

COMMUNITY COLLEGE

# ENTREPRENEURSHIP

*A Publication of NACCE*

FALL / WINTER 2018



**ENTREPRENEURIAL COLLEGE OF THE YEAR**  
**North Idaho College & Richard MacLennan**



**ENTREPRENEURIAL PRESIDENT OF THE YEAR**  
**Penelope Wills**

**CONFERENCE  
HIGHLIGHTS**



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# Engaging New Partners

Educational and community challenges are becoming more complex. With these complexities, it's clear that no one organization can solve particular problems or fully address these challenges alone. But working in partnership with others can increase your ability to make a real difference. *How do you go about seeking and engaging new partners? Here are a few thoughts to consider.*

Continuously work to build or enhance your college's reputation. When your organization is highly regarded and viewed as responsive and active in the community, new partners will seek you out. Look for natural or complimentary partners – those with similar goals, markets or common interests, especially with regard to the issues or challenges you seek to address. Look at the reputation, longevity and stability of potential partners. Are they a good cultural fit for your organization? Examine what each partner brings to the equation, the extent to which everyone would have “skin in the game,” and the benefits from a joint effort.

## Ingredients for Success

One example of a successful partnership here at Fox Valley Technical College (FVTC) is a specialized technical training center. Partners include the college foundation, a large equipment manufacturer, a company that rents and services equipment across the Midwest, and the college. This partnership has been in place for 11 years, with a recently renewed 10-year commitment by all parties. Key success factors include:

- Leadership continuity/stability
- “Wins” or mutual benefits for each of the partners
- Shared interest in the outcomes of the partnership
- Shared and substantial investment in the initiative
- Successful outcomes; each partner has fulfilled commitments
- Regular touch points on progress
- The ability to identify and work through issues and concerns

## Learn from Bumps in the Road

Some partnerships simply don't thrive forever, and often, it's difficult to predict why. Leadership change always poses a threat or at the very least, a “bump in the road.” This is what caused the end of what had been a highly successful 40-year partnership here at FVTC.

We had worked with a large electrical contractor that served many states throughout the country. This homegrown business grew to large proportions. The owner/CEO sent hundreds if not thousands of construction electrician apprentices to FVTC for training over four decades. The high level of skill development offered through this apprenticeship program, per the CEO, was key to building his company and to its growth nationally.

When the owner retired, the new CEO viewed the college's apprenticeship program as lengthy and expensive. He wanted a faster, less expensive training program inside the company. Also, because the company has locations in different states, it moved away from meeting the state of Wisconsin's standards for the program in favor of a less rigorous federal apprenticeship model.

This move seriously impacted our apprenticeship program and our partnership with this company. The college had to respond swiftly, actively recruiting apprentices from other electrical contractors.

Lessons learned include:

- Turnover of leadership can pose a threat to existing partnerships.
- Anticipate the future: know what regulatory or industry changes are impacting areas of your curriculum or training models and adjust them accordingly.
- Navigate difficult issues together; mutual trust and good communications, especially around challenges, will help solve issues pre-emptively and prevent undesirable surprises.

## Listen to Your Instincts

Despite all the research and planning you do to evaluate a potential new partnership, your intuition also comes into play. Don't be afraid to listen to your gut; your instincts may tell you the prospective partner or partnership just isn't a fit.

Social and economic challenges - related to poverty and underemployment, mental health, substance abuse and other issues - abound in our society today regardless of where your college is located. These challenges represent new partnership opportunities for community colleges to collaborate with health care, law enforcement, mental health professionals, non-profit organizations and others. Educators can't do it alone; and engaging new partners is the pathway of the future. ●

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## Editor's Note

### FALL/WINTER 2018

Welcome to this year's annual conference issue. Don't miss the special section featuring conference highlights on pages 16-19. Here's a glimpse of what's in the issue:

- "Community Colleges Offer Key Partnerships for Expanding Economic Opportunity," explores the role community colleges play in addressing some of the country's persistent economic challenges. Written by the Bipartisan Policy Center with support from the Rockefeller Foundation, the blog includes interviews with Rebecca Corbin and several NACCE presidents and board members.
- PFEP Fever! After signing NACCE's *Presidents for Entrepreneurship Pledge (PFEP)* last year, Stanly Community College in Albemarle, NC, launched several entrepreneurial activities. Read about the impressive results...
- George Brown College in Toronto is taking a strategic approach to strengthening internal collaborations. Read about how this is fueling the spirit of entrepreneurship at the college.
- A hundred middle school girls attended summer STEM camps at Rogue Community College in Grants Pass, OR as the NACCE/Verizon VIL program continues to expand across the country.

If you have an idea for an article or "how to" for the journal, please contact Carol Savage at [editor@nacce.com](mailto:editor@nacce.com).

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



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## PICTURE THIS

Left: Van Ton-Quinlivan (right), one of the contributors to NACCE's new book, *Community Colleges as Incubators of Innovation*, spoke at the GoWest Conference in Burlingame, CA in September. Also pictured is Rebecca Corbin, NACCE president and CEO. • Right: The Verizon Innovative Learning program empowers girls in grades 6 through 8 to build a better future.





## NORTH IDAHO COLLEGE & RICHARD MACLENNAN

# Convening New Partners



Rick MacLennan (right), is president of North Idaho College, NACCE's 2018 Entrepreneurial College of the Year.



As the president of the NACCE 2018 Entrepreneurial College of the Year, Rick MacLennan likes to share the credit. “North Idaho College (NIC) has a long history of engaging in this way that predates me,” MacLennan said. “Economic and workforce development has taken on the role of partnerships and developing relationships in as many new ways as possible and is a must for entrepreneurial community colleges today.”

One example involves working with industry. NIC was recently awarded two grants to work with the local wood products industry. The funds were used to address skill gaps for high-wage, high-demand occupations in the forest products industry and increase the employment and wages of Idaho workers in mostly rural areas. As a first step, NIC convened partners to learn more about common challenges such as an aging workforce, technology, the nature of the work, employee recruitment and retention, and wage progression. “This collaboration helped the owners and employees directly involved in the industry, and it helped us refine our industrial millwright program at NIC,” said MacLennan. “We can replicate the processes we used to work with other industries and help them solve their business issues.”

### Innovative Spaces

Another initiative that is creating a positive impact on the college and the community is the Venture Center at NIC. As a building that formerly housed career and technical programs before their relocation in 2016 to a new, state-of-the-art facility, the Venture Center has been an effort to reimagine and retool the building as a place focused on twenty-first century innovation and entrepreneurship. One large step towards this vision was a partnership with the non-profit makerspace GIZMO-CDA, which agreed to move its innovative program to the Venture Center in 2018.

“Bringing Gizmo-CDA on campus furthered our mission of providing the community access to educational opportunities while sparking innovation and preparing a workforce for the future,” said MacLennan. “Our Venture Center came about through the strength of our relationships in the local community. It is work we needed

to do and continue to do. We are currently in talks with a high tech company to join this cluster of programs and opportunities to do prototyping in return for student training.”

The collaboration is part of the college's larger educational mission of creating open access to learning and development around innovation, creativity, and entrepreneurship, according to MacLennan. As part of the collaboration, Gizmo-CDA is working with NIC to develop long-range strategic goals that will enhance educational pathways for students, particularly in the disciplines of science, technology, engineering, and mathematics.

### Nurturing Mindset

According to MacLennan, students studying other academic and technical training areas can apply the entrepreneurial mindset to any profession or pathway they pursue. In NIC's residential construction program, students build and auction off a house annually as part of their training. One of the students in this program is taking the college's four-track entrepreneurship sequence, and anticipates starting his own home-building business when he completes his training.

At NIC, community support is strong, and the work of the college is squarely on target. “We make sure the programs and services we provide are relevant,” MacLennan observed. “Last spring we hosted seven community conversations - one-on-ones with local business owners, board members, chambers of commerce, economic development officials, parents, students, and community leaders to take a pulse on what we're doing. We begin with a simple message: ‘We want to hear from you!’ From these conversations, which we intend to hold on a frequent basis, we are able to confirm whether we are meeting our community's needs and in the process, we unearth new ways to collaborate and create opportunities for our community, our college, and our students.” ●

Contact: [www.nic.edu](http://www.nic.edu)



## ENTREPRENEURIAL PRESIDENT OF THE YEAR

# Penelope Wills Makes Her Mark

President Penny Wills' work in economic development at two previous community colleges prepared her well for her mission at Yavapai College (YP) of educating students and promoting regional economic development and community engagement. Her ability to make a significant impact on both fronts was a major factor in her selection as NACCE's 2018 Entrepreneurial President of the Year. YP is located in Prescott, Arizona.

Wills joined YP as president in 2011 and was instrumental in creating the college's Regional Economic Development Center, (REDC) in 2014. The center provides critical and timely information and services that facilitate economic development throughout Yavapai County.

