

COMMUNITY COLLEGE

ENTREPRENEURSHIP

A Publication of NACCE

SPRING/SUMMER 2019

Community Colleges: Incubators of Innovation





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Driving Innovation

NACCE's new book, *Community Colleges as Incubators of Innovation: Unleashing Entrepreneurial Opportunities for Communities and Students*, examines the challenges at hand for community colleges and the need for greater levels of creativity and energy. The book also encourages us to think in different ways to lead our colleges.

When it comes to driving innovation, community and technical colleges are often compared with speedboats, nimbly navigating narrow channels and choppy waters to get to the desired destination. Unlike many four-year higher educational institutions, we can quickly adapt to changes and challenges. A key step in preparing college leaders to work successfully in entrepreneurial ecosystems is to proactively and consistently empower our faculty and staff to explore new opportunities and ways of navigating challenges.

Often, faculty look to college leaders to “grant permission” to be entrepreneurial, to be risk-takers. Continually share examples of entrepreneurial thinking and action and recognize the great work being done by individuals at your institution during faculty and staff sessions and even formal gatherings. Remind them that they have “permission” to tackle challenges and opportunities entrepreneurially, and to think innovatively. This has never been more important than it is now as many new faculty and staff are rapidly replacing individuals who are retiring. It takes an intentional effort to articulate the organization's culture and philosophy to new people coming into it for the first time. Institutional leaders need to make this an ongoing priority.

It's also important to remember that failing helps us understand what doesn't work. Years ago, I was tasked with leading our college's recruitment effort, which at the time, had focused on high school students and young people. We made the decision to expand that effort by also targeting adults – especially working adults, which we hadn't previously done. As soon as we set up information sessions and recruitment activities at employer sites over lunchtime, during breaks, or after a work shift, we set off alarm bells because, almost universally, employees saw this as a sign of impending layoffs. We had to completely shift our strategy and started making recruitment sessions available in more neutral community locations for these working adults. This wasn't particularly successful, but we sure learned what didn't work! Failure leads to different options and insights, and in itself is a valuable teaching tool.

Global E-ship

As I mentioned, NACCE's new book also points to the need for greater levels of creativity and energy. I believe global entrepreneurship is one area where both can be generously applied.

Historically, community and technical colleges have been market or needs-driven. Many of our leaders have a continuous improvement mindset, and as leaders we tend to be less traditional. We actively push for change and have a kinetic energy or restlessness toward new developments. This continuous improvement approach drives our innovation; we are always seeking new ways of thinking and doing things. Global entrepreneurship, for example, is a growing opportunity opening up to more community colleges as we explore relationships with international partners and establish new programs that expand in-the-field opportunities for both our students and staff.

At Fox Valley Technical College, we are driving innovation. Earlier this year, our global education department reached out to the award-winning India Winterim initiative, an intensive, three-week, field-based study-abroad program that provides faculty with the opportunity to learn from and directly interact with social entrepreneurs, nonprofit organizations, and academic institutions in India. NACCE is very excited to engage in the India Winterim initiative focusing on college leaders and administrators from member colleges. At Fox Valley, we support international entrepreneurship exploration because we recognize that we live in a global economy and welcome opportunities for our students and staff to build greater global awareness and connections. And, as an institution, we recognize that we need a global perspective to remain relevant. Offering exchange opportunities in global entrepreneurship enables us to build ecosystems and expand networks. Sharing pathways to these expanded horizons is helping us to continue to drive innovation and navigate our college's future. ●

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Editor's Note

SPRING/SUMMER 2019

Welcome to the spring issue of *Community College Entrepreneurship*. The theme of the issue mirrors NACCE's recently published book, *Community Colleges as Incubators of Innovation: Unleashing Entrepreneurial Opportunities for Communities and Students*, published in February 2019 by Stylus LLC. Much of this issue's focus is on entrepreneurial ecosystems driven by creativity and innovation.

For instance, **Middlesex Community College** is driving innovation through its intensive new certificate program "Launch Your Business Now (LYBN)," designed for student entrepreneurs to meet a particular need in the region's entrepreneurship education market. **Global entrepreneurship** is opening the door to new opportunities for NACCE members, including new, full immersion travel grants for educators to India. And, author and entrepreneur **Ted Dintersmith** weighs in on how community colleges can better equip students with the twenty-first century skills they need and employers want.

If you have an article or idea about a future article for the journal, please contact editor Carol Savage: 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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COLLEGE ADMINISTRATORS

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Community Colleges: Incubators of Innovation

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Left: NACCE members participated in the VIL Institute at Arizona State University in March.

Right: NACCE members gathered in January for the SUNY Community College Chief Advancement Officers Retreat in Latham, New York.



Transforming Learning

Editor's Note: The following article is based on an interview with author, entrepreneur, and venture capitalist Ted Dintersmith. He offers fresh ideas about how community colleges can rebrand themselves to stay relevant and connect students to real-world needs. Dintersmith will be a keynote speaker at NACCE's annual conference October 13-16.

