that 90 percent of all information in the world had been created in the prior two years. Lots of data is exactly what machines need in order to learn. Google's DeepMind AI has learned how to read and comprehend what it reads through thousands of annotated news articles.

Transition Skills

McKinsey research indicates that up to one-third of U.S. workers and 800 million globally could be displaced by 2030. They recommend businesses and policymakers act now to keep people employed. The single most impactful

solution is to empower one and all with entrepreneurial skills and mindset. Skills such as innovative problem-solving and creativity enable laborers to transition to self-employment or thrive as freelancers in the Gig Economy.

Third and finally, the COVID-19 crisis beginning in the start of 2020 has caused massive unemployment. A "New Normal" will be slow to form and millions of jobs have been eliminated. Nothing offers a more promising opportunity to individuals than starting a small business using lean start-up entrepreneurship. By tapping a passion, an interest, or acquired trade, people can learn entrepreneurship by validating a viable concept tapping customer development. "Lean" enables anyone with desire to design a successful business model that can be scaled and repeated.

As of this writing, more than 40 million people have filed for unemployment, and the United States is predicted to experience a pandemic-induced recession through 2021. Working in an office could become a status symbol, most meetings could be replaced by email, business travel as we know it could be gone, office buildings may become elaborate conference centers, mandatory on-the-job medical screenings could become the norm, middle management positions could be cut forever, 9-to-5 office hours a thing of the past, and automation accelerated.

The need for large-scale training of "lean" entrepreneurship is now enormous. Entrepreneurship Resources, Inc., (ERI), an educational nonprofit has dedicated itself to lean launch training and the spread of entrepreneurship currency. For more information, visit ERI at eri-learnship.org.

"Nothing offers a more promising solution to individuals than starting a small business using lean start-up entrepreneurship."



Contact:
clint.day@comcast.net



Members Greet NACCE Meets!

NACCE Meets, a new online collaborative tool for NACCE members, is now open for business! The networking platform combines the instant, active response features of the old email list server with the newer digital friendly discussion forums. You can start new threads in each discussion group or “community,” or find archived conversations. You can also receive notifications of conversations in real time in a daily or weekly digest...you decide. Added benefits like the ability to share large files without cluttering your inbox and instant access to your contacts, make it easier to use and share data. NACCE Meets will also house event reminders that echo NACCE’s enews and articles published in NACCE’s quarterly journal.

“This is a secondary archive with Facebook features,” said Katie Calabrese, NACCE’s director of Projects & Member Services. “It’s a great benefit for any member who is interested in tapping the large reservoir of resources NACCE and its member community have to offer.”

Please note: NACCE Meets is in the beta testing phase, so please excuse any bumps that will inevitably pop up. We welcome your

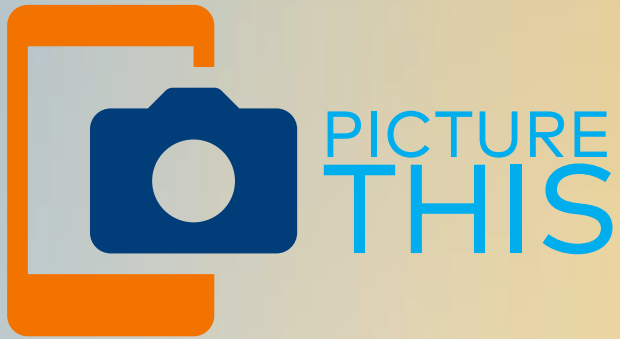
NACCEmeets
THE IMPACT OF **YOUR NATIONAL NETWORK**

feedback as we continue to expand this member benefit to more NACCE members in the near future. For more information about NACCE Meets, contact Katie Calabrese. ●



Contact: calabrese@nacce.com.





This year's attendees at NACCE's Annual Conference were able to visit the Exhibit Hall virtually.



Recent Pitch for the Trades competition winners included teams from Catawba Valley Community College (NC) and Washtenaw Community College (MI).

Above: Catawba Valley Community College's One-of-a-Kind Collaboration between Catawba Farms and CVCC is a collaborative relationship between a local farm and vineyard in which twelve skilled trades programs work at Catawba Farms to transform the facilities into an exciting destination for local residents and tourists.

Left: Washtenaw Community College HVAC Partnership Pipeline professionalizes the skills of graduating HVAC technicians and increases the success rate of HVAC businesses in the community through an intensive entrepreneurial Boot Camp and Pitch competition.



Exploring Virtuous Leadership in Typical and Atypical Times

By Destry Dokes, executive director, Generation Park Campus, San Jacinto College District



Viewpoints on leadership may respectfully differ; however, the need for perceptive champions with caring, clarity, energy, and excellence is critical for small and large organizations. Connectivity and courage as two virtuous leadership characteristics can be applied to encourage performance excellence during typical and atypical times.

Paramount in the leadership space is a leader's ability and capacity to act as a musical conductor to facilitate essential and beneficial connections among community participants irrespective of artistic roles, positions, knowledge, and instruments. Maestros seek out musicians capable of appreciating and respecting the inclusion of other musical talents to bring audible meaning and pleasure during concert performances.

Encouraging Connectivity

These courageous individuals are required to perform each piece with excellence in traditional and non-traditional settings all while under the scrutiny of avid and novice music enthusiasts. The metaphoric maestro in this article highlights the level of connection and courage leaders must exemplify and encourage to influence performance excellence. Entrepreneurs and educational administrators are maestros as they are tasked to ensure the organization is cultivating and encouraging connectivity and courage to meet and sustain performance objectives.

Researchers in the field of leadership suggest that most individuals participate in some form of leadership during the course of their lives. Northouse (2019) suggests that most individuals retain the capacity and principles of a leader. Others maintain that individuals serve as champions to help guide and influence others. Leadership roles whether entrepreneurial, public, or community-oriented, may differ. These designations may not prove sufficient to inspire, motivate, and guide meaningful engagement and sustainability amid challenging social and economic times such as those induced by a global pandemic.