Specifically, it provides:

- **Regional economic and policy analysis** - data about the impact of policy decisions on local and regional economies and public resources, and demographic and industry analysis to municipal, regional and county economic development professionals
- **Economic impact and contribution analysis** - data on the impact an activity has on wages, job creation and regional sales
- **Customized training for regional employers** - contextual analysis of employer labor needs and design of local credentials to provide job-driven educational services
- **Native American Economic Development** - services to assist in tribal economic development and capacity building

"The center provides direct contact with the community and demonstrates that the college can be responsive and act swiftly," observed Wills. "Sometimes the wheels of academia work slowly, but we had to ask ourselves, *How can we go ahead and make things happen when you can't wait for new curriculum?* The center addresses that need in many ways."

Before launching the REDC, the college surveyed area business owners, local chambers of commerce, and elected officials to determine their perceptions about the college's role in economic

development, according to Wills. "The survey confirmed that YP was viewed as an important part of the new economic direction, and gave us another important connection point with the community."

YP's Small Business Development Center is another source for connection within the community, providing counseling and educational services to entrepreneurs throughout the county. "Part of why it's working on so many levels is because these entrepreneurial emissaries are working directly with individuals, being supportive and creating bridges back to the college," said Wills.

This work and feedback from community members have culminated in a number of programs through the college:

The Career and Technical Education Center - a state-of-the-art facility provides students with hands-on training that offers them a chance at better employment and the ability to stay in Prescott to go to school instead of leaving the area to attend technical schools.

The Freeport-McMoRan Copper & Gold program is in a unique partnership offering a two-year Mining Internship Program, including Diesel Technician, Electrical & Instrumentation Technology and Industrial Machine Mechanic.

The Southwest Wine Center offers comprehensive programs in enology, viticulture and business/entrepreneurship. It is located on a 17-acre vineyard on YP's Verde Valley campus in Clarkdale, AZ.

The Culinary Arts and Hospitality Management programs were started two years ago in response to the community need to build stronger ties with major employers in the area.

As NACCE's 2018 Entrepreneurial President of the Year, Wills sets the entrepreneurial tone with college staff and faculty by getting involved with local business and economic development groups. "I am active in several organizations in our community, and our staff from throughout the college works shoulder to shoulder with local and regional business leaders," she said. "We also offer different symposia throughout the year, which local business owners and entrepreneurs value. We like to bring community groups together to work in partnership with us. To do this, we have to earn their trust. At first, no one knew how to use us; now we're seen as the missing link in many new and exciting ways." ●



# The Intersection of Philanthropy and Entrepreneurial Studies

By Sherry P. Tshibangu, associate professor and chair, *Launch Your Business!* Initiative,  
Monroe Community College, Rochester, New York



**"The EEVF's mission is to launch committed community college entrepreneurs into business, with a focus on community-based start-ups, scale-ups of existing alumni businesses, and the implementation of proven, replicable business models."**

In April, aspiring entrepreneurs pitched new business ideas for the Rochester, New York area at Monroe Community College's (MCC) first *Launch Your Business!* event. While MCC students and recent alumni were motivated by the chance to compete for up to \$50,000 in venture funding, the philanthropists, educators, and retired business executives behind the scenes knew that exclusive access to higher education and dedicated support from business mentors within the community were as valuable as the funding itself.

*Launch Your Business!* is made possible by a \$250,000 grant from the Everyday Entrepreneur Venture Fund (EEVF) ([www.eeventurefund.org](http://www.eeventurefund.org)) and the generosity of Chip and Stuart Weismiller, of Rowayton, Connecticut. MCC was one of four community colleges selected by the EEVF in 2016 to receive funding to help students launch community-based businesses. Other participating colleges include: Hillsborough Community College in Tampa, FL; Middlesex Community College in Lowell, MA; and Wayne County Community College District in Detroit, MI.

The EEVF's mission "is to launch committed community college entrepreneurs into business, with a focus on community-based start-ups, scale-ups of existing alumni businesses, and the implementation of proven, replicable business models."

### Maximizing Resources

To launch the initiative, the Weismillers met monthly - via phone or in person - with the MCC planning committee members to develop a process to attract quality business concepts and support the short- and long-term success of student entrepreneurs. The four colleges took unique approaches to engage participants, maximize existing educational and community resources, and adhere to the Weismillers' guiding principle, "We don't want to launch people to fail."

Led by professors Sherry Tshibangu and Kathleen Borbee, MCC's planning committee comprised college administrators, faculty and staff from six college departments (School of Business and Entrepreneurial Studies, Business Administration/Economics, MCC Economic & Workforce Development



MCC business student Viola Speed pitched her idea for Edible Bouquets, earning her a first place award of \$1,600, access to more education, a business mentor, and an opportunity to compete for venture funding.

Center, MCC Foundation, Marketing and Community Relations, and Student Life and Leadership Development).

*Launch Your Business!* was incorporated into MCC's annual Scholars' Day event. Combining these events was a natural fit, since several past Scholars' Day presenters have been inspired to pursue new business ideas based on research they presented.



MCC faculty and staff mentored the students as they prepared their presentations. Event judges included business faculty from Rochester-area colleges, local entrepreneurs, and MCC staff. The judges selected six top presenters to receive initial awards ranging from \$1,000 to \$1,600 and advance in the screening process. Their business ideas ranged from cosmetic-related services and edible bouquets, to fitness training and transportation services for underserved populations.

Winners attended the MCC Corporate College *Launch Your Business!* Certificate Series in July and August, as provided by

the EEVF grant. Taught by an experienced business executive and educator, the certificate series covered business plan development, finance, and marketing. Business mentors, including members of the MCC Foundation board of directors, provided support to help the winners prepare for their final pitch for venture funding.

The process culminated on November 2 at MCC Entrepreneurship Day. The daylong event featured networking, education, social activities, and opportunities for local professionals and entrepreneurs to connect with the aspiring entrepreneurs. A panel of local entrepreneurs and banking executives determined which business concepts were worthy of venture funding awards. The results of this initiative, driven by philanthropy and higher education, are available on [www.monroecc.edu](http://www.monroecc.edu). ●



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# Supporting Entrepreneurs from the Inside Out

By Neal Lilliott, manager, startGBC, George Brown College, Toronto, Canada

Admittedly, we entrepreneurial administrators tend to spend a lot of our time working diligently on grooming our external network of partners and community supporters, but fall short when it comes to forging important internal collaborations.

At George Brown College, located in the heart of Canada's economic powerhouse city of Toronto, we pride ourselves on preparing a diverse student population for success in a rapidly changing world. Key to this success is encouraging entrepreneurship across the entire college, be it with our game design, culinary, or construction students. And to do that, we've built a strategic approach to strengthening our internal collaborations. If we want our students to succeed, we need to work together across departments, divisions, and those invisible boundaries that can sometimes hold us back.

## Working Collaboratively

By working collaboratively together with our academic centers, marketing, communications, and alumni services on the calendar of events and support services offered, we have taken a new approach in working together as a unified community to reach a wider audience and raise awareness of the entrepreneurial mindset on campus. Here's how:

- The Social Innovation Hub empowers students (who we affectionately call "Hubsters") to make their social justice solutions come to life and helped in the creation of 77 social enterprises.
- Through Enactus GBC, nearly 200 students are coached by business faculty to develop social entrepreneurship skills on a global platform that helps foster meaningful empowerment projects for local communities. Recently, these students made the college incredibly proud when they brought home a trophy from Enactus Canada Nationals.

- Our Digital Media and Gaming Incubator supports 20 resident start-ups, and is the driving force behind Digifest, a digital media, design and tech conference that attracted more than 400 attendees and almost 100 submissions to its start-up pitch competition.
- startGBC, the college's student entrepreneur support service, opened a dedicated collaboration space to facilitate entrepreneurial growth and maximize student success. We've seen a record number of classroom engagements to promote entrepreneurship as a career path, with 1,781 students attending 38 entrepreneurship events and more than 400 mentor hours clocked to support 68 start-ups.

We're also happy to see the emergence of the student-led entrepreneurship club with 30 members in its first month, and a record number of 2,115 students participating in entrepreneurial academic programs during our fall and winter semesters.

Each year, more than 28,000 new learners join us, and these students get the opportunity to explore entrepreneurship across all nine academic centers, student support services, and student-led extracurricular clubs.

We recognize that the college needs to amplify the entrepreneurship opportunities for students. But we can only do that by working collaboratively together for the broader benefit of our students and our community. ●



Contact: Neal Lilliott



# Encouraging Entrepreneurial Spirit

By Allan Younger, director, Small Business Center, Forsyth Technical Community College, Winston-Salem, North Carolina

Six entrepreneurs are one step closer to achieving their dream as a result of funds awarded from the Small Business Launch Challenge at Forsyth Technical Community College in Winston-Salem, North Carolina. Now in business are a costume designer, speech consultant, athletic trainer, and three culinary entrepreneurs.