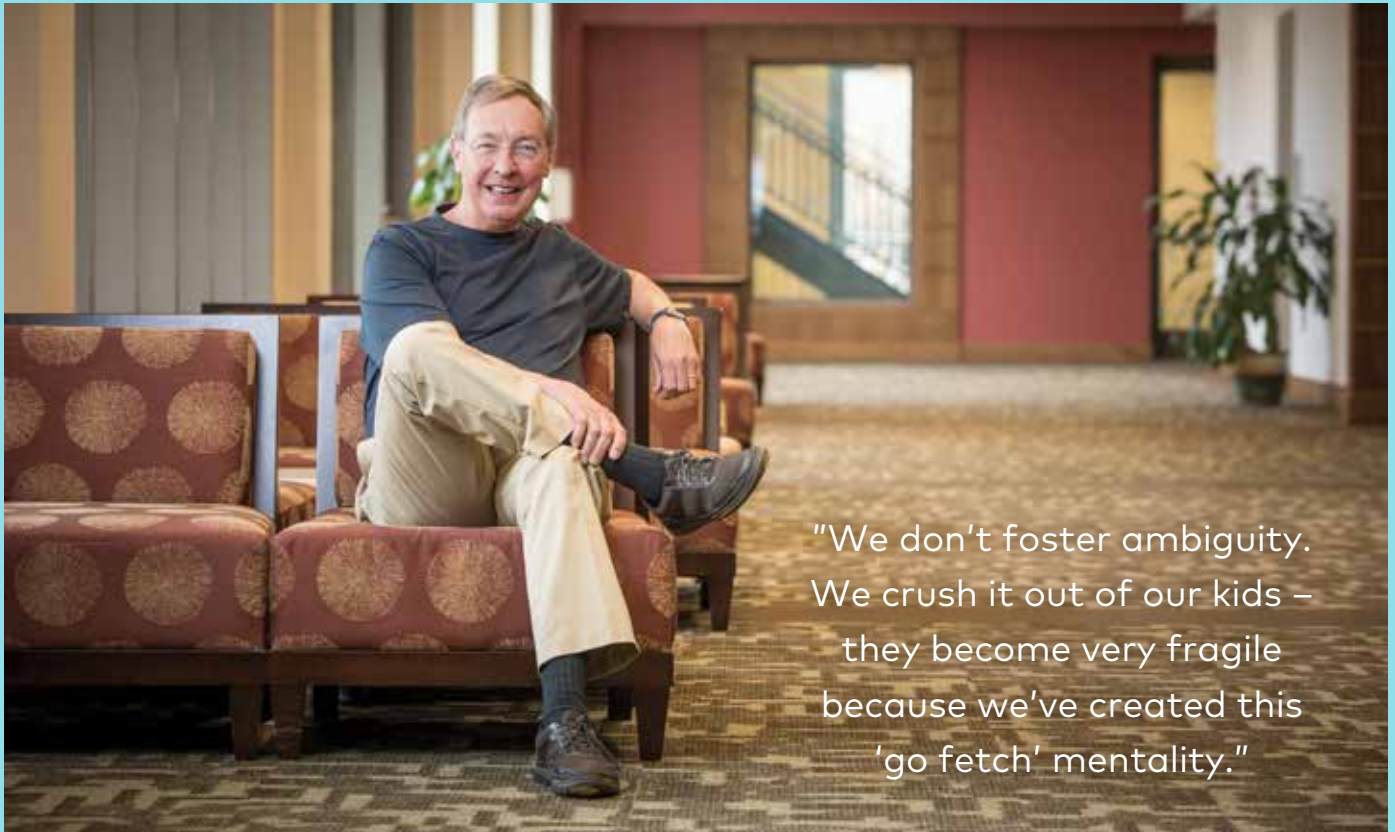
In his Sundance-acclaimed documentary film, *Most Likely to Succeed*, author, speaker, producer, and entrepreneur Ted Dintersmith examines the history of education in the United States. In the subsequent bestselling book of the same name, he and co-author and thought leader Tony Wagner reveal the growing shortcomings of conventional educational methods and explore some compelling new approaches to transform learning as we know it.

Following the film's release, Dintersmith embarked on a 50-state

tour, screening the film for learning communities, and adding to his own real-world education. This process spurred him to write *What School Could Be*, in which he describes the wave of aspirational change taking place in schools throughout the country. "We're at a tipping point in U.S. education," he said. "We are teaching our children to fail by holding them and their teachers accountable to low-level measures. Across America, our kids study what's easy to test, not what's important to learn."

Career Launch Centers & Micro Credentials

There is hope however. "Community colleges are quite agile," said Dintersmith. "It's considerably easier to navigate innovation in community colleges because they're more connected to the real world and can rapidly revamp their educational offerings. Establishing career launch centers and offering micro credentialing are examples of how community colleges can shift gears and better serve their students and meet industry needs."



"We don't foster ambiguity. We crush it out of our kids – they become very fragile because we've created this 'go fetch' mentality."

To do this, community colleges could offer immersive, highly focused skills training in high-demand areas so students can obtain skills that quickly translate to better employment opportunities. In doing so, Dintersmith believes community colleges will better equip students with the twenty-first century skills they need and employers want. "Think about 1,400-1,500 colleges around the country offering one-to-three-month courses, equipping students with in-demand skills, like mastering the use of Salesforce.com," he noted as an example. "It's far easier for someone who has been laid off or is seeking to enter the workforce to quickly obtain meaningful skills that employers can use. I believe in many cases, employers would subsidize such training. There is enormous untapped opportunity here."

Community Colleges as Incubators

"Community colleges bring a laser-like focus because they have a very defined objective," Dintersmith observed. "That's not to say core competencies don't play a valuable role in education. Philosophy and literature, for example, are extremely valuable in developing critical analysis skills. However, many college graduates are not getting what they need. You need an alignment between students and teachers who want to achieve similar goals. This is a strength of community colleges and is seen throughout Europe. Half of the students in Finland, for example, apprentice in the trades. Yet the perception in this country is that a parent has failed if his child wants to quit school and work with a master electrician. We're in a rush to have every 18-year-old figure out what they want to be. Agile immersion by community colleges makes a positive impact on students while adding real value to the workplace. Spending very little time and money is attractive to students and employers. Once students get their feet wet, they can decide about pursuing additional training and/or degrees. This kind of reimagined approach is very exciting."

Being Clear about Ambiguity

It's critically important to prepare young adults so their mindsets embrace ambiguity, according to Dintersmith. "Traditional school approaches make it clear what is needed to get an A or to pass," he said. "This removes ambiguity, and thus students over time begin to fear ambiguity. They go through an educational process aimed solely on the end goal of grades. Period. If instead of this, imagine students going through a process of creating something; even if it ultimately fails, there is learning. If you learn to embrace ambiguity, you're able to change, shift, re-adapt, and ultimately, succeed."

In his 25-year career as a venture capitalist, Dintersmith was responsible for launching 50 early-stage firms, 44 of which became successful. "The world of innovation demands a degree of agility and flexibility in the approach taken. We need to teach students how to dynamically shift and change," he added. "But most schools don't foster creative students who thrive on ambiguity – they produce fragile young adults who crave micro-management and clarity. I call these the 'go fetch a dog biscuit' employees, and few companies need this kind of employee anymore."

As a former general partner (and now partner emeritus) of Charles River Ventures, one of the top venture capital firms in the country, Dintersmith will focus his presentation at NACCE 2019 on his experiences as an industry leader and his new passion of re-awakening innovation and entrepreneurship in education to better help students. His newest project, "The Innovation Playlist" (InnovationPlaylist.org), is a teacher-led, educational model comprised of small steps leading to big change.

The playlist draws on the best practices from outstanding educators and non-profits throughout the country. Innovation Playlist is currently being piloted with teachers in Hawai'i, North Dakota, and Virginia. Early results of the playlist have been encouraging, demonstrating that with encouragement and support, our schools can change. ●



West Virginia Presidents Lead Pledge Signing



Nine presidents of West Virginia's community and technical colleges (CTC) signed NACCE's *Presidents for Entrepreneurship Pledge (PFEP)* during Higher Education Day at the state capital on January 28.

Chancellor for West Virginia Community and Technical Education Sarah Tucker presided over the pledge-signing, along with a representative from the governor's office, NACCE President and CEO Rebecca Corbin, representatives of the House and Senate, and CTC presidents and students. This is the first time community college presidents have signed the pledge at a state capitol.

Through NACCE's *Presidents for Entrepreneurship Pledge*, community college presidents commit to five action steps that advance entrepreneurship in their communities and support local start-ups and small businesses. "Presidents signing the pledge represent community colleges serving more than a million students across the country," said Corbin. "Through this important tool, college leaders learn how to meet challenges and explore untapped opportunity."

