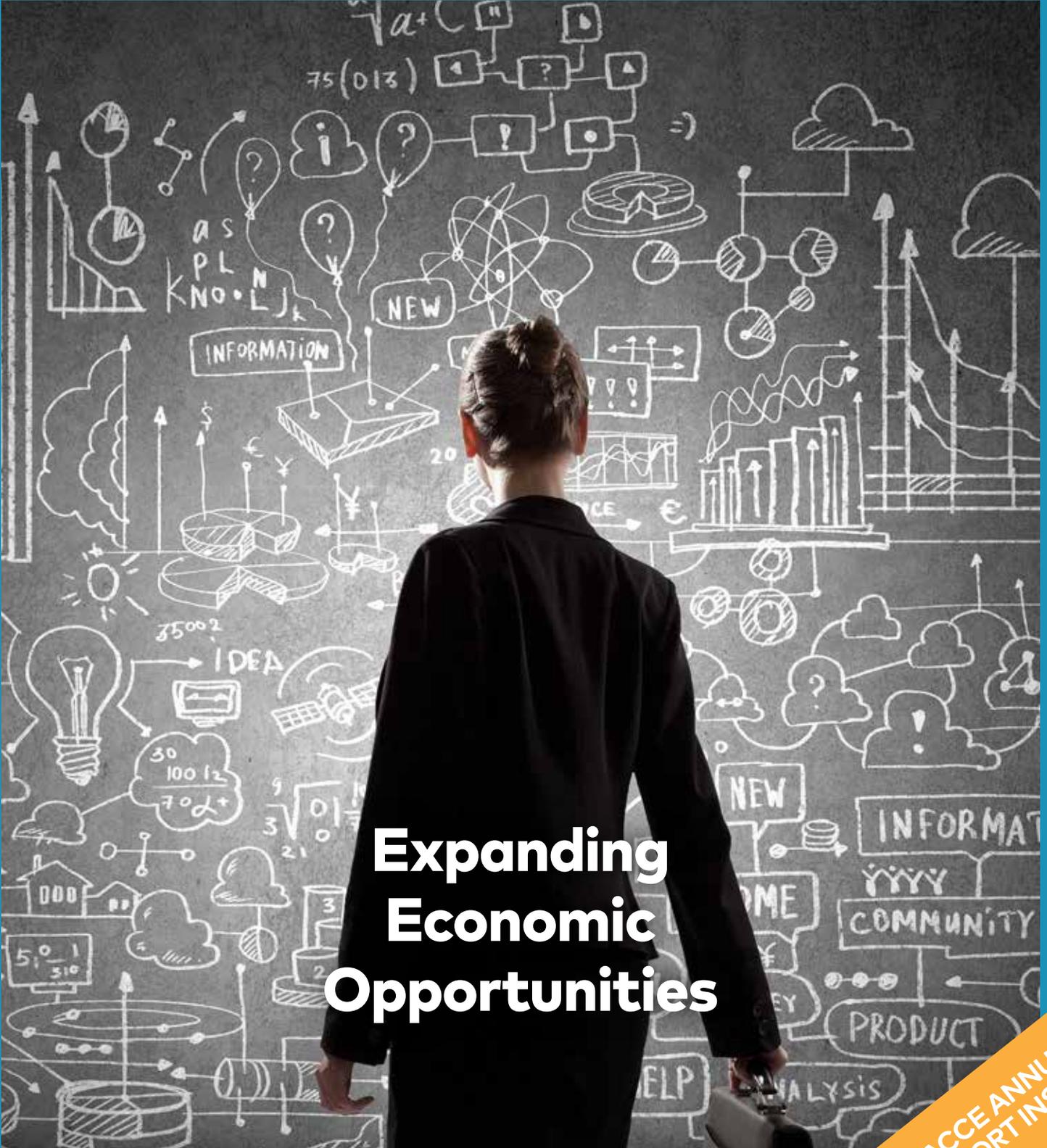


COMMUNITY COLLEGE

ENTREPRENEURSHIP

A Publication of NACCE

WINTER/SPRING 2019



Expanding Economic Opportunities

NACCE ANNUAL
REPORT INSIDE



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Expanding Economic Opportunities

Our theme for this issue of *Community College Entrepreneurship* seems straightforward enough: expand economic opportunities at your college and in your community. But at a deeper level, for community college leaders unaccustomed to, or not quite comfortable with just how to do that, it can be a daunting task – one that may stymie even the hardest of leaders as to how to begin.

Increasing economic opportunities involves a few seemingly simple steps, starting with finding ways to collaborate with like-minded or aligned partners. This can include but not be limited to:

- Participate in general networking at local business, industry, and community events
- Whether yourself as a college leader, or others in your organization, serve on boards whose missions align with your college
- Be active on the boards you serve on and engaged in their meetings. Many opportunities at FVTC have derived from conversations before, during, or after these meetings.
- Pursue grant opportunities – as the lead or supporting partner. Many grants funded by local, state, federal, or foundation sources expect multiple collaborators in funding applications. Seek some of these out to expand economic opportunities.
- Listen keenly and be observant to identify needs and opportunities.