The Launch Challenge is a result of a collaborative effort among six colleges and universities in the city. Started in 2017 and sponsored by the Emerging Entrepreneur Funds and the Winston-Salem Alliance, the schools offer programs for students and alumni to stimulate entrepreneurship. Each institution developed a different program with established guidelines in support of its initiative.

Schools participating with Forsyth Tech are:

- Piedmont International University
- Salem College
- University of North Carolina School of the Arts
- Wake Forest University
- Winston-Salem State University

“For more than 30 years, Forsyth Technical Community College has been central to community entrepreneurship in Winston-Salem and the surrounding area,” said Forsyth Tech President Gary Green. “We are pleased to be part of the community entrepreneurship ecosystem.

“For more than 30 years, Forsyth Technical Community College has been central to community entrepreneurship in Winston-Salem and the surrounding area.”

The funds extend Forsyth Tech’s support for its students, and clients, not only taking them to graduation or completion, but helping them launch their dreams of business ownership.”

The Forsyth Tech Foundation created the fund for alumni, current students, and Small Business Center clients to foster successful business start-ups in Forsyth and Stokes Counties. The award pool is \$100,000 per year for three years through 2020, and the award amount is based on successful completion of the Launch Challenge. The program works with individuals who are committed to launch their businesses within

six months of completing the program.

The first session was held in the fall of 2017, and the second took place in the spring of 2018. During the sessions, participants attended five Small Business Center educational events and three mentoring sessions per month to receive educational resources and guidance from other professionals. They were required to provide weekly progress reports showing the steps they had taken to advance their ideas. They also participated in educational events, met weekly as a group, and attended one-on-ones with business mentors to help guide them. At the



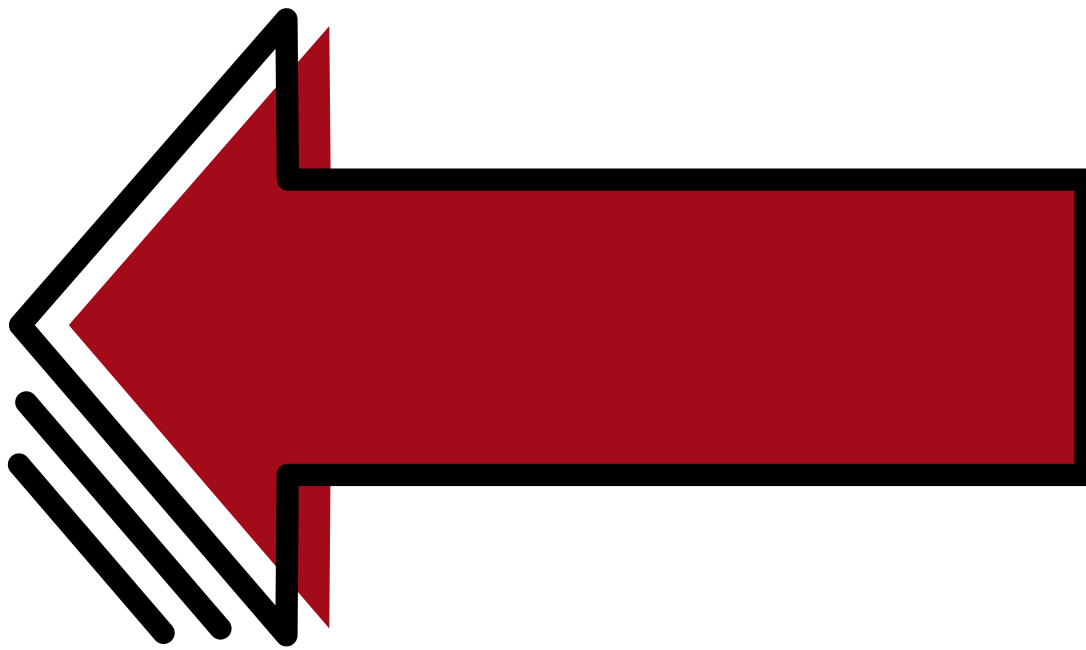
end of each session, the finalists made final presentations about their business plan. The winners were selected based on their presentation, the potential success of their business start-up, and the work they completed throughout the program.

The Launch Challenge has enabled Forsyth Tech to raise money that can be put in the hands of people starting community businesses and help make Winston-Salem a place where entrepreneurs are able to succeed. ●



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# The Practitioner's Dilemma: Navigating Change Amid Resistance

By Amy Schulz, dean, Career, Continuing, and Technical Education, Sierra College, Rocklin, California

*Editor's Note: The author was a panelist at the "Go West" conference, September 19-21 in Burlingame, CA. The collaborative conference was sponsored by Doing What MATTERS for Small Business, Lemelson-MIT, and NACCE. The forum provided opportunities to learn about resources around making, inventing, and entrepreneurship, and how to collaborate on developing contextualized entrepreneurship curriculum.*

**T**he future of work has already become the work of today. Our students can no longer afford to wait for the education system to catch up to what is needed now. As educators, it is frustrating to work within a century-old bureaucracy that resists change at a time when we need renewal more than ever. Unfortunately, this is the card we have been dealt if we choose to serve the students we have right now. It really presents a moral dilemma. We can choose to wait for the system to magically transform itself while our current students languish, unprepared for the workforce and doomed for a lifetime of income inequities, or we can innovate from within to prepare our students for today's work world.

*How might we create the conditions for innovation within a community college to better prepare students for the future of work?*

This was a prominent guiding question for my dissertation research and now for my career in the field of community college workforce development. Through my research I learned that there are plenty of

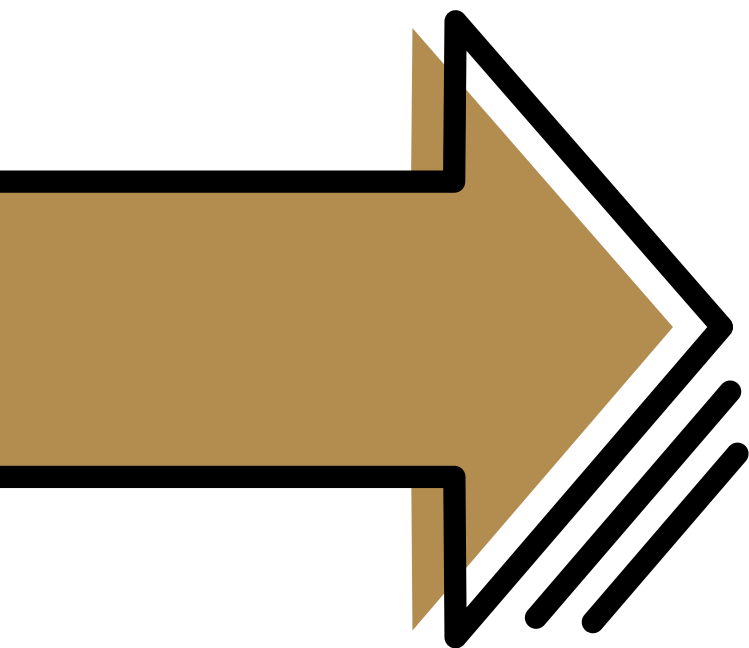
inspiring examples of education innovation around the globe. We have an understanding of what is possible if we remove all the barriers and let people innovate. That is wonderful for those few educators and learners who have that opportunity.

In my dissertation research, I studied how faculty from a variety of disciplines collaborated to create the conditions for innovation within their institution. Faculty were eager to innovate, and many had already implemented small innovations in their own way. Barriers were time, resources and space, but they also included institutional barriers, such as strict "seat time" mandates. These barriers often forced innovation to be co-curricular and without additional compensation.

Work skills of the future necessitate interdisciplinary skills. Faculty across disciplines acknowledged this and desired to collaborate with colleagues, but scheduling constraints made this all but impossible, except during flex week before the semester starts. A full load of classes with governance obligations leaves little time for creativity or collaboration with colleagues. Leadership's focus on enrollment as related to the prior California Community College funding model drove decisions on how to allocate resources, and practices that did not align with enrollment in classes received little attention.

These realizations of the systemic challenges of change are disheartening when examining the urgent need for transformation to better prepare learners for the work world they are entering and ultimately supply a competitive workforce for a healthy economy. Despite the challenges, there are signals of change. First, the will is





present. Many educators, from faculty in the classroom to administrators, recognize the need for change. Most were drawn to the work for the opportunity to make an impact in the world in a small or large way. Second, students are starting to vote with their feet. If we cannot provide what they need, they will find other providers who can, such as coding boot camps, apprenticeship programs, and for-profit institutions. Third, in California, we face a new funding formula that takes into account degree and certificate completion rates, job placement rates, and closing the equity gap, in addition to the traditional enrollment metric. This is already starting to change the dialogue at colleges throughout the state. Instead of focusing only on how to recruit students to our open access institutions, we



are beginning to discuss what resources they need to define a clear education plan leading to completion and gainful and relevant employment after graduation. This is already changing the focus to careers and work, which is quite different from prior conversations with a focus on majors and careers as an afterthought.