The nine West Virginia college presidents signing the pledge include:

Peter Checkovich, **Blue Ridge CTC***
 Eunice Bellinger, **Bridge Valley CTC**
 Charles Terrell, **Eastern WVCTC**
 Keith Cotroneo, **Mountwest CTC**
 Bonnie Copenhaver, **New River CTC**
 John Moore, **Pierpont CTC**
 Robert Gunter, **Southern WVCTC**
 Michael Koon (interim), **West Virginia Northern CTC**
 Chris Gilmer, **WVU at Parkersburg CTC**

*Chancellor Tucker signed on his behalf

PFEP Cross Country

Also signing the *PFEP* recently was **Northwest State Community College** (NSCC) President Michael Thomson, accompanied by NSCC business faculty



(L-R) NACCE's Rebecca Corbin and President Chuck Terrell of Eastern West Virginia Technical and Community College, Sarah Tucker, chancellor for West Virginia Community and Technical Education, and Mike Hall, chief of staff of the governor's office, attended Higher Ed Day at the West Virginia state capitol.



Daniel DeMarte (left) and Steve Tyrell signed NACCE's *PFEP* in January.

member Lisa Becher who was instrumental in creating entrepreneurship education, training, and networking opportunities at the college, located in Archbold, Ohio.

President Daniel DeMarte, of **Jamestown Community College** in Jamestown, New York, and President Steve Tyrell, of **North Country Community College** in Saranac Lake, New York, co-signed the *PFEP* with Rebecca Corbin during the 2019 SUNY

Community College Chief Advancement Officers Retreat in January. Both community colleges are members of the State University of New York (SUNY).

Two **Maricopa Community College** presidents signed the pledge in March at **Paradise Valley Community College** in Phoenix, Arizona. **Phoenix College** President

Larry Johnson and **Glendale Community College** Teresa Leyba Ruiz co-signed the pledge during a special event celebrating NACCE's new book on March 9 (see page 9). Presidents Shari Olson, of **South Mountain Community College**, PVCC's Paul Dale, and Maricopa Chancellor Maria Harper-Marinick, also participated in the program. ●



"Club Z" students, PVCC faculty, Maricopa Community College officials, and co-authors of NACCE's new book, joined together for a book and pledge-signing event.

Student Success Club Shines

NACCE celebrated the debut of its new book, *Community Colleges as Incubators of Innovation* during a training session and celebratory event at Paradise Valley Community College (PVCC) in Phoenix, Arizona.

Students from PVCC's "Club Z" planned the book-signing event and created commemorative t-shirts, which they presented to attendees. "Club Z is a fun, creative, and innovative student success club where strivers and thrivers work toward individual and team goals," said Caron Sada, psychology, residential faculty at PVCC. "Students are encouraged to develop skills and work toward student success, career, and life success. More than 300 students have completed learning experiences in civic engagement, service learning, the arts, and social entrepreneurship with an underlying assumption that an entrepreneurial mindset can help them achieve their goals."

Attending the NACCE book signing were Maricopa Chancellor Maria Harper-Marinick and book co-authors Rufus Glasper, president and CEO of the League for Innovation in the Community College; Eugene Giovannini, chancellor of Tarrant County College District in Fort Worth, Texas; and Rebecca Corbin, president and CEO of NACCE.

Prioritizing Entrepreneurship

Two Maricopa Community College presidents signed the pledge during the book signing, including Phoenix College President Larry Johnson and Glendale Community College Teresa Leyba Ruiz. Maricopa Presidents Shari Olson, of South Mountain Community College, and Paul Dale, of PVCC, participated in the program, along with Chancellor Harper-Marinick who also signed the pledge.

"The *Presidents for Entrepreneurship Pledge* and NACCE's new book address the urgent need for community colleges to prioritize entrepreneurship education both to remain relevant in a changing economy and to graduate students with the flexible and interdisciplinary mindsets needed for the future of society," said Corbin. ●



Maricopa Chancellor Maria Harper-Marinick (left) signed NACCE's PFEP during a book-signing event at PVCC.

"Club Z is a fun, creative, and innovative student success club where strivers and thrivers work toward individual and team goals."



Breaking New Ground in Tech Workforce

The U.S. Department of Labor recently predicted that our country would experience a shortage of 2 million skilled workers by 2020. American educators, corporate leaders, legislators, and others need to work together to ensure that we have a skilled workforce that reflects the diversity of our communities. This was the topic of a public policy forum co-hosted by the Verizon Foundation and NACCE on April 2 in Washington DC. “Building a Diverse and Skilled Tech Workforce” featured legislators, public policy experts, community college and

university leaders, activists, and representatives from historically black colleges and universities (HBCUs) and Hispanic Serving Institutions (HSIs), along with NACCE and Verizon officials,

NACCE’s Rebecca Corbin led a fireside chat with Verizon’s corporate social and responsibility officer Rose Stuckey-Kirk. They discussed what is needed to generate jobs and training for a diverse workforce that will stimulate economic growth in the digital economy. “HSIs, HBCUs, and community colleges are leading the way when it comes to efforts to develop and diversify our tech workforce and grow our economy,” said Corbin. “Technology industry leaders, in both private and public sectors, need to invest in people where they are today and level the playing field for students both in middle schools and higher education in order for the U.S. to remain globally competitive.”

The panel squarely connected Verizon and NACCE’s policy agenda with their efforts to educate underserved youth and train the workforce of tomorrow through Verizon Innovative Learning (VIL) and higher education STEM programs. The NACCE-Verizon VIL program provides STEM and entrepreneurial skills to more than 1,300 middle school girls in 16 NACCE member colleges throughout the United States. Recently, NACCE welcomed 24 minority-serving institutions and universities to its membership as part of the Verizon Foundation’s Minority Male (MM) program. NACCE is partnering with Verizon on the MM program, which exposes minority middle school males to STEM education. ●



Participants in the public policy forum included (l-r): Sandra Holt, chief development and marketing officer, Hispanic Association of Colleges and Universities; Charlene Dukes, president, Prince George Community College; Dan Lufkin, president, Paul D. Camp Community College; Kmt Shockley, faculty member, Howard University; and David Wilson, president, Morgan State University.



The U.S. Department of Labor predicts a shortage of 2 million skilled workers by 2020.

Leading Diversity

Fox Valley Technical College's Diversity & Inclusion Services department, under the leadership of Rayon Brown, increased retention of multicultural students by five percent above the projected target in addition to achieving a 220 percent spike in the number of learners served over three years through its "Scholars for Success" initiative. The program focuses on enhanced services in the areas of academic advising, development of individual education plans, monthly mentoring sessions, and book vouchers for students who meet program milestones.

In 2016, FVTC's Diversity & Inclusion Services Department received the Ann Lydecker Education Diversity Award from the Wisconsin State Council on Affirmative Action for its success in academic retention and college completion for students of color. FVTC is the state's first two-year college to receive the award. In addition to his responsibilities at FVTC, Brown is an advisor to the NACCE-Verizon Minority Male (MM) program.