Virtue-driven leaders seem to have the uncanny ability to influence performance and inspire human connections to support organizational objectives and the development of a community for the greater good. The demonstration of virtuousness in leadership is rooted in excellence and strengthened by the existence and perpetual modeling of a performance engagement culture (Havard, 2007; Zhu, Newman, Miao, & Hooke, 2013).


However, leading and guiding at any level can be inherently challenging and even more arduous depending on health, social, and economic factors. For this reason, it's important that both executives and entrepreneurs ensure that employees experience a sense of inclusion regarding how their work contributes to the greater good during typical and atypical times.

Convincingly, virtuous leaders empower others and recognize individuals as the key to creating value in a knowledge-, wisdom-, and information-based economy (Caldwell et al., 2015). Motivating employees to personally embrace and engage in the organization's operational concerns with a high level of energy is quite an undertaking even for the most experienced leader. Such is in the case of renowned conductors James DePreist and Leopold Stokowski, two of the world's greatest maestros. They were noted for their ability to connect and motivate experienced musicians to perform an abundance of musical pieces resulting in impeccable concert presentations.

The essence of virtuous leadership resides in the leader's ability to motivate participants' passion to embrace and model excellence as a characteristic that enables and supports sustainable organizational performance. Cameron (2011) suggested that organizations apply virtuous leadership to stimulate followers' energy and passion for the bottom line.

Leaders must ensure that they develop a culture of caring and clarity to help employees develop trust and devotion to business objectives. Ongoing business success occurs primarily as a result of devoted employees and customers who experience meaningful connections with the organization's engagement culture. There is a high demand for leaders who are capable of helping employees and stakeholders embrace an individual sense of connection to business performance objectives in typical and uncharacteristic times, given management's substantial commitment to continuous improvement and sustainability (Nikolic & Robinson, 2013).

During these times, both large and small businesses, as well as other organizations (i.e., community colleges, universities, governmental, religious, etc.) must persistently design, review, and re-engineer favorable strategies to achieve business efficacy. More specifically, entrepreneurial leaders in private and educational spaces may



"Virtuous leaders resemble musical conductors in how they mentor and coach other team members on the value of developing meaningful connections."

benefit
from
individuals with
an aptitude to
mobilize and engage employees to
accomplish established performance
objectives and boldly influence
solutions, particularly amid unforeseen
circumstances.

Fostering Courage

The propensity of leaders to deliver sustainable performances often transpires respectfully during normal operational conditions. Thus, the question worth considering is, *what happens when customary business activities are imbued by uncharacteristic events?* While customary conditions are currently being challenged by health, social unrest, and economic ambiguity, organizational leaders need to possess the courage to motivate performance. Driven by passion and impacted by constrained resources, entrepreneurial-spirited leaders may experience high levels of performance when modeling, coaching, and mentoring courage as an essential leadership virtue. As in the case of the maestro, any performance deficiencies, confusion, or fears could induce unpredictable and unwanted consequences. Similarly, a leader's failure to demonstrate and foster courage in the workplace to address business objectives during normal and developing conditions may prove paralyzing, fundamentally impacting current and future success.

Employees look to leaders to set the tone, especially when there is ambiguity or uncertainty. Systematically, leaders are in positions to establish the organizational tone (Brown & Trevino, 2014), intentionally or unintentionally (Aboyassin & Abood, 2013). By nature of their positions, leaders help orchestrate the organization's culture and tone, which ultimately transpires to employees (Aboyassin & Abood, 2013; Bello, 2012).

Palanski, Cullen, Gentry, and Nichols (2014) proposed that leaders must use courage to model virtuous behaviors and inspire employees to do likewise to impact an organization's image and performance.

Virtuous leaders can be characterized as courageous individuals with a capacity to coach employees, thereby motivating these individuals to model behaviors that build team cohesion to achieve short and long-term organizational objectives. Leaders must take the stage as maestros and demonstrate courage and vigilance; they must model resilience and participate in coaching team members to engage in purposeful activities that result in meaningful engagement. Courageous leaders do not shrink from their responsibility but instead they assume accountability for leading and guiding, especially during crises.

Virtuous leaders are courageous maestros with a capacity to assemble specific talents, like interests, and resources to appreciate the abundance that can be obtained through inclusive thinking. Virtuous leaders resemble musical conductors in how they mentor and coach other team members on the value of developing meaningful connections. They shine a light on how such engagement can help others to emulate virtuous characteristics that strengthen caring relationships and drive performance excellence to accomplish the greater good.

Leaders who embrace and model virtuous characteristics view their roles in an organization as an opportunity to develop talent and value. Virtuous leaders model and engender a capacity to facilitate stakeholder connectivity and inspire courage to help cultivate a responsive and responsible engagement culture that embraces caring, clarity, energy, and excellence as guiding organizational tenets during typical and atypical times. I am hopeful that entrepreneurs, educational administrators, and other leaders model and encourage connectivity and courage without reservation as a virtuous maestro would in preparing musicians to deliver an excellent performance. ●

For a list of references, please contact the author.



Contact: destry.dokes@sjcd.edu

Small businesses. Big opportunities.

Entrepreneurship is the heartbeat of a community. That's why at Bellevue University, we partner with community colleges across the country to prepare entrepreneurial-minded students for today's competitive world. Students can transfer their full associate's degree toward their bachelor's degree, saving them time and money – limited resources for any small business owner.

Learn more at
transfer.bellevue.edu

Proud NACCE Premier
Transfer Partner Institution



Bellevue University is accredited by the Higher Learning Commission (hlc.commission.org), a regional accreditation agency recognized by the U.S. Department of Education. Bellevue University does not discriminate on the basis of age, race, color, religion, sex, national origin, or disability in the educational programs and activities it operates. Bellevue University, 1000 Galvin Road South, Bellevue, NE 68005, 10878-618



Register for our monthly member webinars!

nacce.com/events/webinars

Stay in the know about resources, funding, member benefits, upcoming events, and more!

Webinars are **FREE** for members; \$20/per webinar for non-members.

Interested in being a thought leader on a webinar? Send an email to info@nacce.com with your idea!