While systemic barriers out of the practitioners' control still exist, there are steps we can take to serve the students we have now:

1. **Shift the conversation with industry partners to be future forward.** Most CTE programs host industry advisory committees twice a year to comply with Perkins funding mandates. Use this opportunity to invite new voices to the table and look beyond the needs of the next couple of years to fit the curriculum cycle. What will industry partners need in five or ten years? Most likely they may not know what they need, but they will be eager to learn about the possibilities. Futurists and economic development professionals can be powerful actors to guide the conversation.
2. **Share industry partner learnings across the college and invite faculty from across disciplines into the conversation.** Lessons from industry may hold value for disciplines beyond the original advisory committee. Create the space to exchange this

## How might we create the conditions for innovation within a community college to better prepare students for the future of work?

information and data with faculty from across the curriculum. This dialogue may result in a shift in priorities.

3. **Bring back the faculty externship.** The workplace is changing so rapidly that faculty externships with industry partners can provide renewed value. This past summer we supported four faculty to attend externships at the Tesla Gigafactory in Nevada. The faculty came back inspired by the prevalence of automation and robotics within the battery manufacturing process. They have extended their new knowledge to the classroom in the form of updated curriculum and insights.
4. **Take a holistic view of what students will need beyond the content of their field of study.** Let's look honestly at the gaps within the traditional associate's degree or bachelor's degree. Why are employers not satisfied with the skills of college graduates? Skills gaps include digital fluency, coding, entrepreneurial mindset for an uncertain work life, communication, and collaborative work skills. What are ways to integrate these into the traditional curriculum? New World of Work was designed to address these gaps while being flexible enough to include in any class. Ask colleagues about other ways to incorporate these skills within the current curriculum.
5. **Find your tribe.** Seth Godin has made this a popular strategy, and it especially holds true in change work. You will encounter resistance in the form of dinosaurs who are not shy about sharing their thoughts about the way things have always been. You will also find the quiet institutional gatekeepers who guard the foundations of bureaucracy whether it makes sense or not. Don't despair—there are others like you. Find them and support each other. You never know what you all will create along the way.

These are a few practical examples of steps we can take now to address systemic challenges to better serve today's students. The true challenge is how do we innovate within our existing systems that are serving the masses and those who quite frankly are less likely to be able to participate within the golden pockets of education innovation. It becomes a question of equity and social justice to create the education systems for today's world. This work is messy, and there will be skeptics along the way. When it seems overwhelming, just think of your students and the reason for the work. ●



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# Creating Economic Vitality

By Mike Sperling, associate dean, Business and Career Technology; and Alicia Herrin, director, Small Business and Entrepreneurial Development, Stanly Community College, Albemarle, North Carolina

During the 20th century, 40 mills drove economic vitality in Stanly County, North Carolina. At one time, the mills employed nearly 5,000 people and supplied textiles to the world. Today, only a handful of mills remain. Over the past decade, many businesses have relocated or expanded in Stanly County. However, only a fraction of the displaced textile workers found employment.

Understanding that creating new entrepreneurial initiatives sparks economic vitality, Stanly Community College's (SCC) President, John Enamait, had the vision that an entrepreneurial mindset and culture would help the college and the community. With his support, Mike Sperling and Alicia Herrin presented NACCE's entrepreneurial framework to SCC's Board of Trustees in October 2017. The board overwhelmingly supported the approach, and during that same meeting, President Enamait signed NACCE's *Presidents for Entrepreneurship Pledge (PFEP)*. In doing so, he made the college's objective clear – to introduce entrepreneurial thinking and culture to the entire community. The message was not limited to business students, but extended to all students, community members, and other stakeholders.

## Serving as an Entrepreneurial Hub

SCC embarked on a series of initiatives signaling its new role as a hub of entrepreneurial activity in the local area. It started with an upbeat, music-filled festival open to the public called "Illuminate Your Pathway." During the event, attendees learned about the "Ice House Entrepreneurship" concepts and heard a motivational success story from a young serial entrepreneur.

In the spring of 2018, SCC students explored entrepreneurial



First Row (Left to Right): Cady Hall, Alasia Duncan, Julia Vang  
Second Row: Gregory Crawford, Lydia Miller, Emilia Miller, Nicholas Lowder, Clayton Broadway, Spencer Mason, Jeff James, John Enamait;  
Third Row: Colleen Perry Keith, Peter Ascitto, Will Haywood, Trevor Willoughby, Khori Broadway, Johnathon Beane, Gavin Laster, Caleb Herrin, Kathy Almond.

thinking and action during a series of seminars presented by the college. Attendees left the seminars equipped with a "persistent" success mindset that viewed problems as opportunities. With support from Wells Fargo, SCC introduced "Shark Tank Stanly," a business pitch competition that drew local high school and college students and provided \$5,000 in scholarships. Fourteen students presented their entrepreneurial ideas to a panel of community leaders. First, second, and third-place winners were chosen in both the high school and college categories.

In June, SCC provided rising 4th to 6th grade students with access to "Manicuring Camp" and "Agribusiness Camp." The camps provided students with the experience of designing and operating their own small businesses. Campers learned about the entrepreneurial mindset and small business operations, and on the final day of camp, they "opened for business," providing manicuring services and agribusiness solutions to faculty, staff, and family members.

This coming academic year, SCC will host another "Illuminate your Pathway" event, a second round of entrepreneurial seminars, as well as a second "Shark Tank Stanly" competition – this time expanded to include teams from a local university. Through its entrepreneurial events and initiatives, SCC has introduced entrepreneurial thinking to people ages 8 to 80, and in the process is sparking entrepreneurial creativity and economic vitality throughout the college and the community! ●



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# Community Colleges Offer Key Partnerships for Expanding Economic Opportunity

BY TIM SHAW, DANE STANGLER

*Editor's Note: The following blog is reprinted from the website of the Bipartisan Policy Center.*



## BIPARTISAN POLICY CENTER

With support from the Rockefeller Foundation and in partnership with the National Association of Counties, the Bipartisan Policy Center has spent months conducting interviews and roundtables across the country with local leaders who are developing innovative solutions to improve economic security in their communities. This blog is the third in a series highlighting those innovations, focusing on pioneering programs that attempt to increase the number of economic opportunities available to individuals and families in America.

Community colleges enroll four in ten American undergraduate students, and one-quarter of full-time undergraduates. They have come to be seen as integral to addressing some of the most persistent U.S. economic challenges, including retraining workers and helping rebuild the bridge to middle-class jobs in many areas. Rebecca Corbin, president and CEO of the National Association of Community College Entrepreneurship (NACCE), sums up this essential role:

Community colleges are open access institutions with a mission of serving communities while educating students. Their focus on technical education and workforce development makes them the ideal partner for industry, government, and philanthropic entities dedicated to economic opportunity and prosperity for low and middle-income people.

Community colleges were frequently cited in BPC's interviews and roundtables as key players in expanding access to economic opportunity. For too many Americans, economic opportunity is either out of reach or nonexistent: we found several community colleges at the forefront of closing these gaps.

In West Virginia, for example, operating out of a single building, Eastern West Virginia Technical & Community College ("Eastern") is seeking to reinvigorate the economies of six rural counties by tapping into latent entrepreneurial potential. Earlier this year, West Virginia became one of the latest states to introduce legislation making community college free, albeit with conditions. For the past few years, Eastern has been helping existing and emerging entrepreneurs in the region through training and connecting them to resources that they wouldn't otherwise have access to. The school focuses on entrepreneurial opportunity in sectors important to the regional economy, such as agriculture and tourism.

Eastern officials said they are trying to foster an entrepreneurial mindset among the school's students and community members. This began with a shift in focus at the school itself. Traditionally, community colleges train students for jobs that already exist. But what happens when jobs disappear? Eastern's president, Charles Terrell, responded, "Why aren't we engaged in creating the businesses that create the jobs that we're training people for?"

This effort, which is assisted by NACCE, varies by geographic context. Tarrant County College (TCC) in Texas, one of the nation's largest community colleges, is trying to tailor its course offerings to meet the needs of entrepreneurs and the community. As with Terrell and Eastern, this endeavor was initiated by an incisive observation from the school's chancellor, Eugene Giovannini: "Entrepreneurship is homegrown, it comes from the community. Who's more connected to the community than community colleges?"