Rayon Brown



NACCE's Rebecca Corbin (left) and Verizon's Rose Stuckey-Kirk, co-presented during the forum.



Embedding E-ship in Liberal Arts Courses

By Fatema Baldiwala, adjunct professor, Glendale Community College, Glendale, California
and Los Angeles Valley College, Valley Glen, California

How do you get students to buy into a concept when they don't see its relevance to them or to their lives? The answer: ENTREPRENEURSHIP!

"Entrepreneurship is the new liberal arts."

STEVE BLANK

As an English teacher, I discovered entrepreneurship accidentally. I walked into a workshop on the entrepreneurial brain. The entrepreneurial brain is constantly seeking. It envisions in unique ways things that exist, not in reality but in different ways. It is a problem-solution brain that thrives on challenges. Listening to that lecture led to a moment of epiphany!

My entrepreneurial epiphany helped me to find a solution for teaching Beginning Composition and Argument/Critical Thinking composition courses at the community colleges where I teach. Both classes require students to write a traditional research paper in MLA format based on a current event. Both classes were low energy. Students knew what to expect, and plagiarism was rampant. Regurgitated research papers eerily similar in tone and content would turn up as original writing.

In the fall of 2015, I launched a new course, Rhetoric of Entrepreneurship. After USASBE's 2019 conference, I created another new course, this time, for upper level English composition classes. This new class was titled Social Entrepreneurship: Write to Fight.

The semester-long courses fundamentally altered the way traditional research papers for the original composition courses are written. By teaching English through the entrepreneurial lens, the new courses better serve the student community by simultaneously teaching entrepreneurship and helping more people gain an entrepreneurial mindset.

Intense Collaboration

At GCC we thrive on collaboration. I became part of the entrepreneurship cohort and worked with business faculty who taught entrepreneurship. The cohort regularly invites guest speakers for well-attended sessions open to everyone at the college. It also organizes student Shark Tank pitch competitions, with the winner advancing to the regional pitch competition.

As a result, my classes became collaborative. My entrepreneurship partner, Rob Newman, and I decided to share homework as an incentive to have students from my class

enroll in his too. An advantage of having joined homework and shared students was that concepts could transfer from class to class and students' understanding of subjects was enhanced. Not only did this give an opportunity for students to view a book through a different lens, it also helped with retention. Additionally, my class worked with GCC's Sandbox/makerspace to re-design or to make artifacts before the writing began. This kind of experiential learning made the skill of writing more tangible and real.

Course Organization

The course is based on five major writing assignments. The writing is a process of scaffolding on one concept to another, one genre to another, which enhances how writing could be seen as multiple structures, each structure viewed in a different light but all through the lens of entrepreneurship. Additional components include:

- **Diagnostic: the entrepreneurial mindset** Our first writing assignment is diagnostic, which is an essay based on a student's personal experiences. My topic for the diagnostic is "Tell me moments in your life when you have displayed an entrepreneurial mindset. Choose any three characteristics from the 15 characteristics listed and tell me how you have embodied these characteristics with concrete examples from your own life."
- **Descriptive paper modeled on the provisional patent** Before writing this paper, the Sandbox was used to actually make artifacts. Students submit their descriptive paper as if they were submitting a paper for a patent. Students have to situate that product within a historical timeline to show its evolution, compare it to similar products in the market to highlight how their product or service was superior, and describe its design and look, its functionality, and the particular audience for whom the product or service was created. This leads to interesting contrasts between the more scientific objective tone of APA format and the more opinionated, subjective

tone of the MLA format.

- **Formal research paper on a current topic** The third essay for the class is the traditional formal research paper based on a current topic, but in my class, this is unique as the subject of this paper is inspired by the student's created product or service. Students begin to understand critical thinking when they look at their product and think of ways it relates to a social, political, or economic issue of the day.
- **Visual literacy paper** Students create a print or digital advertisement (impact marketing) for the product and then analyze every aspect of their ad. Through this process they learn how ads are put together for their persuasive appeal. As part of completing this exercise, they comment on the ethos, pathos, and logos of the image, as well as the cultural codes hidden within these visual signs.
- **The pitch** This has two parts. The first part is the elevator pitch where students pitch their product to one individual for one minute. After learning how to make a pitch, students then have the opportunity to present their pitch at a GCC Shark Tank-like event. They also write a business letter that makes their pitch.

This new approach to teaching English has shown that once entrepreneurship education is introduced in general education courses, it can foster much-needed skills for academic and professional success. Skills learned in these courses give students agency that problems are theirs to solve. Students are engaged and immersed in the discovery process. Learning skills of critical thinking, creativity, persistence, and empathy will serve them for a lifetime. ●



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NACCE Launches New Book at National Venues

NACCE officially launched its new book, *Community Colleges as Incubators of Innovation: Unleashing Entrepreneurial Opportunities for Communities and Students*, on February 28 during a VIP reception hosted by the Association of Community College Trustees (ACCT) as part of National Entrepreneurship Week 2019. ACCT President J. Noah Brown, who wrote the book's Afterword, hosted the event. Since then, NACCE officials and co-authors have made multiple stops throughout the country promoting the new book. If you're interested in having a book-related event at your community college, please contact Rebecca Corbin. Here are a few highlights:

AUSTIN, TX March 4 - SXSW EDU 2019

At SXSW 2019, a film, music, and emerging technology festival held annually in Austin, Texas, the new book was selected to be featured during a special SXSW bookstore book-signing event. Contributing authors Rebecca Corbin, president and CEO of NACCE, and Eugene Giovannini, NACCE board member and chancellor of **Tarrant County College District** in Fort Worth, Texas, signed copies of the book for conference attendees. Devon Miller, program director of the VIL STEM Summer Camp Program at **Austin Community College (ACC)**, represented the college at the signing. ACC is one of 16 NACCE member colleges participating in this innovative program.

PHOENIX, AZ March 9 - Paradise Valley Community College

During a celebration at **Paradise Valley Community College (PVCC)**, co-authors Rebecca Corbin, Eugene Giovannini, and Rufus Glasper, president and CEO of the League for Innovation in the Community College, participated in a book signing followed by two Maricopa Community College presidents signing NACCE's *Presidents for Entrepreneurship Pledge (PFEP)*. **Phoenix College** President Larry Johnson and **Glendale Community College** Teresa Leyba Ruiz, signed the *PFEP*. Maricopa College Presidents Shari Olson, of **South Mountain Community College**, and Paul Dale, of PVCC, took part in the program, along with Maricopa Chancellor Maria Harper-Marinick. Students from PVCC's "Club Z" planned and hosted the event, presenting attendees with commemorative t-shirts they created for the occasion.