NACCE

THE IMPACT OF **ENTREPRENEURSHIP**



Tweeted & Noted

NACCE Meets! and NACCE's new book, *Impact ED* are two new additional resources members can enjoy!

Follow us on Twitter
[@NACCE](https://twitter.com/NACCE).



Lighting Up Entrepreneurship

#NACCE2020 NACCE 2020 Leadership Summit and Virtual Conference



Top left: Destry Dokes, executive director of the Generation Park Campus at San Jacinto College District, took the stage at this year's annual conference.

Top right: John Rainone, president of Dabney S. Lancaster Community College, was named NACCE's Entrepreneurial President of the Year. Pictured with him is his wife, Laura.

Center: Conference attendees observed social distancing during in-person events.

Bottom left: Zead Gad, a student recipient of a Tennessee Promise Scholarship, spoke during the Lifetime Achievement Award ceremonies. This year's winner, former Tennessee Governor Bill Haslam, founded the College Promise program.

BY THE NUMBERS: NACCE's 2020 Conference Series

Over **625 people** from
40 states registered

45+ hours of live and
pre-recorded content
presented through
eShow platform

More than **100 speakers**
from across the
United States participated

The Weismillers, founders of
EEVF, made an additional
\$100,000 gift to NACCE

A **\$200,000 challenge grant**
from an anonymous donor
for EEVF announced

Women in Entrepreneurship
Center of Practice featured
seven speakers at the
Leadership Summit kickoff
on October 13

\$125,000 in the Ratcliffe
Foundation "Pitch for the
Trades" **prize money** awarded

100 percent of all 50 Verizon
Innovative Learning (VIL)
colleges participated

NACCE's second book, *Impact
ED*, published in November
during Global ESHIP Week

Conference Survey says...
over **90 percent** of
conference attendees were
'satisfied or very satisfied'
with the new format



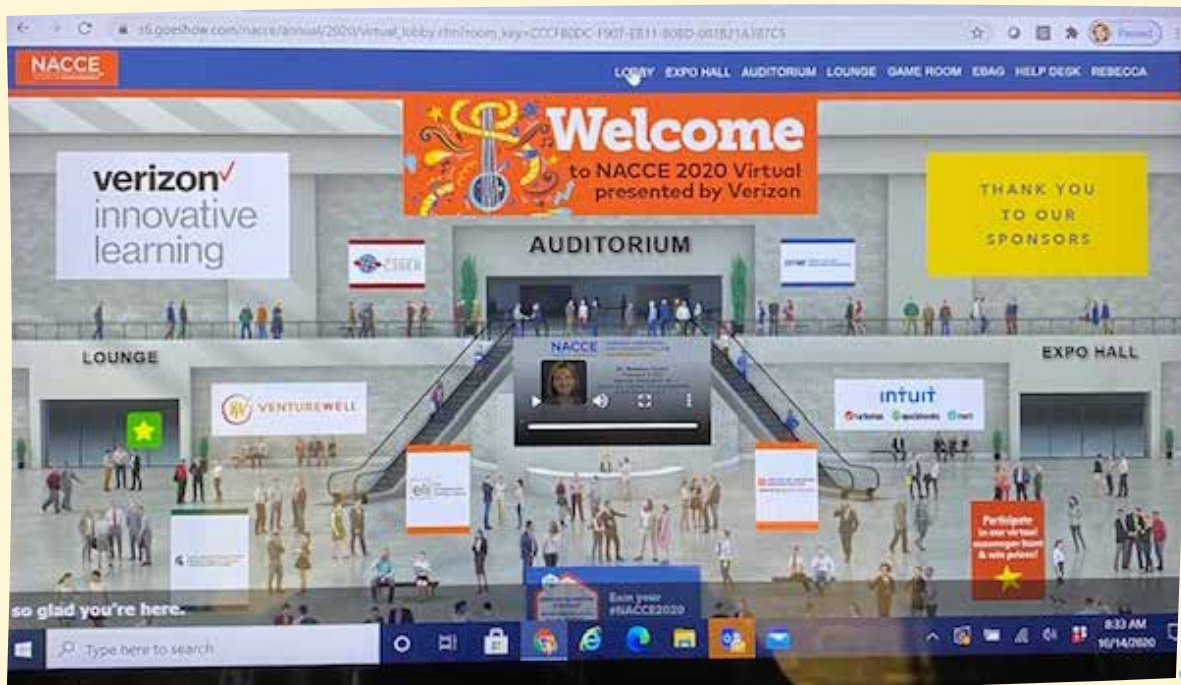
Top: Anthony Wise, president of Pellissippi State Community College in Knoxville, TN, was a featured speaker at the conference.



Middle: Chief Entrepreneurial Officer Maya Durnovo, of Houston Community College, accepted the Heather Van Sickle Entrepreneurial College of the Year Award on behalf of the college. Presenting the award was NACCE's Rebecca Corbin.



Bottom: NACCE President and CEO Rebecca Corbin (left) accepted a generous donation from Stuart and Chip Weismiller, founders of the Everyday Entrepreneur Venture Fund, during the conference.



Top: This year's annual conference was offered in hybrid form due to the COVID-19 pandemic. The virtual conference was sponsored by Verizon. The Leadership Summit was held live, but was also available to remote attendees.

Middle left and right: Attendees honored former Tennessee Governor Bill Haslam who received NACCE's Lifetime Achievement Award.

Bottom right: Chris Whaley, president of Roane State Community College, Harriman, TN, participated in the Leadership Summit.