To this last point, a recent example comes to mind. A manufacturing company we work with closely at FVTC expressed a serious need to fill assembly positions. The company has a GED minimum requirement for its workers, but a number of people in their applicant pools didn't have high school diplomas or GEDs. When we heard about this, we applied for and received a state grant for FVTC and the company to collaborate on a new program in which workers get paid for 40 hours of work per week while taking courses toward their GEDs at the worksite. We played a role that met everyone's needs simply by listening and identifying a solution.

Colleges seeking to expand their economic opportunities should also empower their faculty and staff to build relationships. As a leader, you can do this by making sure this approach is emphasized in your college's strategic vision and language and leading by example. Highlight successful partnerships at your college and share them with everyone in your organization. Encourage faculty to keep up their professional networks as part of their ongoing development, whether

they are in industry or academia or both. New opportunities frequently come from these networks.

Act Entrepreneurially

As chair of our very fine board of directors, I see the individual contributions of our board members and the one-on-one support they provide to NACCE leaders and staff. We give a lot of thought to the strategic direction of the organization, much like we do with our own institutions. In fact, there are many similarities.

When our vision/mission seems askew, we seek to find greater alignment. When we see an opportunity, we take action to capitalize on it. For instance, NACCE has attracted increased interest through its work with grant-supported pilot programs. To leverage that interest, we recently formed a new committee focused on increasing membership. Led by two new board members, this group will help guide, support, and grow NACCE even further, taking advantage of new partnerships and programs we've developed over the past few years.

NACCE's partnership model is yielding positive results in expanding economic opportunities. We're working with a larger network of organizations than ever before and we're building strength. We've changed how we run grant-supported programs like Verizon's VIL, and enlisting our member colleges to offer these programs. The same can be said for NACCE's partnerships with the Michelson 20MM Foundation and Intuit. These approaches deepen the relationship and the commitment between members and the organization.

By tapping the expertise of our members to deliver these programs, NACCE as an organization is being very entrepreneurial. This model is proving to be effective for NACCE and can be applied to your own institution for expanding economic opportunities. ●

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Editor's Note

WINTER/SPRING 2019

The first quarter of 2019 got off to a brisk start as NACCE and its partners shifted into high gear on several new joint ventures. NACCE has begun a new collaboration with the Verizon Foundation to partner on the Verizon Innovative Learning (VIL) for Minority Males program. It is the only exploratory project-based learning experience of its kind in the country that leverages next-generation technology to underrepresented middle school minority males to positively impact themselves and their communities.

NACCE has also started a new collaboration with Intuit and is playing an active role in Iowa's new Center of Practice.

Read "Who's Teaching Whom?" an eye-opening article about the challenges of teaching entrepreneurship to millennials. Meet NACCE's two newest board members, and learn more about the upcoming makerspace summit April 24-26 in Irvine, California.

If you have an idea for an article, a student entrepreneur success story, or a new approach you'd like to share, please contact Carol Savage at editor@nacce.com.

Publisher: Rebecca A. Corbin

Editor: Carol Savage

Art Director: Todd M. LeMieux

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

FOR INFORMATION

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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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**NACCE ANNUAL
REPORT INSIDE**



PICTURE THIS

Left: Through the EntreEd collaborative initiative, Kentucky's Arlie Boggs Elementary School earned its America's Entrepreneurial Schools designation during the first week of the 2018-2019 school year.

Right: Students join up for a Math Jam at Sierra College in Rocklin, California.



Iowa to Open Center of Practice

A group of Iowa community college presidents and administrators will open one of the country's first Centers of Practice (COP) this year, leading the way for future centers to be created throughout the United States and Canada. The innovative new center will stimulate entrepreneurship in local regions and serve as a national model for community colleges and their ecosystems.

NACCE helped pioneer the COP model that embraces collaboration and entrepreneurship at its core. "Entrepreneurship is the key," said Mark Stanley, part of the COP team and vice president of Economic Development and Workforce Development at Iowa Western Community College in Council Bluffs, Iowa. "With issues in the workforce, the economy, and student learning, some solutions aren't working because they're short term and one dimensional. We need more collaborative and long-term approaches. Here in Iowa, we're trying to optimize every possible resource; so working with NACCE is an important cog in creating a scalable and sustainable approach to problem solving. This type of collaboration is definitely the way of the future.

Amy Pingel, assistant director of community education at Iowa Central Community College in Fort Dodge, Iowa, was inspired by a recent presentation at NIACC about the new center. "I really learned a lot! In fact, I was inspired to do something pretty big!" Pingel said.

"We can continue to fix things in the short term with a finger-in-the-dike approach, but we really have to work entrepreneurially and creatively to find meaningful solutions."

"My college has little infrastructure in place for entrepreneurship, nor do we have a 'champion' per se, to get the conversation started. I have decided to become that champion at my college. Now I need to arm myself with the data supporting the very real need for - and benefit of - entrepreneurial mindset training."