WASHINGTON DC March 29 - VentureWell OPEN 2019

At VentureWell OPEN 2019, book co-authors Andrew Gold and Mary Beth Kerly of **Hillsborough Community College**, and NACCE's Rebecca Corbin, participated in a poster session and reception where presenters shared their work with peers. OPEN is a community of continuous learning, so this session showcased a mix of research findings, program case studies, and generative posters created during the conference. The NACCE team invited participants to interact with their poster entitled, "Wouldn't it be great if . . ." The idea was to demonstrate the first step in design thinking, and how it was used as a basis for NACCE's new book. The following morning, they facilitated a workshop entitled "Community Colleges as Incubators of Innovation."

IRVINE, CA

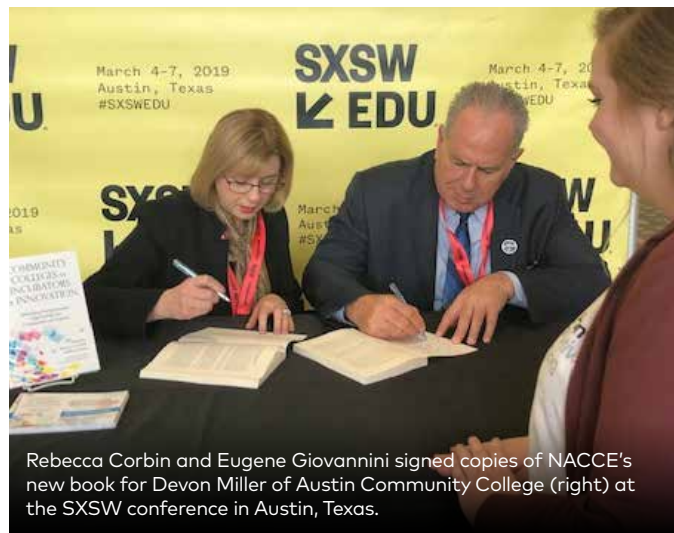
April 24-26 make/SHIFT, the Makerspace Ecosystem Summit

NACCE's book was featured at the event, and co-authors Van Ton Quinlivan, Andy Gold, Beth Kerly, and editor-at-large Rebecca Corbin signed copies for attendees. The summit was hosted by California Community Colleges CCC Maker, California Community Colleges Doing What MATTERS for Jobs and the Economy, and NACCE. It included keynote speakers, breakout sessions and networking events.

Community Colleges as Incubators of Innovation is co-authored by member college presidents and faculty, as well as national entrepreneurship experts. Proceeds from book sales are directed to a scholarship fund for professional development for community college faculty and staff. To order, visit www.styluspub.com. ●



At VentureWell OPEN, workshop participants learned how to work in small groups and develop prototypes that addressed a social issue.



Rebecca Corbin and Eugene Giovannini signed copies of NACCE's new book for Devon Miller of Austin Community College (right) at the SXSW conference in Austin, Texas.



College of Excellence Winners Announced



Accepting the College of Excellence awards for their colleges from NACCE's Rebecca Corbin (left), are: Maya Durnovo, Houston Community College; Erwin Wong, Borough of Manhattan Community College, accepting on behalf of Interim President Karrin Wilks; Jennifer Worth, American Association of Community Colleges accepting on behalf of Cathy Kemper-Pelle, president of Rogue Community College; Mark Erickson, Northampton Community College; Charles "Chuck" Terrell, Eastern West Virginia Community & Technical College, accepting on behalf of Johnny Moore, Pierpont Community & Technical College.



Several community college presidents committed or renewed their commitment to the *Presidents for Entrepreneurship Pledge* during the AACC Awards Breakfast.

President and CEO Rebecca Corbin announced the winners of NACCE's "College of Excellence" competition, recognizing entrepreneurial excellence among five NACCE colleges. To be eligible to receive the award, college presidents must have signed NACCE's *President for Entrepreneurship Pledge (PFEP)*. NACCE initiated the *PFEP* in 2011 to ignite positive change across campuses and in the classroom.

"The *PFEP* serves as the foundation for entrepreneurial leadership in our member colleges," said Corbin. "If you are doing innovative work, you deserve to be recognized and share what you are doing as part of our best-practice examples on a national level. This is the essence of the College of Excellence award."

About the College of Excellence Award

In 2017, NACCE launched a competition for NACCE member colleges that have signed the *PFEP*, inviting them to self-nominate as a college of excellence. The colleges are selected as demonstrating excellence in one of the five action steps presidents and colleges are asked to commit to when signing the *PFEP*. The winners include:

Step 1

Form teams to focus on entrepreneurship

Northampton Community College, Bethlehem, PA

Step 2

Connect with entrepreneurs in the community

Houston Community College, Houston, TX

Step 3

Collaborate with industry in your region

Pierpont Community & Technical College, Fairmont, WV

Step 4

Focus on business and job creation

Rogue Community College, Grants Pass, OR

Step 5:

Share stories through events and the media

Borough of Manhattan CC, New York, NY

"Northampton Community College's Follett Center for Innovation and Entrepreneurship (CIE), has been a game-changer for our college and our community," said Mark Erickson, president of Northampton Community College. "It is an unparalleled resource to support entrepreneurship in the communities we serve while fostering the critical thinking skills our students need to thrive in the real world."

The winning colleges received their awards at the NACCE Presidents' and Chancellors' Breakfast during the AACC Conference in April in Orlando, Florida. ●





Entrepreneurs: Launch Your Business Now!

Middlesex Community College (MCC) in Lowell, Massachusetts, has rolled out “Launch Your Business Now” (LYBN), an intensive new program for student entrepreneurs. Introduced in the fall of 2018, the 16-credit certificate program is designed to be completed in a single semester, according to Stacie Hargis, an associate professor at MCC and coordinator of the college’s entrepreneurship program. “Our new LYBN certificate is a great way for students to work solely on developing a business concept,” said Hargis.

LYBN was created to meet a need in the region’s entrepreneurship education market. The local economy is in transition, and a growing number of individuals are losing interest in corporate jobs and want to create their own destiny and independence as small business owners. Many of these people still see great value in formal education, so LYBN was created to serve individuals who appreciate the structure and rigor of an academic setting, but have a clear vision for themselves as entrepreneurs.

Essential Skills

LYBN is based on MCC’s “entrepreneurship in action” approach to programming that strives to provide relevant, hands-on coursework to help students understand the essential skills necessary for the real world, according to Hargis. Like many entrepreneurship programs, LYBN

guides students through the process of defining their problem statement, jobs to be done and business model, as well as building and validating a minimum viable product. However, a basic tenet of LYBN is that a great business model is not enough to launch and operate a business successfully. For this reason, the program includes LaunchPad and Entrepreneurship in Action curriculum.

Entrepreneurship in Action is internally focused, while LaunchPad requires that students think about how to present the business to external stakeholders. LaunchPad guides students as they refine their plans and knowledge and prepares them to share their vision to future stakeholders in the form of a business plan, a video recorded elevator pitch, and a funding pitch deck. LaunchPad students also engage with an industry-specific mentor who provides guidance throughout the business plan development process.