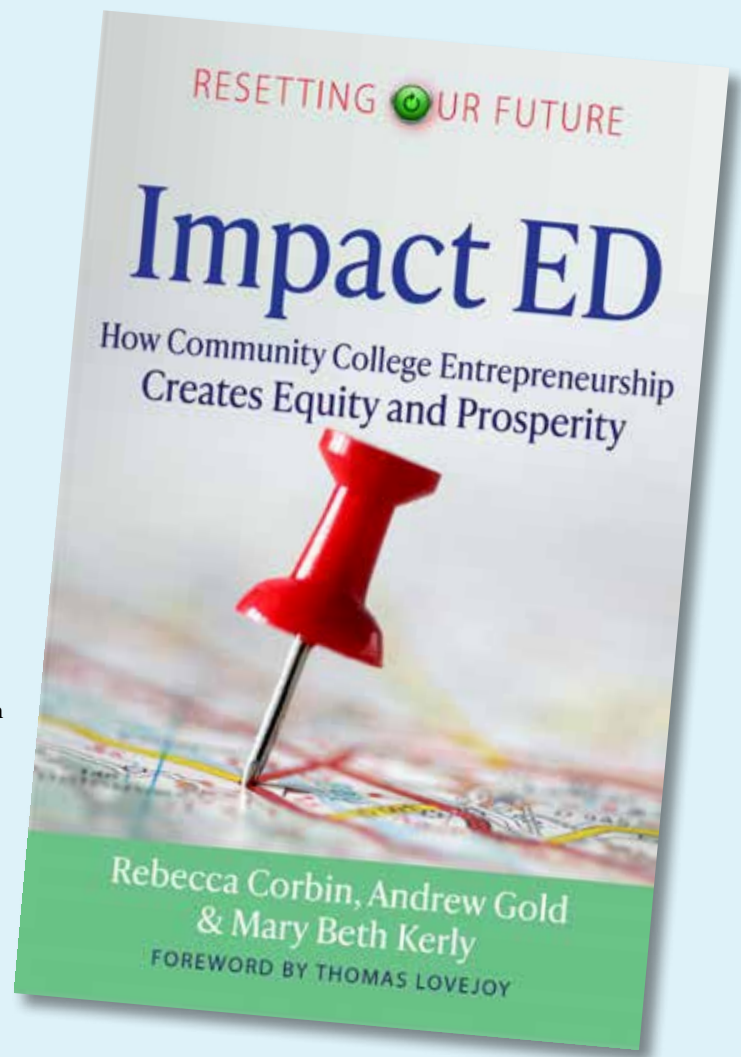
NACCE Publishes Second Book

NACCE has published its second book *Impact ED: How Community College Entrepreneurship Creates Equity and Prosperity* (John Hunt Publishing, 2020). The book is part of a series on transformational change entitled, *Resetting Our Future: A Roadmap for Restoring Jobs & Rebuilding the Economy* and is intended to help people think about resetting their communities and lives in response to the global pandemic. Co-written by NACCE President and CEO Rebecca Corbin, and Hillsborough Community College Entrepreneurship faculty Andy Gold and Mary Beth Kerly, it focuses on economic and social rebuilding strategies that can be deployed quickly and inclusively through existing college infrastructure and networks of relationships built on empathy and trust. “*Impact ED* offers a roadmap to a future that is unknown and at the same time is enriched with opportunity and hope for everyone,” said Corbin.

Each chapter highlights strategies and examples of students and their entrepreneurial journeys throughout the pandemic. It also features examples of shovel-ready projects and initiatives that advance gender and racial equality and are easily scalable for maximum impact.

The book was published during Global E-ship Week Nov. 16-22 and is available at nacce.com/ImpactED.

Take a peek at what's inside:



“This book provides leaders with insights into how entrepreneurial thinking and action can put local communities on the path to recovery from the economic devastation induced by the COVID-19 pandemic. Entrepreneurship offers a roadmap to the future. NACCE member colleges’ newly evolved programs can benefit local communities, fuel economic growth, and create more equitable opportunities for those who have been historically marginalized. This pathway leads to recovery, hope and a more caring, creative, and equitable society.”

“The human suffering brought on by a devastating loss of life due to the pandemic, coupled with the economic downturn that ushered in job loss and financial insecurity for millions of people, requires a roadmap that is designed from a place of empathy. This book makes use of existing assets and practices that can be scaled to restore the economic wellbeing to those suffering and provides an onramp to the middle class for those left behind before the pandemic.”



Invigorate your college with an entrepreneurial mindset.

ELI's work centers around learning the lessons of everyday, ordinary entrepreneurs that are everywhere in our communities. By listening to their stories and then connecting their experiences to the psychological and sociological factors that have shaped their lives, ELI has a fresh and accessible understanding of the entrepreneurial mindset to share.

An entrepreneurial mindset is optimized for learning.

Students, faculty, and administrators who can understand and apply an entrepreneurial mindset to their lives have the best chance of adapting and thriving in today's world. Thousands of students each year are exposed to our programs and those from community colleges have shown greater persistence to continue their studies even when they may be starting from behind.

Keynotes

Start the conversation about an entrepreneurial mindset within your college by bringing in an ELI guest speaker. ELI's keynote addresses are designed to inspire and engage your audience in the entrepreneurial mindset by redefining entrepreneurship in a way that anyone can embrace.

Workshops

The ELI team provides interactive workshops designed to transform your organization's culture through an entrepreneurial mindset. These workshops create a space where faculty and administrators can discover new ways to integrate innovation and entrepreneurship into their classrooms and organizations.

Training

Our four-week, online Entrepreneurial Mindset Facilitator Certification Training enables participants to facilitate the Ice House Entrepreneurship Programs. With over 2,500 facilitators trained since 2011, our network has been able to educate individuals across five continents in the entrepreneurial mindset.