Beyond entrepreneurship, community colleges are leading the way with other innovative programs. At Prince George's Community College (PGCC) in Maryland, for example, a new dual enrollment program, called "middle college," seeks to accelerate the pathway for high school students to postsecondary education and help them prepare for different careers. TCC's model pays particular attention to the other financial barriers that students face by offering to help pay transportation costs and moving toward providing on-site child care. Reducing these sorts of barriers can serve as an example for other programs across the country of how to make it easier for families to access economic opportunities.

While dual enrollment itself is not new, PGCC middle college is offered at no cost. The focus is specifically on students from low socioeconomic backgrounds or who are first-generation in college. So far, PGCC boasts a strong track record in terms of middle college participants gaining acceptance into four-year institutions. Students receive both a high school diploma and associate's degree if they complete all four years of middle college, putting them in a strong position for future success. Other middle college programs have since begun around Maryland, and PGCC itself has expanded the middle college curricular offerings.

Community colleges can't expand economic opportunity on their own, but the United States will not likely make much progress on inequality and mobility without the key role played by these schools. Their model of breaking down the barriers their students face in accessing opportunity and leveraging the unique assets of their communities are key lessons for policymakers looking at reforms for the workforce and education systems in our rapidly evolving economy.



# THE ENTREPRENEURIAL ECOSYSTEM REVOLUTION



Chancellors, presidents and CEOs gather for a group photo.

Ed Massey, president of Indian River State College, presents Penelope Wills, president of Yavapai College, with the "Entrepreneurial President of the Year Award."



Phil Puthumana, June Evans, Doris Lux, Cathy Kemper-Pelle, and Dana Thorp Patterson discuss successes behind the Verizon Innovative Learning program.

**NACCE 2018**



Dana Mohr, Rick MacLennan, and Ryan Arnold from North Idaho College accept the Heather Van Sickle "Entrepreneurial College of the Year Award."





Conference attendees participate in a design thinking session.



Chancellor Gene Giovannini, of Tarrant County College District (far right), presents the "NACCE Lifetime Achievement Award" to the founding members of comedy group, Four Day Weekend.



Anthony Wise, Chris Whaley and Joe April discuss the entrepreneurial ecosystem revolution in the NACCE Exhibit Hall.



Member of NACCE's Board of Directors pose for a group selfie.





Chancellor of Tarrant County College District and NACCE past chair and board member Gene Giovannini welcomes keynote speaker Kam Phillips.



Debbie Ledbetter and Leah Deppert talk about HP LIFE as an excellent Open Education Resource.



Contributors to NACCE's new book, *Community Colleges as Incubators of Innovation* were honored during the Leadership & Philanthropy Dinner.



Wanted: Dead or Alive for having too much fun at the NACCE Annual Conference



Pictured are "Best Dressed" at the Boots 'N' Bling Social Entrepreneurship Celebration



Clockwise from top left: (L-R) Doug Marriott and Fatema Baldiwalla share a quick photo. Lisa Kiplinger Kennedy, Business and Entrepreneurship Deputy Sector Navigator at Inland Empire Community Colleges, and Rob Herndon, vice president of Strategic Partnerships, Entrepreneurial Learning Initiative, meet at the Go West Conference in September. Rob Newman (left), an instructor at Glendale Community College, presented a session entitled, "Let's Teach Entrepreneurship, Not Small Business" at the conference. Pictured (left to right) are Stephanie Couch, executive director, Lemelson-MIT; Rebecca Corbin, president and CEO, NACCE; and Deborah Bird, technical assistance advisor to the Maker 3 Innovation grant.

# COMING SOON!

## 2018 & 2019 NACCE INSTITUTE

**Entrepreneurship Specialist 2.0 – Funding & Development**  
(January 7-February 1, 2019)

**Entrepreneurship Specialist 3.0 – Teaching Entrepreneurship in an Online Environment**  
(June 3-June 20, 2019)

To register for the Eship Specialist Certificate course:  
[www.nacce.com](http://www.nacce.com)







Rogue Community College (RCC) President Cathy Kemper-Pelle signed NACCE's *PFEF* pledge surrounded by middle school girls attending the Verizon Innovative Learning summer STEM camp program at RCC. Also pictured is NACCE President and CEO Rebecca Corbin.

## Unique Partnership Creates STEM Learning Opportunities

Young student Kenzie Kleiner got the chance to see how technology can be used to help improve society through a unique summer camp experience at Rogue Community College (RCC) in Grants Pass, Oregon. She was inspired by one of her instructors to create a website for people to post ideas and designs for environmentally friendly technology during NACCE and Verizon's summer camp program, which focuses on providing STEM and entrepreneurial skills to middle school girls in rural areas throughout the country.

Now in its second year of partnership with NACCE, the Verizon Innovative Learning, (VIL) program is the education initiative of the Verizon Foundation, bringing free technology and immersive hands-on learning experiences to help girls, especially in rural America, prepare for the science, technology, engineering and math (STEM) careers of the future. The pilot program was implemented in partnership with NACCE and five of its member community colleges in 2017. This year, it expanded to 16 NACCE member colleges, including RCC.

### Collaborating with Communities

To implement the program, RCC collaborated with the Boys & Girls Clubs of the Rogue Valley (BGCRV), which recruited 100 girls and provided transportation and food for the camp. "This is great way to offer new opportunities for girls," said Greg Roe, director of BGCRV. "Typically, many girls are not encouraged to pursue science and tech fields. Middle school is a critical time to engage students in new things, including science and technology."

Michelle Welch, who taught the 3D modeling and printing class at the camp, worked with students on creating designs they could print out and use. According to Welch, the girls picked up on the technology quickly and were enthusiastic about their ideas. "These girls were so smart," said Welch. "I was amazed at how I had to keep upping the ante to keep challenging them. I was thrilled that they loved what they were doing and were seriously interested in the future. They asked some intuitive questions about schools and women in the work place. They are aware of the shortage of women in the technology fields and wanted to earnestly know how the women that we web-conferenced with deal with it."



**"I was thrilled that they loved what they were doing and were seriously interested in the future."**

### Why Now?

Women continue to be underrepresented in STEM careers, where 86 percent of engineers and 74 percent of computer professionals are men. The percentage of women in STEM careers has not improved since 2001, specifically within the engineering (12 percent) and computing (26 percent) workforces.

"Verizon Innovative Learning is inspiring and engaging young girls to pursue STEM studies and careers," said NACCE President and CEO Rebecca Corbin. "Through these summer camps, students are exposed to new technology and experience first-hand how digital media and technology impact the world around them."



According to Roe, the collaboration with RCC on the VIL summer camp program yielded additional benefits. "Beyond its wild success, it has opened up other partnership opportunities," said Roe. "At the start of camp, we had RCC parents here at the club signing up for adult courses, and RCC recruiters were on hand when parents came to pick up their kids at the end of the day. We are very pleased about this partnership, which has reaped significant benefits for our community and county."

### Leading the Way

NACCE administered the program and facilitated curriculum dissemination and teacher training to program instructors. It has also secured agreements with community colleges to host the summer initiative. Each of the colleges receives a sub-grant of \$75,000 for its participation in the pilot program as well as software licensing and mobile devices, including iPads.

The 16 participating colleges include: Western Iowa Tech Community College, Sioux City, IA; North Iowa Area Community College, Mason City, IA; Paul D Camp Community College, Franklin, VA; Patrick Henry Community College, Martinsville, VA; Roane State Community College, Harriman, TN; Austin Community College, Austin, TX; Big Sandy Community and Technical College, Prestonsburg, KY; Central Community College, Grand Island, NE; Hillsborough Community College, Tampa, FL; Mid Michigan Community College, Harrison, MI; Independence Community College, Independence, KS; Prince George's Community College, Largo, MD; Rogue Community College, Grants Pass, OR; San Joaquin Delta College, Stockton, CA; Shawnee State University, Portsmouth, OH; and South Arkansas Community College, El Dorado, AR.

With a commitment of \$400 million, Verizon has impacted 1 million students nationwide, with a goal to help 2 million more by 2021. For more information about the VIL summer camp program, contact [corbin@nacce.com](mailto:corbin@nacce.com). ●

Contact: [corbin@nacce.com](mailto:corbin@nacce.com)



Middle school girls from the Grants Pass, Oregon area participated in the Verizon Innovative Learning program this summer. The program, which was hosted by Rogue Community College, offers STEM and entrepreneurship skills to students.





# Engaging New Partners to Build Entrepreneurial Communities

By Gary Schoeniger, founder and CEO, Entrepreneurial Learning Initiative, Mentor, Ohio  
& Chris Thompson, president, Civic Collaboration Consultants LLC, Akron, Ohio

We all know that entrepreneurship is vital to creating prosperous communities, and the need to encourage and support entrepreneurial activity at all levels of society has never been more important than it is today. Entrepreneurs have become the engines of economic growth, not only starting new businesses that create jobs and revitalize our communities, but also transforming existing organizations, advancing our understanding of the world, and improving the overall quality of our lives.