Two additional electives are required to complete the certificate. These are selected based on the specific educational needs of the entrepreneur, either to develop the skills necessary to run the business, or to strengthen areas in which the student struggles. “The program was broken down in a way that made it easy to absorb since there is so much to learn about starting a business,” said Jessica Salani, a recent LYBN graduate.

Everyday Entrepreneur Venture Fund

Thanks to a strong entrepreneurship ecosystem and a generous grant from the Everyday Entrepreneur Venture Fund, MCC is able to provide seed funds to qualified graduate entrepreneurs, according to Franky Descoteaux, director of the Merrimack Valley Small Business Center in Lowell and an adjunct professor in MCC’s entrepreneurship program. “Graduates of the program can apply to become Everyday Entrepreneurs, through which they receive up to \$20,000 in seed funding and a three-person mentor team that will support them for an entire year after graduation,” said Descoteaux.

In spring of 2018, the Everyday Entrepreneur Venture Fund awarded MCC a \$250,000 grant to help student entrepreneurs start or grow a business. EEVF co-founders established the million-dollar venture fund to provide seed grants to community college foundations for community-based new business start-ups. MCC is one of four colleges in the U.S. to receive an EEVF grant. The award is the first venture-fund grant in Massachusetts to be used exclusively to launch small community-based entrepreneurs. It is administered through the MCC Foundation. Grant funds are limited to current students and qualified alumni.

Contact: hargiss@middlesex.mass.edu
fdescoteaux@commteam.org



The inaugural class of the LYBN program included: (back row, l-r): Dave Clark, MJ Bujold, Lee Denis, Hilary Clark; (front row, l-r): Jessica Salani, Juan Cintron, and Alison Njoroge.

“MCC is one of four colleges in the U.S. to receive an EEVF grant.”



HP Life Growth Engine Course Now Available



www.life-global.org/go/nacce

By Ina Progonati, HP LIFE partnership consultant, HP LIFE Foundation; and Leah Deppert, manager, Marketing & Communications, NACCE

NACCE is helping community college students across the U.S. develop their business and technology skills with HP LIFE, a program of the HP Foundation. Using HP LIFE courses, students build skills in core business areas, including operations, marketing, finance, communications, and more, enabling them to start and grow their own businesses, enter the workforce, or secure a better job.

Please fill out this brief survey so we can acknowledge our most active users: bit.ly/HPLIFESurvey

Growth Engine Course

This new HP LIFE course looks at ways business owners can grow their companies with the growth engine system. Using fun graphics and practical examples, students learn how to continuously attract new customers and transform them into brand advocates. The Growth Engine course will teach your students all they need to know about growing their businesses in an efficient way!

"I am very excited to let the NACCE HP LIFE community know about our new Growth Engine course," said Stephanie Bormann, manager, HP Foundation. "Like all HP LIFE courses, it uses practical examples and a step-by-step approach to deliver highly relevant content that is easily integrated into lessons. The Growth Engine course will help equip your students with the skills they need."

Ideas on how YOU can use this course:

- **Supplement curriculum** – Integrate this course into a face-to-face or online course that you teach! This course will help your students better understand how to effectively grow a business.
- **1:1 Coach or Mentor** – Help your clients, friends, or family members understand and use the Growth Engine System to grow their businesses in more efficient ways.
- **Homework** - Assign it to your students as homework or extra credit. The certificate of achievement each learner receives can be proof of completion!
- Learn how to grow your own business effectively. Apply the Growth Engine System to your side hustle!

Check out the program for yourself by creating a free account at www.life-global.org/go/nacce

COMING SOON: This fall we will be launching the Sustainable Innovation Competition (SIC)!

This social entrepreneurship competition will be open to NACCE members only and will engage both NACCE member HP LIFE users *and* their students.

Spoiler alert: The top teams will have the chance to pitch on the mainstage at NACCE 2019 in Newport Beach, CA!

Interested in learning more? Contact Leah Deppert at: deppert@nacce.com.





WELCOME

New Members!

NACCE recently welcomed the following new members. Several are participants in the new NACCE-Verizon Minority Male (MM)* program.

CalState LA*
 City College of San Francisco – CCMakerSpace
 Dillard University*
 Florida International University*
 Folsom Lake College – CC MakerSpace
 Foothill College - CCMakerSpace
 Jackson State University*

Kentucky State University*
 Lurleen B. Wallace Community College
 Morgan State University*
 North Carolina A&T University*
 Phoenix College
 San Juan College
 Tennessee State University*

Individuals Andre Bryan (Bridgeport Group), and Sarah Boisevert (Fab Lab Hub), also recently joined NACCE. Welcome!

*(MM-Verizon)

The National Association for Community College Entrepreneurship is the nation's leading organization focused on promoting entrepreneurship through community colleges. The association represents 300+ community and technical colleges and 2,000 faculty, staff, administrators, and presidents who serve more than three million students.

NACCE provides a wide variety of strategic resources, professional development opportunities, and access to grant funds.

For more information about joining NACCE, contact Jeff Smith at smith@nacce.com or visit the website: nacce.com



Students from Lurleen B. Wallace Community College participate in a number of workforce training courses offered by the college. Welcome to one of NACCE's newest members!



New India Exchange Program Starts

Twenty-one NACCE members will visit India this summer thanks to a new partnership between NACCE and Manodharma, Inc. “We have signed an agreement with the Manodharma Foundation to receive full immersion travel grants for educators who are interested in forming academic, research, entrepreneurial, and service partnerships with award-winning Indian organizations,” said Rebecca Corbin, president and CEO of NACCE.

Manodharma was founded by Raj Rajagopal, professor emeritus of the Geographical Sciences and Sustainability Department at the University of Iowa. Rajagopal created the award-winning Iowa India Winterim program, a three-week, field-based study-abroad program that gives faculty the opportunity to learn from direct interaction with India’s social entrepreneurs, non-profit organizations, and academic institutions. The program provides practical training in various field sites, and encourages ongoing exchange of invitations to teachers, researchers, and administrative leaders for lectures and visits.

Manodharma: a form of improvised Carnatic music created on the spot...interpreted meaning: “happens when you least expect it.”

“We are impressed with the overwhelming response by our faculty members to the Winterim program,” said Corbin. “This faculty-led program is an ideal opportunity for our members to explore social entrepreneurship on a global level, and we are appreciative of Manodharma’s generous support of NACCE.”

Participating faculty come from a diverse group of NACCE member colleges, including several minority-serving institutions that have recently joined the organization as part of the Verizon-NACCE Minority Male program. The Manodharma Foundation has invested nearly \$180,000 to support this first immersion experience of NACCE faculty and leaders. Several of the travelers, along with Raj Rajagopal, will share their stories and experiences at NACCE’s annual conference in October.

Students at YUMA prepare for their early morning soccer practice.