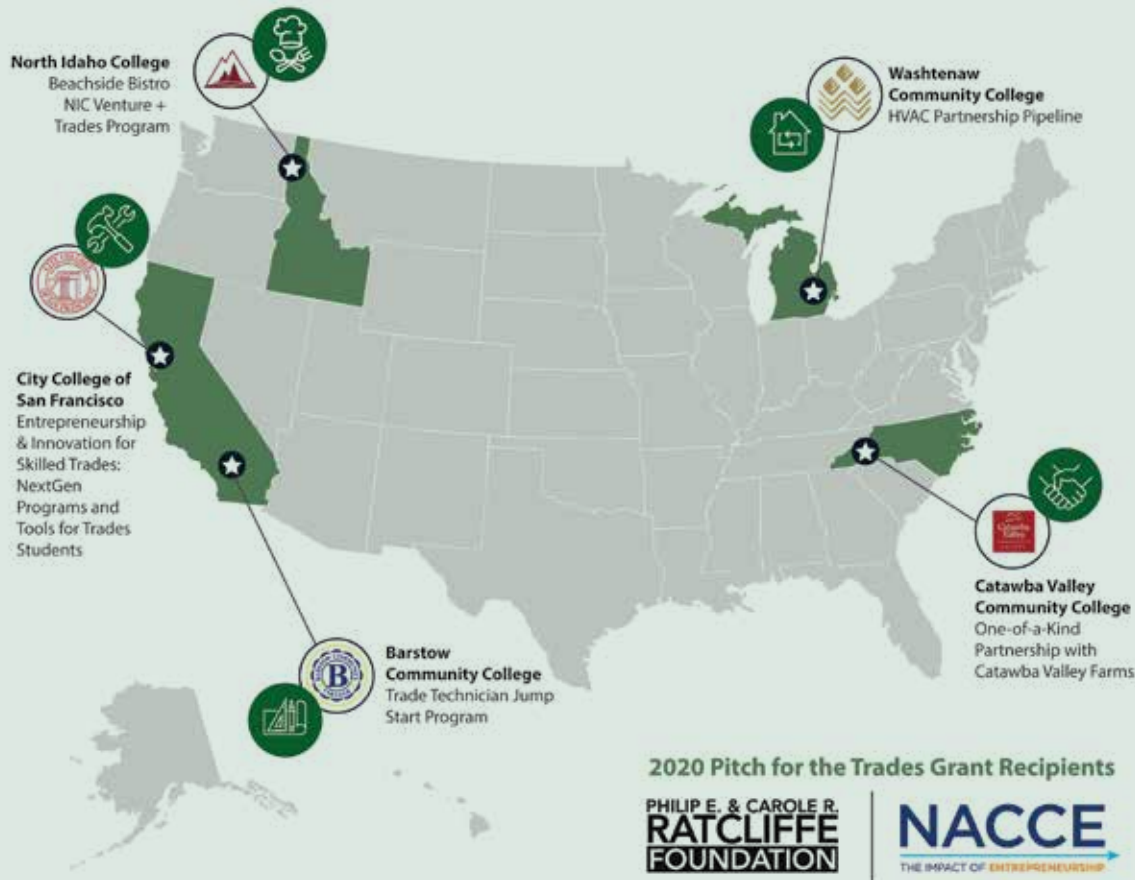
Upcoming Training:
February 3 - 24, 2021



Contact ELI today to learn more.

info@elimindset.com — elimindset.com





Pitch for the Trades Winners Named

By Theresa MacLennan, project manager, NACCE

Each pitch lasted only a minute, but emotions ran high as seven teams competed for a share of the \$125,000 cash prize during the second annual NACCE "Pitch for the Trades" competition. Those 60-seconds were fueled by collaboration, and for some, a newly found entrepreneurial spirit and purpose. The winnings can be used to launch, scale, or support new skilled trade entrepreneurial projects.

Submissions for the 2020 competition exceeded the previous year, and while not all skilled trades project submissions could be monetarily rewarded, the pitch demonstrated the competitive spirit and innovation that NACCE members strive to achieve. Pitch competitors started their work in August when the competition opened. Finalists received their prizes during an awards ceremony on October 13 at NACCE's Annual Conference in Nashville.

The 2020 NACCE Pitch for the Trades winning projects and colleges are:

1. \$32,000 | **Entrepreneurship & Innovation for Skilled Trades Project** – Lead: Arcadia Maximo, City College of San Francisco (CA)
2. \$28,000 | **Trade Technician Jump Start Project** – Lead: Crystal Nasio, Barstow Community College (CA)
3. \$25,000 | **One-of-a-Kind Collaboration between Catawba Farms and CVCC** | Lead: Gary Muller, Catawba Valley Community College (NC)
4. \$23,000 | **HVAC Partnership Pipeline Project** – Lead: Kristin Gapske, Washtenaw Community College (MI)
5. \$17,000 | **Beachside Bistro/NIC Venture + Trades Program** – Lead: Ryan Arnold, North Idaho College (ID)



The first-place winner was City College of San Francisco (CA). Entrepreneurship & Innovation for Skilled Trades is an Innovation and Incubator HUB that provides a space for students to brainstorm new ideas and solutions for the trades.



Also winning a cash prize was North Idaho College (ID). Pictured above are members of NIC's winning Pitch for the Trades team. Beachside Bistro/NIC Venture + Trades Program and beachside food-truck is a cooperative program that infuses small business management and entrepreneurial skills into culinary arts education and provides a joint framework necessary to replicate the Venture + Trades Program into other technical programs.

Continuing to Innovate

Carlene Cassidy, CEO of the Philip E. & Carole R. Ratcliffe Foundation said, "We are very impressed with the proposals submitted this year. The entrepreneurial activity and training programs being created to support emerging opportunities in skilled trades is exciting. The pandemic has clearly not slowed these colleges as they continue to innovate and encourage entrepreneurial activity and job creation in their communities. We admire their leadership, persistence, and ability to adapt during a time of uncertainty."

The quality of this year's submissions was impressive, making it no easy task for the judges to winnow the field to 11 semi-finalists who pitched "live" (virtually) before a panel of Everyday Entrepreneur Venture Fund (EEVF) judges in mid-September. Out of the field of semi-finalists, seven teams were invited to participate in the final round of the competition.

"The colleges and teams competing in the NACCE 2020 Pitch for the Trades demonstrated creativity and great passion for opening up new doors of opportunity for women, people of color, veterans, immigrants and other would-be entrepreneurs who can start their own business in a skilled trade through programming and support from their local community college," said Rebecca Corbin, NACCE president and CEO. "We congratulate and applaud all of the colleges that dared to participate in this year's competition and look forward to seeing the impacts of their programs in the coming year."