Yet we cannot rely solely on venture-backed high growth entrepreneurship or main street small business ownership to revitalize our communities. We must encourage and support the development of entrepreneurial mindsets at all levels of society and in all sectors, including public, private, academic, and nonprofit. In other words, we must work together to create entrepreneurial communities.

## Shared Learning

Community colleges are ideally poised to catalyze such change. Yet creating entrepreneurial communities cannot be accomplished by a single entity or organization; it requires a shared vision and coordinated action among many, including public officials, business leaders, philanthropists, non-profit leaders, educators, and other community stakeholders.

Achieving such cross-sector collaboration can be challenging and efforts to do so often devolve into “co-blab-oration” - endless meetings, a lot of talk, and few results. Yet when properly organized and implemented, collaboration can become a powerful force for enduring, positive change. Engaging new partners to align interests and coordinate actions requires a data-driven process designed to build trust. Facilitating such a process requires the capacity to foster shared learning, build consensus, and communicate with diverse stakeholders. Most importantly, such efforts demand the exercise of collaborative leadership to build, support, and sustain momentum while ensuring a commitment over the long haul.

Community colleges are well positioned to initiate and support such cross-sector collaborations in part because they work with all segments of the community and regularly convene and engage with diverse stakeholders to help develop on-the-ground solutions to complex challenges ranging from workforce development to public health.

And, as demonstrated by the growing membership of NACCE, there is increased awareness and commitment by community colleges to foster economic vitality through entrepreneurship.

## Long Partner List

Catalyzing a collaboration designed to build an entrepreneurial community will require community colleges to engage new partners in purposeful and intentional ways. The list of potential partners is long and includes chambers of commerce and individual businesses, financial institutions, community-based social ventures, local governments, community, family and private foundations, and United Ways. Each of these potential partners has different perspectives, priorities and motivations. The temptation to convene all of these players is great, and community colleges certainly have the facilities to host such convenings. But experience teaches us that effective collaborations move at the speed of trust. And trust begins with one-to-one conversations rather than community-wide events.

Because of their strong connections across all sectors and their long-term commitment, community college leaders can initiate cross-sector collaboration by engaging new partners in one-on-one conversations to explore their willingness to build a more entrepreneurial community. These conversations should be designed to help stakeholders explore compelling questions that prompt new ways of thinking, inspire creativity, and help frame further discussions.

What compelling questions should community college leaders ask to engage partners in building a more entrepreneurial community? We might begin by asking what our community would look like if everyone was empowered by an entrepreneurial mindset? By asking such aspirational questions, community college leaders can engage new partners to create a shared vision for a community that is better prepared to adapt and thrive in today's rapidly changing world. ●



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# Introducing A New Course in 3D Printing



[www.life-global.org/go/nacce](http://www.life-global.org/go/nacce)

By Leah Deppert, manager, Marketing and Communications, NACCE

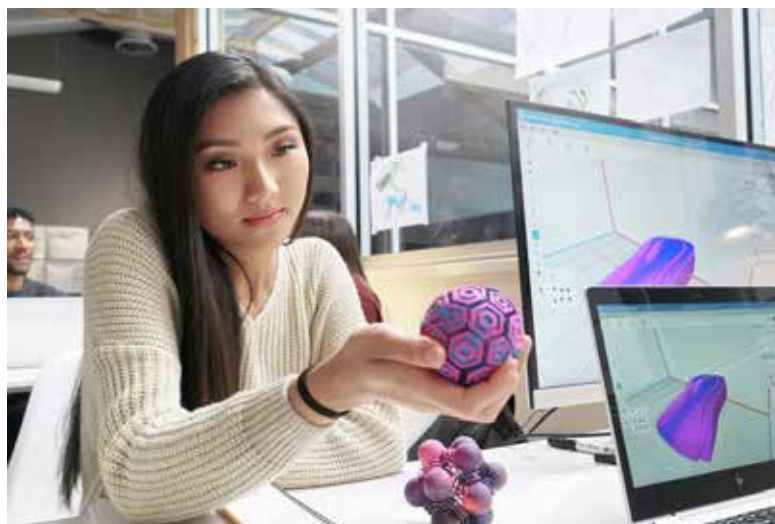
NACCE's partnership with HP LIFE helps community college students across the U.S. learn core business areas, including operations, marketing, finance, communications and more. With these skills students are able to create their own jobs or spur innovation as employees in other firms.

## News & Updates

**3D Printer Course:** HP LIFE recently released a brand new course entitled “3D Printing.” This course addresses how 3D printing can help entrepreneurs start and/or grow their businesses. Participants will learn how 3D printing can enable them to design, prototype and manufacture new products and learn more about the skills required and available resources. **Enroll today at [www.life-global.org](http://www.life-global.org)!**

## Ideas on how YOU can use this course:

- Supplement curriculum – Integrate this course into a face-to-face or online course that you teach!
- 1:1 Coach or Mentor – Help your clients learn more about 3D printing and how it can benefit their companies.
- Homework - Assign it as homework or extra credit to your students. The certificate of achievement each learner receives can be the proof of completion!
- Educate yourself – How much you do know about 3D printing? Be sure to reach out to your local makerspace and/or fab lab to collaborate. Grow your entrepreneurial network and ecosystem!
- Interested in learning more about HP LIFE? Here's how you can get involved:
- Contact Leah Deppert, manager of Marketing & Communications at NACCE, at [deppert@nacce.com](mailto:deppert@nacce.com).



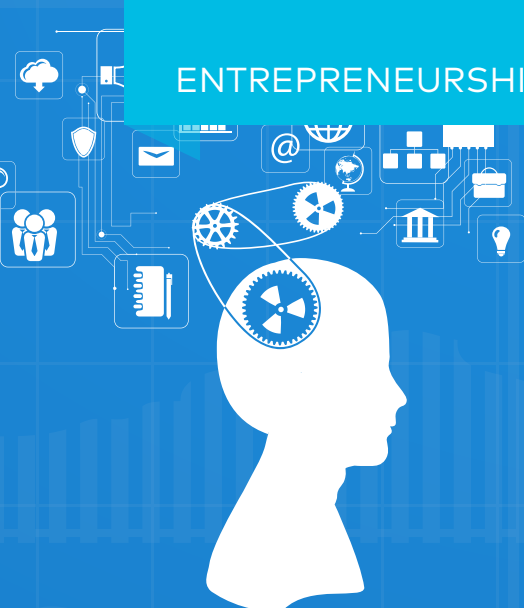
Check out the program for yourself by creating a free account at [www.life-global.org](http://www.life-global.org).

Success Mindset is the newest HP LIFE course that was released in mid-October 2018. In this course, you will:

- Understand what makes you happy - your values, interests and priorities
- Create a vision for your future, set personal/professional goals and create a success plan
- Learn how to achieve your plan by developing good business habits and leveraging your strengths that can lead to success.

HP LIFE was the Titanium Sponsor for NACCE 2018 and is proud to support NACCE's members.





# Bridging Existing Talent and Resources

By Susan Pohorski, writer, Public Relations and Marketing,  
Madison Area Technical College, Madison, Wisconsin

Like many community colleges, Madison Area Technical College (MATC), in Madison, Wisconsin, was facing decreased funding and increased demands for skilled graduates. "With a mounting structural budget deficit and our community relying on us to develop talent to address workforce shortages, we had to find new solutions," said Provost Turina Bakken.

Wisconsin, the land of cheese, bratwurst, snow and outdoor recreation is not known as a hotbed of entrepreneurship. The 2016 Kauffman Index of Startup Activity ranks the state last. However, when it comes to "main street" entrepreneurship, the dairy state is second with 51 percent of firms remaining in operation through their first five years. The index reports 6.5 percent of the adult population owns a business as their main job.

"We have one of the highest levels of business survivorship in the nation. Wisconsin ranks number eight in start-up champions," said Jilene Huizenga a small business entrepreneurship instructor at MATC. Located in the south-central part of the state, the 12-county college district includes the capital city, which often ranks first on many "best places" lists. However, rural areas lag behind in business creation.

How could MATC encourage the spread of entrepreneurial thinking while also teaching critical business skills? "We recognized that creating an innovative, risk-taking culture would produce more new business development," said Bryan Woodhouse, associate vice president of Strategic Partnerships and Innovation at MATC. In response, the college developed the Center for Entrepreneurship to strengthen communities through education, innovation and collaboration. Among the center's offerings are free workshops that create a pathway for individuals who want to start a business. Since the center's opening in 2016, it has emerged as a hub of entrepreneurship resources and classes at MATC.