PHOTO SOURCE: yuma-india.org

Professor Rajagopal conducts research in the areas of environmental modeling, water quality monitoring, management, and public policy. He has served as a nominator for the annual Japan Prize (the Japanese equivalent of the Nobel), since its inception in 1985. He is the founding editor of the journal *Environmental Practice*. His current interests include the provision of safe drinking water, reduction of adult illiteracy, and improvement of opportunities through micro-credit for women entrepreneurs in developing countries. ●

For more information, contact Rebecca Corbin: corbin@nacce.com





New Cyber Lab Supports Workforce Needs Via Partnerships

By Jim Grotrian, executive vice president, Operations, Bellevue University, Bellevue, Nebraska

When it gets dark, you just turn on the lights, right? Unless of course, there is a blackout caused by a natural disaster or a cyber attack. Protecting consumers against those possible unfortunate scenarios is a supervisory control and data acquisition (SCADA) system, used by a power or utility system to control equipment over long distances without having to send people to interact with devices and push buttons and dials. SCADA systems are crucial for industrial organizations like utilities and energy companies, as well as firms in a variety of other modern industries.

Today, cyber professionals who build and install cyber-managed devices in power and utility plants, and the cyber professionals who monitor the systems of these devices have never been in higher demand.

Filling this demand takes relevant education at multiple levels, according to Douglas Rausch, the Maenner Endowed Chair and Cybersecurity Program Director at Bellevue University. Enhancing that education now at the university is the C&A Industries Intelligence Systems (IS) Lab, a new technology-enabled space with virtualized workstations and a powerful data center designed to support a range of collaborative education offerings and activities.

"With the IS Lab, there's the potential and the capacity for the university to partner with community colleges with cyber programs and attack a real workforce problem from a number of different angles," said Gary Sparks, faculty member and Cybersecurity Program Director at Nebraska-based Metropolitan Community College (MCC). Sparks and Rausch envision a future scenario where students

at MCC who are learning how to install and manage the devices that exist in industrial settings like a utility plant could collaborate and connect with students in the IS Lab as they monitor and protect against cyber attacks in a virtualized security operations center.

The key says Rausch, is complementary layers of education, provided by community colleges and bachelor and graduate-level



institutions. From curriculum to career opportunities, Rausch indicated that the community college students who earn an associate degree before going on for a bachelor (or graduate) degree at Bellevue University are, in fact, very well prepared. "They have a leg up because generally they're spending more time with hands-on networking and systems administration," he said. "And those are cyber security skill sets. So, when they start the program they tend to be ahead of students who come straight out of high school or are changing careers."

"Our new IS Lab gives us an opportunity to partner with community colleges that have cyber programs and those that are starting them."

DOUG RAUSCH, CISSP

Aligning Instead of Competing

Both Sparks, who also serves as an adjunct faculty member at Bellevue University and Rausch, who served more than 25 years as a cyber operations officer in the U.S. Air Force, agree that alignment, not competition, between programs is key. Ensuring that alignment for the two programs is the CAE-CD designation jointly sponsored by the National Security Agency (NSA) and the Department of Homeland Security. The CAE-CD certification program focuses on reducing vulnerability in the nation's infrastructure (i.e., utility and power plants) by promoting higher education and research in cyber defense and producing professionals with cyber defense expertise. Approximately 77 two-year programs currently have the designation. "The CAE community has a basic set of skills that the community college teaches and when that student goes onto a university program, they take those skills to the next level," said Sparks.

Bellevue University, which is NACCE's exclusive four-year transfer partner, was the first school to articulate MCC's cyber security program. The university currently has articulation agreements in place with more than 150 two-year and four-year colleges and institutions in the U.S. and abroad. The agreements allow graduating students with transfer credits, or with degrees in technical, career, or liberal arts fields to transfer seamlessly into one of the university's 80+

bachelor- and graduate-level programs.

With national tech skills gap estimates ranging from 200,000 to 500,000 unfilled positions, the partnerships between Bellevue University and its community college partners across the country are evolving quickly to match the cyber security field's broad needs for professionals in cyber, artificial intelligence (AI), virtual and augmented reality development, and data science.

"This is a further evolution of how we fix workforce issues in cybersecurity," said Rausch, who understands the importance of aligning employers' needs with the skills that academic and educational communities impart to students. This applies to large corporations, and to cybersecurity start-ups, which abound in today's new economy. "Cybersecurity start-ups focus on vulnerability analysis and how to protect systems and people from getting hacked," he said. "There's so much going on today related to intrusion, detection, and machine learning." ●



Contact: jgrotrian@bellevue.edu



What Are You Reading?

Excellent Sheep: The Miseducation of the American Elite and the Way to a Meaningful Life
By William Deresiewicz, (2014, Free Press)

As a professor at Yale, Deresiewicz saw something that troubled him deeply. His students, some of the nation's brightest minds, were adrift when it came to the big questions: how to think critically and creatively, and how to find a sense of purpose. *Excellent Sheep* takes a sharp look at the high-pressure conveyor belt that begins with parents and counselors who demand perfect grades and culminates in the skewed applications Deresiewicz saw firsthand as a member of Yale's admissions committee. As schools shift focus from the humanities to "practical" subjects like economics and computer science, students are losing the ability to think in innovative ways. Deresiewicz explains how college should be a time for self-discovery, when students can establish their own values and measures

of success, so they can forge their own path. He addresses parents, students, educators, and anyone who's interested in the direction of American society, featuring quotes from real students and graduates he has corresponded with over the years, candidly exposing where the system is broken and clearly presenting solutions.

Samantha Steidle, Educator, Facilitator,
Researcher, Advocate for Entrepreneurial
Leadership



NACCE has recently launched a new series of blogs on its new website. To read what NACCE members have to say about a wide range of entrepreneurial topics, visit the website: nacce.com. To submit a blog, contact Leah Deppert: deppert@nacce.com.

Here's an excerpt from a recent post.

The Mind of an Entrepreneur
By Rick Hodge, Dean, Academic Affairs/CTE
Los Angeles Southwest College

Entrepreneurs view their world through a positive lens, and they develop a persistent sense that one day they will achieve success. Interestingly, the failure rate of all U.S. companies after five years is over 50 percent, and over 70 percent after 10 years, but you would not know this from the determination and drive entrepreneurs exhibit. This drive is contrary to what causes businesses to fail. Entrepreneurs have focus, motivation, passion, contained pride in their ideas, advice from the right people, valuable mentoring, innate knowledge for business, finance, operations, and marketing, and timely decision-making.