The Impact from Year One

Last year NACCE received a \$100,000 grant from the Ratcliffe Foundation to pilot a pitch competition specific to the trades. The 2019 cohort of pitch award winners collectively:

Served 257+ students, preparing them for jobs in skilled trades, providing them with job readiness, internships and support in the creation of new ventures;

- Leveraged additional funding of \$46,500;
- Supported populations at risk and provided positive social impact; and,
- Increased visibility for community colleges, including a mention in *Forbes Magazine*.

Following its 2019 success, in July 2020, the Philip E. & Carole R. Ratcliffe Foundation awarded NACCE a new partnership and \$900,000 in grant funding to leverage a three-year commitment to collaborate with community colleges to build entrepreneurial mindset training and business opportunities in the trades and apprenticeships. NACCE, along with the Ratcliffe Foundation, are building on their collective successes by expanding training and opportunities in the skilled trades, promoting an entrepreneurial mindset and boosting job creation in the skilled trades.

The third annual NACCE Pitch for the Trades will take place at NACCE 2021 in Minneapolis, Minnesota. For more information, contact Theresa MacLennan. ●

Contact: maclellan@nacce.com

Pictured are members of Barstow Community College's Pitch for the Trades project.



Eva Bagg

Jessica Bails

Thomas Hallin

Toby Hill

Lisa Kiplinger-Kennedy

Crystal Nasio

Josh O'Neal

Roland O'Neal

Denise Pasley

The entrepreneurial activity and training programs being created to support emerging opportunities in skilled trades is exciting.

CARLENE CASSIDY



How to Ignite Social Entrepreneurship on Your Campus

By Michelle Eppler, dean, College of Continuing and Professional Education,
Bellevue University, Bellevue, Nebraska

What issues do people in your community care about?

Answering that question from an entrepreneurial perspective may lead your community college to the practice of social entrepreneurship. Definitions vary, but most describe social entrepreneurship as the process of pursuing innovation in order to drive social change vs. simply make a profit.

According to the Schwab Foundation of Social Entrepreneurship, social entrepreneurs themselves share several characteristics – they achieve large-scale social change; focus on the change they want to make while earning money to support the change; innovate to solve a social problem; and use feedback to adapt their solution.

Last fall, Bellevue University, NACCE's four-year transfer partner, launched a social entrepreneurship initiative focused on bringing diversity, equity and inclusion into training for front-line leaders in the workplace.

How the university created the program, called Transformational Leadership and brought it to market may serve as a model for community colleges seeking to ignite entrepreneurs within their own ecosystems. Here are some steps on jump-starting the process:

Step 1: Ask the Right Questions

Ask your leadership team, your colleagues, and your students what social problems they care about most and are most passionate about. Or, ask what they believe are the most pressing large societal trends and how they see those issues playing out in your local community.

The responses you receive may echo/mirror the same ones being experienced in other U.S. communities (i.e., racial equity), they may be unique to your community (immigration reform), or they may even be global in nature (i.e., climate issues).

If you find yourself challenged with how to

make an impact, look at how successful social entrepreneurship companies have built their for-profit operations around a clear social purpose. The footwear company, TOMS, uses a one-to-one concept and donates a pair of shoes to a needy person for every pair of shoes a customer buys.

Step 2: Seek Out Like-Minded Partners

Anthropologist Margaret Mead said: "Never doubt that a small group of thoughtful committed citizens can change the world: indeed, it's the only thing that ever has." In the world of social entrepreneurship, that translates to seeking partners who can help you implement and amplify your solution.

For example, to bring the Transformational Leadership Program to market, Bellevue University connected with a local non-profit organization, Inclusive Communities, which has dedicated itself to confronting prejudice, bigotry, and discrimination through its human relations work in Nebraska and Iowa since 1938. The Inclusive Communities staff recently brought perspective, as well as rich data about the leadership gaps being experienced by Black, Indigenous/Native and People of Color (BINPOC) in corporate settings.

The result of the collaboration is a 20-hour, five-session series that addresses a workforce need, as well as a cultural education need. Participants who attend all five sessions receive a certificate of completion in leadership and diversity.

Step 3: Play to Your Strengths

The Bellevue University and Inclusive Communities partnership worked because it incorporated the university's strengths in adult learning, online delivery, and partnerships as integral vs. tangential elements.

"Bellevue University makes itself accessible, particularly to non-traditional students and people in the workforce who are still trying to



"The Bellevue University and Inclusive Communities partnership worked because it incorporated the university's strengths in adult learning, online delivery, and partnerships as integral vs. tangential elements."

Continued on page 23



DESIGN FOR DELIGHT



"...it is a human-centered innovation mindset from Intuit that leverages three core principles of design thinking to support creative problem solving."

— NICO VALENCIA

NACCE & Intuit Debut New Design Thinking Badge

Design for Delight may sound like an entertaining exercise in graphics, but it is a human-centered innovation mindset from Intuit that leverages three core principles of design thinking to support creative problem solving. The three principles include: Deep Customer Empathy, Go Broad to Go Narrow, and Rapid Experiments. The goal of Design for Delight, also known by D4D, is to help team members think boldly and identify challenging problems to solve. It also emphasizes empathy, quick experimentation with customers, testing assumptions, and learning to pivot when necessary.

Designed for educators pursuing the Intuit Design Thinking Innovator Badge, NACCE and partner Intuit, launched the program in mid-October via a virtual training for 50 people on a first-come, first serve basis. They also made a number of scholarships available for this first-time training.

"Our goal is to train 100 educators and their students over the next year to use Design for Delight to innovate and ultimately solve their problems," said NACCE President and CEO Rebecca Corbin. "We are pleased to partner with Intuit to offer these two digital badges, which are timely for amplifying post-pandemic workforce skills."