## Finding Low-cost Solutions

Woodhouse also worked with program instructors to create other unique offerings through the Entrepreneurship Center, including:

- "Madison College Chef Series" – guests hear local and regional chefs describe their entrepreneurial journeys and sample their culinary specialties. These monthly events are free for students and \$25 for non-students.
- "Art Avenues" – world-class artists visit Madison to interact with students and others considering careers in the visual arts.
- "The Pitch" – a competition for high school students in the college district was added this year.

Since 2015, the Madison College Challenge, a Shark Tank-like business plan competition, has provided opportunities for entrepreneurs to learn key skills while competing for cash and business services. The competition connects students with alumni, academic experts, and private industry professionals. It also fosters new ventures, knowledge, attitudes, and jobs.



Instructor Randy Zogbaum (left) teaches Rick Hammer and Rachel Strohmenger how to recognize healthy soil at the Fountain Prairie Farm. Madison College leases property and classroom space at the farm to offer instruction for agriculture-related classes and workshops.



From October 2017 to July 2018, the Innovation Team received 34 proposals, approved 17 projects and awarded \$465,850. With that success, MATC made innovation funding part of its core budget for fiscal year 2018-2019.

The college also hired three entrepreneurs-in-residence to meet one-on-one with students and community members. They also offer lunch-hour group sessions on topics such as networking and how to secure financing.

#### Farmers Are Entrepreneurs Too

Agriculture contributes 354,000 jobs to Wisconsin's economy—10 percent of the state's total employment. Many new farmers did not grow up on a farm. An increasing number of highly educated, urban dwellers leave their jobs to fill the demand for local, sustainable foods.

Acknowledging this trend, Madison College leased a 165-acre farm property and established the Institute for Sustainable Agriculture. The site provides pasture and

tillable soil for continuing education and professional development offerings. A classroom and hands-on laboratory serve students in various agriculture-related programs. The farm is also an incubator for new farmers to grow their agriculture businesses.

The college encourages innovation, research, and development among faculty and staff through a grant process that provides seed money to approved pilot projects. From October 2017 to July 2018, the Innovation Team received 34 proposals, approved 17 projects and awarded \$465,850. With that success, MATC made innovation funding part of its core budget for fiscal year 2018-2019.

"All of this innovation was accomplished by finding champions within the college,

taking risks, and overcoming the 'we can't do that' attitude," said Bakken. "Tapping existing resources and talent from within enabled MATC to forge many new entrepreneurial initiatives for its students and the local community. ●

To view a video about the sustainable agriculture program at MATC, or to learn more about our programs, visit: [www.madisoncollege.edu](http://www.madisoncollege.edu)



Contact: [spohorski@madisoncollege.edu](mailto:spohorski@madisoncollege.edu)



## What Are You Reading?

#### *The Practice of Adaptive Leadership*

By Ronald Heifetz, Alexander Grashow & Marty Linsky  
(First published in 2009, John Wiley & Sons, Inc.)

"The Practice of Adaptive Leadership" will help you think and execute in rapidly changing environments. It's a practical guide, and features examples of leaders taking people out of their comfort zones when change requires you to challenge people's familiar reality. As a lifelong student of communications, this has been an interesting subject to me, and I highly recommend this book."

**Richard MacLennan**, president, North Idaho College, Coeur d'Alene, ID; member, NACCE Board of Trustees

#### *Thank You for Being Late*

By Thomas Friedman (2016, Picador)

"This is a good read about the power of human beings to connect and innovate. In the book, Friedman provides background understanding of the changes that have taken place in the past half-century around the world, the history of popular technology today, and the impacts of the Age of Acceleration on the environment. He also delves into what the strength in small communities is and the difference they can make for the world as a whole."

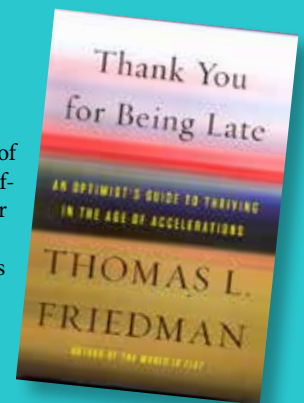
**Penelope Wills**, president, Yavapai College, Prescott, AZ

#### *Mindset: The New Psychology of Success*

By Carol Dweck  
(2016, Penguin Random House)

"This book is based on the research of Stanford University psychologist Carol Dweck who came up with the simple idea that teaching a growth mindset spurs creative innovation and productivity in the worlds of business, education, and sports. For me, one of the big takeaways from the book was that in dealing with others, it is more about how you approach things that matter most. For example, in 'getting to yes,' you need to really listen to what the other person is saying and connect with people by stepping into their worlds. This is the framework for creating the environment to make things happen. I've experienced this in many of the partnerships we've formed here at the college."

**Penelope Wills**, president, Yavapai College, Prescott, AZ





# How to Evolve Your Entrepreneurship Award Program

By Jane Schaefer, Ph.D., assistant dean, College of Business, Bellevue University, Bellevue, Nebraska

One key component in a collegiate entrepreneurial ecosystem is resourcing student ventures. Bellevue University is fortunate to have an entrepreneurial award program funded by private donors and bearing their name. This prestigious award was established by Tom and Annie Pratt, longtime supporters of Bellevue University and longtime owner-operators of a successful travel business. Annie is a former board member and employee of the university, and her father, Clifton Batchelder, was a long-time member of the board and a successful entrepreneur in the printing business. As entrepreneurs themselves, the Pratts have a strong desire to foster economic growth by helping students and recent alumni who wish to start their own small businesses.

While recognizing that no one model of entrepreneurial awards programs is right for every institution, we have learned some lessons that may be applicable in your efforts to help move your community college students from the “learning stage” to the actual “implementation stage” where their business ideas can become a reality.

**Show Your Support** Remember that line from the Jerry Maguire movie, “Show me the money”? Today’s budding entrepreneurs need strong financial support to succeed. Pratt awardees may compete for up to \$5,000 in funding. We always look for ways to expand sources of funding by working with our University Advancement and Alumni Relations teams to identify potential corporate sponsors, or to start a conversation with a graduate who has entrepreneurial roots.

**Open the Umbrella Wide(r)** If your entrepreneurial funding or awards program already engages current students, that’s half the battle. One way to build on that success is by broadening your formal program criteria to include recent graduates or even entrepreneurship program alumni. Another option is to look around you and

consider creating a regional award sponsored by your institution in partnership with other community colleges or community organizations.

**Re-Incubate the Incubator** According to NACCE, a full 20 percent of community colleges (many of them NACCE members!) already boast some type of small business development center. But as entrepreneurship enters its next phase at your institution, consider turning the tables on what you think entrepreneurs need (Office space? Business coaching?), and inviting your past award winners to help your team re-imagine a center that meets the needs of the people



behind the ideas of tomorrow. Be sure to elicit feedback from other key stakeholders such as community entrepreneurs and your local chamber of commerce.

**“We the People”** Additional financial resources are available through the Small Business Administration (SBA), such as R&D grants available through the Small Business Innovation Research Program (SBIR) and the Small Business Technology Transfer Programs (STTR). Be sure to explore opportunities that may be available through local and state governmental entities such as Community Development Block Grants (CDBG) that are

targeted to expand economic opportunities, principally for low- and moderate-income persons.

**Incentivize Your Experts** Your faculty members no doubt possess the expert knowledge that your would-be entrepreneurial award winners truly need to succeed. But it can be tough to compete with the heavy teaching workload most of them carry. That’s why it’s critically important to look for ways to reward the faculty who spend their valuable time reviewing program applications, consulting and providing feedback on applicants’ and awardees’ business plans, and coaching and monitoring award recipients as they get their businesses off the ground. The methods you use can range from financial compensation for their time to public recognition. It is also good to involve local entrepreneurs and volunteers from non-profit business mentoring organizations like SCORE as mentors.

**Share Your Story** Use all the social media and storytelling channels at your disposal, as well as within the reach of your applicants and award recipients, to tell your institution’s entrepreneurial story. Consider enlisting students in communication arts and media programs to help spread the word. One way they can help is to create shareable videos of your award recipients and engage potential applicants, program supporters, and partners through the inspiring stories of people taking risks and succeeding. ●



For more ideas or to discuss your entrepreneurial ecosystem enhancing ideas, contact Jane Schaefer at [jaschaefer@bellevue.edu](mailto:jaschaefer@bellevue.edu).

To find out more about how Bellevue University can partner with your community college, contact Doug Stewart at [dstewart@bellevue.edu](mailto:dstewart@bellevue.edu).

# Surge in PFEP Signees Signals Growing Commitment

Thirteen Iowa community college presidents committed to vitalizing their colleges and communities through entrepreneurship at the July annual conference of the Iowa Association of Community College Trustees (IACCT) hosted by North Iowa Area Community College (NIACC) in Mason City, Iowa.