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- Insights and Applications for your college from the authors of NACCE's new book, *Community Colleges as Incubators of Innovation: Unleashing Entrepreneurial Opportunities for Communities and Students*
- NACCE Pilot Programs Provide Pathways for Success

NEW SPEAKERS ANNOUNCED:



Gordon Hester
Entrepreneur,
Consultant,
Trainer, and
Author



Rey Ybarra
Author and
Producer
Shark Tank Effect

NACCE
THE IMPACT OF ENTREPRENEURSHIP

NATIONAL ASSOCIATION
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ENTREPRENEURSHIP

#NACCE2019

NACCE INSTITUTE

2019

NACCE has partnered with members and experts throughout the country to offer innovative professional development opportunities. Here are three courses to choose from:

Entrepreneurship Specialist: This course provides community college administrators, faculty, and staff with information and ideas on how to apply the entrepreneurial method to the business of running a community college as well as how to create, refine, and sustain successful entrepreneurship education programs.

Entrepreneurship Specialist 2.0 – Funding & Development: By reframing your development strategy through the lens of effectual thinking, you will develop skills and pathways to grow partners and produce financial results. Whether you're a college administrator, an enterprising faculty member or a stakeholder in a community college environment, this course will shift your mindset in new directions.

Community Colleges as Incubators of Innovation - Online Course: While community colleges have traditionally focused on providing students with opportunities to gain credentials for employment, the increasingly important question is: *Are they preparing students for looming dynamic disruptive, and entrepreneurial environments ahead?* The expert course contributors start from the premise that community colleges are uniquely positioned to lead entrepreneurial initiatives through internally generated curriculum design and collaboration with the local entrepreneurial community to build bridges between the classroom and the community.

Courses are self-paced and asynchronous.

Member price: \$399

Non-member price: \$599



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NACCE MEMBER NEWS

Intuit Education and NACCE are partnering on a new, grant-supported pilot program that prepares future entrepreneurs by providing them with the financial management tools they need to succeed. The lead college, **Hillsborough Community College (HCC)**, in Tampa, Florida, is developing curriculum to be used in the program. The five participating pilot colleges have recently been selected. They include:

- **Pellissippi State Community College - Knoxville, TN**
- **Kauai Community College - Kauai, HI**
- **Housatonic Community College - Bridgeport, CT**
- **Pasadena City College - Pasadena, CA**
- **College of DuPage - Glen Ellyn, IL**



Jeffrey Smith has been named NACCE's Manager of Projects and Membership. Jeff's experience as an educator, along with his administrative experience and his passion for entrepreneurship education, make him a unique and valuable addition to the NACCE team. Welcome Jeffrey!



Indian River State College (IRSC) and **Miami Dade College (MDC)**, both in Florida, are the co-winners of the 2019 Aspen Prize for Community College Excellence, a national recognition from the Aspen Institute highlighting outstanding commitment to student success and equitable student outcomes amongst a pool of 1,000 community colleges across the country. **Ed Massey**, NACCE board member and former board chair, is president of Indian River State College. Congratulations, Ed and IRSC!

Congratulations to NACCE supporter **Eric Liguori**, the William G. Rohrer Professional Chair of Entrepreneurship at **Rowan University** in Glassboro, New Jersey, who recently published an article entitled "Under-researched Domains in Entrepreneurship and Enterprise Education: Primary School, Community Colleges and Vocational Education and Training Programs." It was featured in the *Journal of Small Business and Enterprise Development* (Vol. 26 Issue: 2 pp.182-189 (<https://doi.org/10.1108/JSBED-04-2019-402>)). **Rebecca Corbin**, **Martin Lackeus**, and **Shelby John Solomon** assisted with the article. Liguori is president of the U.S. Association for Small Business and Entrepreneurship (USASBE).



At the Hacker Lab makerspace powered by **Sierra College** in Rocklin, California, students are participating in a new pilot program, the "Makermatic Team Internship," to develop solutions to real-life business challenges guided by a principal of a local architectural firm, AP Architects. Students in the program take part in facilitated sessions where they practice soft skills such as communications and team building and also learn methods of problem identification, ideation, and solution-finding used by entrepreneurs and corporate leaders. The student interns are paid through the California Community College Makerspace initiatives (CCC Maker <http://cccmaker.com>), funded by the California Community College Chancellor's Office under the Doing What MATTERS for Jobs and the Economy framework.

Santa Fe Community College in Santa Fe, New Mexico, has launched several initiatives to close the achievement gap among its Hispanic male students. These include: tutoring, veterans' services, advising, career tech advising, and leadership training. It also successfully applied the STEM Thought Leaders' Summit principles to build a sense of community among Hispanic males, a key issue that researchers have identified as critical for helping Hispanic males persist in college.

CORRECTION: The last issue of *Community College Entrepreneurship* incorrectly listed **Independence Community College** Fab Lab's **Jim Correll's** email address. His correct address is jcorrell@indycc.edu.

Sheneui Weber

RESIDENCE

Orange County, CA

ORGANIZATION

California Community Colleges Chancellor's Office

OCCUPATION

Vice Chancellor, Workforce & Economic Development Division

FIRST JOB

My first unpaid job was helping my dad in his engineering firm when I was 12. I helped his secretary answer the phone, type letters and send faxes. I was so jazzed with that experience, I decided that I was going to be a secretary when I grew up! My first paid job was in college as the department secretary to the chair of the Biology Department. I was on a roll!

PHILOSOPHY

Life is short; eat dessert first! On a more serious note, when I'm told something can't be done, or someone has an idea to improve things or try something new, I would ask "Why not?" Trying things and seeing if they work, and learning from the experience is a big part of life.

FAVORITE MUSIC

I love all kinds of music! My favorites are too long to list, but two all-time favorite bands are Pet Shop Boys and Imagine Dragons.

FAVORITE TV SHOW OR MOVIE

Star Wars. It's the defining movie of my generation, and Yoda is my hero!

FAVORITE BOOK

The Joy Luck Club by Amy Tan. I read it in college and it totally changed my relationship with my mom for the better. I had a bit of an attitude as a teenager and it helped me understand my parents and where they were coming from and their intentions.

WHAT GOT ME INTERESTED IN MY WORK

It's more like who! At Cal State Long Beach, because of my technical background, Lou Anne Bynum asked me to help her with a project. It was my first experience working with industry (aerospace) building a workforce training program. We put together the Software Engineering Forum for Training, a consortium that provided software engineering process improvement training to software engineers and managers. I learned a great deal about project management running the consortium, and ended up working with Lou Anne for over 20 years!

SUCCESS IS...

Making a difference in the work that I do and being part of a really great team.



PET PEEVE

Negative energy and people who are not team players. It drags everyone down and it's so unproductive.

FAVORITE QUOTE

"If you are not part of the solution, you are part of the problem." – Eldridge Cleaver

There's enough problems in this world, so I always want to find a way to make things better!

CURRENT PROJECT/S

I am quite interested in the needs of the adult learners and how the California Community Colleges workforce programs can provide skills attainment that will reduce income inequality and increase social and economic mobility, and finding ways to engage entrepreneurs to help solve some of the challenges we face in education.

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

Through our involvement with NACCE, we have made significant inroads with linking and connecting our entrepreneurship and workforce development programs at Long Beach City College to make entrepreneurship learning more accessible to our students.

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