In order to earn the badge, educators are required to complete several additional steps after the initial training, including:

- Complete four more hours of asynchronous learning via self-paced module
- Submit a short project plan of how you plan to incorporate D4D in Fall 2020 or Spring 2021 with at least 20 students
- Participate in one check-in call
- Submit one discussion post on NACCE Meets

"Whether you're designing a product or service, the Design Thinking framework enables game-changing innovation through methods and models that harness the power of empathy, creativity, and experimentation," said Intuit's Career Readiness Leader, Nico Valencia. "Design thinking levels the playing field for any student aspiring to build solutions far beyond the parameters of traditional problem solving." ●



Contact: deppert@nacce.com

TEACH | PROGRESS | CONSULT

The choice is yours with a **UF DBA**

PROGRAM VALUE

- Expand your teaching skill set
- Network with cohort members who average 14 years of management experience
- Three-year program with only two weekend visits per semester
- Rigorous courses

For more information, please visit warrington.ufl.edu/DBA or contact Angie at angie.woodham@warrington.ufl.edu

UF DOCTOR OF BUSINESS ADMINISTRATION

WARRINGTON COLLEGE of BUSINESS



Michigan State University

INTERNATIONAL BUSINESS CENTER

INTERNATIONAL BUSINESS INSTITUTES: One-Day Toward A Globally Ready Curriculum



Offered by Michigan State University International Business Center across the U.S. & (new!) virtually, these institutes provide participants with the knowledge, experience and resources they need to internationalize general business courses and/or develop specialized international business courses at the two-year college level. Each is customized and may contain:

- Free & Low-Cost Teaching Resources
- Global Business Culture
- Developing an IB Course or Specialization
- International Trade, Research, & Supply Chain
- Experiential Opportunities for Students & Faculty
- Local Business Keynote & IB Workforce Applicability

Workshops are typically hosted by CCID member institutions but are open to all institutions in the region.

Contact us to schedule a customized program for your school by email at sims@broad.msu.edu or 517.353.4336.

PARTNERSHIPS & EXPERTISE

Offered in partnership with the CIBERs at Brigham Young University, George Washington University, and the University of Washington, as well as Community Colleges for International Development (CCID) and the National Association for Community College Entrepreneurship (NACCE), these institutes offer an abbreviated version of the flagship programs offered in East Lansing from 1995-2015.

FOSTER
SCHOOL OF BUSINESS
UNIVERSITY OF WASHINGTON
Global Business Center

NACCE
NATIONAL ASSOCIATION
FOR COMMUNITY COLLEGE
ENTREPRENEURSHIP

NATIONAL ASSOCIATION
FOR COMMUNITY COLLEGE
ENTREPRENEURSHIP

GW-CIBER
THE GEORGE WASHINGTON UNIVERSITY
CENTER FOR INTERNATIONAL BUSINESS EDUCATION AND RESEARCH



Community Colleges for
International Development
Local Access - Global Opportunities

GLOBAL MANAGEMENT
CENTER
BYU BRIGHAM YOUNG UNIVERSITY

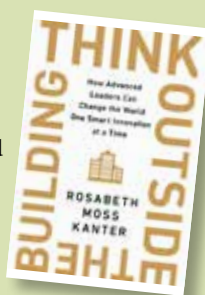


What Are You Reading?

Think Outside the Building By Rosabeth Moss Kanter (2020, Hachette Book Group)

Distinguished innovation expert Rosabeth Moss Kanter co-founded and directed Harvard's Advanced Leadership Initiative. Her breakthrough work with hundreds of successful professionals and executives, as well as aspiring young entrepreneurs, identifies the leadership paradigm of the future: the ability to "think outside the building" to overcome establishment paralysis and produce significant innovation for a better world. In this book, Kanter provides accounts of the successes and stumbles of purpose-driven men and women from diverse backgrounds united in their belief that positive change is possible. Here's are a few highlights from the book:

"A former Trader Joe's executive, for example, navigated across business,



government, and community sectors to deal with poor nutrition in inner cities while reducing food waste. A concerned European banker used the power of persuasion, not position, to find novel financing for improving the health of the oceans. A Washington couple enticed global partners to join an Uber-like platform to match skilled refugees with talent-hungry companies. A visionary journalist-turned-entrepreneur closed social divides by giving fifty million social media users access to free local education and culture."

Rebecca Corbin
President & CEO, NACCE

Creating Entrepreneurial Community Colleges, A Design Thinking Approach By Carrie B. Kisker (2021, Harvard Education Press)

This book by education research and policy specialist Carrie Kisker includes interviews with NACCE member colleges Maricopa Community Colleges (AZ), Tarrant County College (TX), North Iowa Area Community College, and Valencia College (FL). The author visited these community colleges and has written a useful book that illustrates how four institutions approach entrepreneurship with a mission-orientation. It also provides a framework for evaluating future entrepreneurial opportunities and experimenting with the internal changes necessary to optimize outcomes for students, communities, and the colleges themselves. The author references NACCE's first book *Community Colleges as Incubators of Innovation* and includes numerous conversations with NACCE members and officials. The publication date is mid-February, but the book is available for pre-order now on Amazon for shipment in early January.



Carol Savage
Editor, *Community College Entrepreneurship* — NACCE

Continued from page 20

get more education," explained Tena Hahn Rodriguez, business development manager of Inclusive Communities who also serves as a co-instructor for the program.

Jon Titus, who runs Continuing Education for the university and is also a co-instructor, said the exchange taking place in the series sessions is vital, especially because of the applied nature of the professional development taking place. "Our participants, many of whom are experts in their own right, are learning from one another," said Titus. "We always want to make sure that the professional development we create is applied in nature." ●

Registration is ongoing for future sessions. To find out more about the social entrepreneurship aspects of the Transformational Leadership Series offered by Bellevue University and Inclusive Communities, please email Jon Titus at jtitus@bellevue.edu



Contact: meppler@bellevue.edu

**ENTREPRENEURSHIP
IN AMERICA'S HEARTLAND**
OCT. 3 - 6, 2021 • MINNEAPOLIS

NACCE
THE IMPACT OF ENTREPRENEURSHIP
#NACCE2021

More students ready for tomorrow.

**Verizon
Innovative
Learning.**

Technology.
Education.
Opportunity.

verizon✓



THE MICHELSON INSTITUTE FOR INTELLECTUAL PROPERTY



BECAUSE IDEAS CAN'T WAIT.

Is your college including
intellectual property
in its entrepreneurship curriculum,
digital learning resources, or
makerspace programming?
Get started today!

