

COMMUNITY COLLEGE

ENTREPRENEURSHIP

A Publication of NACCE

FALL/WINTER 2020

Roadmap to the Future



CONFERENCE
HIGHLIGHTS



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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. ●

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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.

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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.



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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. ●

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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."



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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

NACCE *meets*

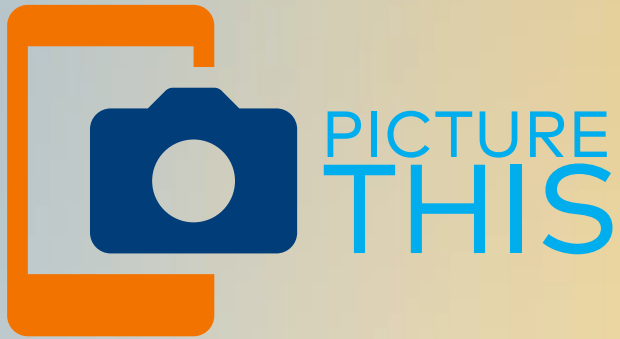
THE IMPACT OF **YOUR NATIONAL NETWORK**

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. ●



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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.



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