They formalized this commitment by signing the *Presidents for Entrepreneurship Pledge (PFEP)*, a five-step initiative of NACCE to encourage job creation and economic development in communities throughout the country.

During the conference, NACCE President and CEO Rebecca Corbin and Tim Putnam, director of NIACC's John Pappajohn Entrepreneurial Center, co-presented a two-hour professional development workshop for presidents. The session featured a design-thinking model that was piloted in California and successfully used at a recent professional development event at which six community college presidents from Kentucky signed NACCE's PFEP pledge.

"Having this level of engagement with college presidents demonstrates the impact NACCE and our local entrepreneurial programs can have for colleges working on complex opportunities facing our schools and communities," said Putnam.



NIACC was recently named a winner in NACCE's *Presidents for Entrepreneurship Pledge* "College of Excellence Award." Winners of the annual award demonstrate outstanding performance in one of the five action steps required when signing the pledge. NIACC won for its efforts to generate broad exposure of its commitment to entrepreneurship through print, social media and video productions.

## Future Opportunities

Following the professional development session and pledge signing, a group of community stakeholders, including entrepreneurship center directors and faculty from around the state, met to talk about the formation of a Center of Practice in the Midwest. The Iowa group met at NACCE's annual conference in October to finalize a proposal for technical assistance funding to create a center of practice in the region.

"This type of event is a positive way to engage states and regions," said Corbin. "We look forward to working together to identify additional collaborations and funding opportunities for the region and these colleges."

The 13 Iowa college leaders who signed the pledge are:

- Joe DeHart, provost, Des Moines Area Community College;
- Liang Chee Wee, president, Northeast Iowa Community College;
- Alethea Stubbe, president, Northwest Iowa Community College;



Pictured with NACCE President and CEO (Rebecca Corbin (back row, left)) are 12 of the 13 Iowa community college leaders who signed NACCE's *Presidents for Entrepreneurship Pledge*.

- Dan Kinney, Jr., president, Iowa Central Community College;
- Terry Murrell, president, Western Iowa Tech Community College;
- Chris Duree, Chancellor, Iowa Valley Community College District;
- Dan Kinney, Sr., president, Iowa Western Community College;
- Linda Allen, president, Hawkeye Community College;
- Steve Schulz, president, NIACC;
- Marlene Sprouse, president, Indian Hills Community College;
- Michael Ash, president, Southeastern Community College;
- Don Doucette, chancellor, Eastern Iowa Community College District;
- Val Newhouse, president, Iowa Lakes Community College.

Recently, President Cathy Kemper-Pelle, of Rogue Community College in Grants Pass, Oregon, also signed the *PFEP*, making 2018 a record year for the number of new signees taking the pledge since it was instituted in 2011. ●

## About the PFEP

The *Presidents for Entrepreneurship Pledge (PFEP)* requires presidents to commit to five action steps for creating economic vitality. These include:

- Form teams to focus on entrepreneurship
- Connect with entrepreneurs in the community
- Collaborate with industry in your region
- Focus on business and job creation
- Share stories through events and the media

For more information, visit [www.nacce.com](http://www.nacce.com) or contact Rebecca Corbin at [corbin@nacce.com](mailto:corbin@nacce.com).



## NACCE MEMBER NEWS

**Craig Johnson**, an educator with three decades of experience in rural communities, has been named president of Ridgewater College in Hutchinson, Minnesota. The Board of Trustees of Minnesota State Colleges and Universities announced the appointment, which took effect on July 1. Congratulations President Johnson!



Visiting educators from Mexico, Bolivia, Honduras, Cuba, Chile, Peru and Guatemala met earlier this year with **Delgado Community College** Workforce Development, Institutional Advancement and Technical Education leaders at the Delgado Maritime and Industrial Training Facility in New Orleans East. Delgado Chancellor Joan Davis and Vice Chancellor Arlanda Williams welcomed the visitors and led the discussion, which was organized by the New Orleans Citizen Diplomacy Council, a non-profit that arranges professional meetings and cultural activities for international visitors sent to New Orleans through the U.S. Department of State's International Visitor Leadership program. More than 100,000 students from industries around the world have received training at the facility since the 1970s.

→ **GateWay Community College** has established a 3D print, design and processing lab at its Washington Campus in Phoenix. The \$1.5 million (equipment and supplies) lab boast full design and development capabilities. "This is important because it means we have high-end computers with multiple types of 3D print data processing and design software," said program director David Zamora. "Our students benefit from the new learning environment as design using this newer technology is different than how we design in a manufacturing setting."



← In May, United Airlines generously donated aircraft parts to **College of Alameda's** Aircraft Maintenance

Technology Program (AMT) as part of the college's and United's community engagement initiative. During the presentation ceremony, AMT program participants were reunited with AMT alumni who are now working at United Airlines. College officials were proud to see all the different pathways and careers students have made for themselves after graduation. College of Alameda is located in Alameda, CA.

**Bunker Hill Community College** in Charlestown, MA, has been recognized nationally for its efforts to achieve more equitable student outcomes. A new Center for American Progress (CAP) report entitled "A Promising Model to Boost Retention for Part-Time Students" finds that as a result of BHCC's various learning communities, part-time, first-year students are seven percent more likely than other part-time students to remain enrolled in the college after a year. "Many part-time students at BHCC are students of color and their participation in the learning communities also show a significant association to their continued enrollment that was not evident for white students," institutional researchers found. Bunker Hill's "results so far should be enough to inspire other community colleges and four-year institutions to think about the potential of learning communities — or elements of them, such as peer mentoring and success coaching — to help improve the odds part-time students face," wrote Marcella Bombardieri, author of the report and senior policy analyst of Postsecondary Education Policy at CAP.

### Correction:

The Summer/Fall 2018 issue of *Community College Entrepreneurship* (p. 20) incorrectly identified Bellevue University as being located in Bellevue, Washington. The correct location is Bellevue, Nebraska. To read the article, visit: [www.nacce.com](http://www.nacce.com)

For more information about Bellevue University's Project Management Center of Excellence, please visit <https://pmcenter.bellevue.edu>.



# Alicia Hooks

## RESIDENCE

Kansas City, KS

## ORGANIZATION

Kansas City Kansas Community College

## OCCUPATION

Director of the Entrepreneurship, Career, & Workforce Center

## FIRST JOB

Russell Stover's Candies at age 14 – I grew so much there...as in dress size!

## PHILOSOPHY

"No Limits" (Actually, the license tag on my car reads "no limit")

## FAVORITE MUSIC

Jazz

## FAVORITE TV SHOW OR MOVIE

NCIS

## FAVORITE BOOK

"Destiny: Step into Your Purpose" by T.D. Jakes

## WHAT GOT ME INTERESTED IN MY WORK

Wanting to help others think and believe differently to get different results was a great motivator. Entrepreneurship is one of the few things that anyone can engage in to create an opportunity shift for them, their family, their legacy, and the community. After having personally experienced the startups, failures, and successes of entrepreneurship, I realized that entrepreneurship was more about the way we think than it is the revenue we generate. We only grow a business and our lives to the level of our belief. I want to help others shift their thinking to the freedoms created through entrepreneurial opportunities.

## SUCCESS IS...

Taking the chance and seizing the opportunity.

## PET PEEVE

Limits...the belief there is only one way

## FAVORITE QUOTE

There is always a way if you are committed.

## CURRENT PROJECT/S

Developing a pathway for entrepreneurs in collaboration with the trades union for those start-ups that want to be a part of the union. This process is similar to the apprenticeship process for individuals.



We are also creating a system for contractors to develop strategic partnerships nationally for business growth and expansion.

We are also designing a triaged process using our early childhood education college students to oversee area high school students, teaching innovation and entrepreneurial principles to urban elementary students who are multiply challenged.

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

It has caused our efforts to spill out into the community. We learned the principles of effectuation through our NACCE membership. Because of it we have created strategic partnerships resulting in benefits to area businesses, local government, the community, and the college. It has provided a template for outside-of-the-box thinking. The benefits from the partnerships NACCE has established have yielded discounts and other opportunities, enabled us to expand our services, and increased our knowledge of organizations and offerings to students and entrepreneurs. The membership has sparked additional possibilities at our college and led us to create statewide best practices with area businesses and industry. We have been invited to train staff and faculty in this process. I could go on...!

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To join, please visit [bit.ly/NACCEprivateFB](http://bit.ly/NACCEprivateFB).

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BY THE END OF 2018. HELP US REACH  
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DSEF is currently taking applications for our Teaching Ambassador's Program. Learn more by contacting DSEF Program Coordinator Austin Martin at [amartin@dsef.org](mailto:amartin@dsef.org) or 202-416-6403.



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