Visit [MichelsonIP.com](https://michelsonip.com)



NACCE's Headquarters Office Manager and Project Coordinator **Nataliia Berezhna** attained the globally recognized Project Management Professional (PMP) Certification in July. PMP is an international professional designation and an acclaimed industry-recognized certification for project managers offered by the Project Management Institute. Nataliia also became a Sustainable Development Goals Global Graduate – a certificate program offered by the International Council for Small Business in August.

NACCE, in partnership with the **Michelson Institute for Intellectual Property** (Michelson IP), an initiative of the Michelson 20MM Foundation (20MM), welcomed five educators and their institutions to its newly launched IP Educator in Residence Initiative. Selected educators will support advancing IP literacy efforts across the NACCE ecosystem. The educators include:

- **Pamela Bogdan** - Ocean County College (NJ)
- **Gary Cors, J.D.** - Pasco-Hernando State College (FL)
- **Gary Graves** - Fullerton College (CA)
- **Lucio Lanucara, J.D.** - Central New Mexico Community College (NM)
- **Diane Sabato & John Diffley** - Springfield Technical Community College (MA)

Several NACCE member colleges were named finalists in the 2021 Aspen Prize competition. The \$1 million **Aspen Prize for Community College Excellence**, awarded every two years, is the country's signature recognition for community colleges. The award honors institutions with outstanding achievement in the area of teaching and learning, certificate and degree competition, workforce success, and equitable outcomes for students of color and low-income students. By focusing on student success and lifting up models that work, the Aspen Prize aims to celebrate excellence, advance a focus on equitable student success, and stimulate replication of effective culture and practice. The NACCE member colleges include

Broward College (FL); **Borough of Manhattan Community College**, NY; **Pasadena City College**, TX; and **San Jacinto College**, TX.



The **Roane State Foundation** recently received a \$75,000 Tennessee Community CARES grant to assist **Roane State** students impacted by COVID-19 and provide training for local small businesses, entrepreneurs, and contractors to help them build their businesses and be more responsive during the pandemic. The free programs are available on a first-come, first-serve basis and include: Environmental Infection Protection (Cleaning); Remote Work Boot Camp; Your Business, Your Money; and In Business...It's All About the Money.



Congratulations to NACCE Vice President **Anne Strickland** who became an Ice House Entrepreneurial Mindset Certified Facilitator in June. She joins a distinguished group of educators and thought leaders from across the U.S. and around the world to inspire and engage participants in the fundamental aspects of an entrepreneurial mindset.



Ivy Technical Community College, Bloomington, Indiana, and **Richland Community College** (RCC) in Decatur, Illinois, advanced to the final round of the 2020 NACCE Pitch for the Trades competition. **Steve Bryant** was Ivy Tech's faculty lead on the project, Construction Trades Accelerator Program. **Juanita Morris** was RCC's faculty lead for the On-the Road to Entrepreneurship Project. Shown is the mobile unit used by RCC for the project. This year's winners shared a cash prize of \$125,000.

Richard Cuprak, Jr.

RESIDENCE

Tempe, AZ

ORGANIZATION

Rio Salado College

OCCUPATION

Faculty Chair, Applied Technology & Engineering

FIRST JOB

Delivering newspapers in 7th grade to more than 90 homes in a rural community.

PHILOSOPHY

Create change through quiet disruption. Push the limits in everything, striving to achieve a greater good. Positive change requires that you do something, and you'll know it's an improvement if you focus on the constituency, not the organization.

FAVORITE MUSIC

Classic Rock, Heavy Metal

FAVORITE TV SHOW OR MOVIE

Twilight Zone

FAVORITE BOOK

The Power of TED (The Empowerment Dynamic)

WHAT GOT ME INTERESTED IN MY WORK?

I come from a family of educators. My father, a brother, and a sister were or are teachers. When I was thinking about a change in engineering jobs I realized that I had spent my career in industry teaching people. I went back to college to get my master's degree so I could teach engineering. I now oversee a program in construction and automotive technology for those who are currently incarcerated, and I also teach Introduction to engineering courses.

SUCCESS IS...

Doing something for the right reasons rather than doing nothing because it might be "wrong."

PET PEEVE

Complacency rather than taking a risk to embark on an unknown future, resisting change, doing it because it has always been done that way.

FAVORITE QUOTE

"I am seeking, I am striving, I am in it with all my heart."
—Vincent van Gogh

CURRENT PROJECT/S

Working with college leadership to create opportunities that allow incarcerated individuals to embark on learning using computer



technology. Through the use of "controlled internet access," this population can access information that historically has not been available. We are in a technology age, but this segment of society is currently denied access. If we expect them to successfully reintegrate upon their release, we must investigate tools and approaches that allow what are considered normal and necessary workplace skills. Additionally, this provides an opportunity to expand learning outside the classroom: accountability for things like research, writing essays, or completing spreadsheet entries. This frees up class time for the application of "hard" (task-based) skills while still incorporating necessary exposure and use of computer software and applications. "Soft" skills result from the combined experiences of both.

WHAT IMPACT HAS NACCE HAD ON YOUR COLLEGE'S ENTREPRENEURSHIP EFFORTS?

As an engineer, I never thought of myself as an entrepreneur. However, because of NACCE I have come to recognize that informed risk and financial commitment to support improvement of the educational opportunities for underserved/underrepresented populations is entrepreneurial. Rio Salado College has successfully obtained grant funding from several sources, and we are just embarking on research to support the creation of the computer-access project described above. NACCE provides both the framework and the network to successfully engage in this work.



MAY 6-8, 2021
COEUR D'ALENE, IDAHO

HOST COLLEGE: NORTH IDAHO COLLEGE

make/SHIFT²⁰

the Makerspace Ecosystem Summit

Make the Shift to Inspire Educational Innovation

- Leverage best practices to teach the maker & entrepreneurial mindset sought by employers
- Move forward by building an inclusive innovation culture & forming productive partnerships
- Gain traction in preparing students for careers using proven entrepreneurial makerspace models

REGISTER NOW at nacce.com