"We can continue to fix things in the short term with a finger-in-the-dike approach, but we really have to work entrepreneurially and creatively to find meaningful solutions," said Stanley. "We have partners on the industrial side - privately owned, multi-generational companies that are very vested in the long-term health of their businesses. As things get tighter with the workforce, these partners are seeking to work together to find lasting solutions to issues."

Collaborating for Success

"Iowa is paving the way for new additional centers to be formed, such as in the Tarrant County District in Fort Worth, Texas," said Rebecca Corbin, president and CEO of NACCE. "We look forward

to identifying additional collaborations and funding opportunities for future COPs in other regions throughout the country."

"I love the collaborative nature of our work with NACCE," Stanley observed. "The common and complementary educational programs and offerings of all of our colleges is one of our biggest strengths. We enhance each other, and NACCE and the COP bring all of these strengths together." ●



Mark Stanley

The Impetus

The Iowa COP has its roots in the annual conference of the Iowa Association of Community College Trustees (IACCT) held last summer at North Iowa Area Community College (NIACC) in Mason City, Iowa. During the conference, Rebecca Corbin and Tim Putnam, director of NIACC's John Pappajohn Entrepreneurial Center, co-presented a workshop for presidents and administrators featuring a design-thinking model that was piloted in California. It was successfully used at a professional development event at which six community college presidents from Kentucky signed NACCE's *Presidents For Entrepreneurship Pledge (PFEP)*.

At the conference conclusion, 13 Iowa college presidents and administrators formalized their commitment to encourage job creation and economic development in their communities by signing the *PFEP*. As a first step, they agreed to develop a Center of Practice in Iowa. The group met again at NACCE's annual conference in October and held subsequent meetings to refine its vision, mission, and strategy. Pending grant approval, the group will open the new Iowa COP by mid 2019.

"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 who has played a critical role in the COP planning.

"NACCE gave us the nudge and now we are collaborating at a higher level than ever before," Putnam noted. "For us, it's about how we can start incorporating the *PFEP* and tapping the energy that comes from college leaders listening and being engaged together in a community of practice."



Contact: tim.putnam@niacc.edu



NACCE Partners with Intuit Education

NACCE and business and financial software leader Intuit are partnering on a new, grant-supported pilot project that prepares future entrepreneurs with the financial management tools and skills needed to succeed. As part of the pilot, one lead community college will develop the core curriculum, and five pilot colleges will implement the novel program in NACCE member colleges this fall.

The pilot is part of Intuit Education, which was launched as a strategic Intuit initiative in 2017. Intuit Education seeks to partner with organizations like NACCE that are committed to empowering the next generation of entrepreneurs. The NACCE-Intuit Education collaboration will help student entrepreneurs start or grow their businesses by learning the requisite financial management tools and skills to succeed.

"We are very excited to be working with NACCE to better prepare future entrepreneurs for long-term success," said David Zasada, Intuit vice president, Education. "We expect to learn a lot through this partnership with the intent to expand it going forward as we discover more ways to help student entrepreneurs."

"With 82 percent of students acknowledging a lack of understanding about cash management and financial skills, Intuit found a niche on which to build the program," said David Tooper, marketing manager for Intuit Education. "We identified educational opportunities that led us to look at important ways we could get involved. Through the program, we provide real world tools to entrepreneurially minded students to use design thinking to find solutions."

Areas of Need Identified

Additional market research by Intuit identified other areas of need, including:

- 21st century skills - 50 percent of graduates or not prepared with the skills needed
- Lack of understanding of college debt - 60 percent of students do not understand their loan debt
- Financial literacy – the majority of students report a lack of basic financial literacy.



Tooper believes that by directly interacting "on the ground" with students and faculty, Intuit will garner ideas about how it can additionally help entrepreneurially minded students. "This partnership with NACCE and its members' faculty and students gives us enormous potential to help entrepreneurs get the tools they need," Tooper said. "While we have clear objectives for year one, we will focus our ongoing conversations around

identifying and addressing additional knowledge gaps in the future."

The NACCE-Intuit Education pilot was announced at NACCE's annual conference in October 2018. The lead college, Hillsborough Community College (HCC) in Tampa, Florida, was selected in January 2019, and is developing the curriculum to be used in the program.

Andy Gold, business administration professor and co-founder of the HCC Center for Entrepreneurship and Operation Startup, will serve as the lead faculty member, supported by Beth Kerly, business professor, and Linda Tarrago, department chair and accounting professor. "We are extremely honored and excited to have this opportunity to collaborate with NACCE, our community college colleagues, and Intuit Education," said Gold. "Together we will co-create an innovative financial management curriculum that will help next gen entrepreneurs increase their financial competency and effectively implement critical business practices." Five participating pilot colleges will be announced in March.

"Programs like this help engage and inform entrepreneurs in our member colleges who are in need of financial and management tools to start or grow their businesses," said Rebecca Corbin, president and CEO of NACCE. "With hands-on, relevant curriculum like this, students are intrigued and motivated to learn the skills they need to be successful." ●

For more information about the program, contact Leah Deppert: deppert@nacce.com.

The NACCE-Intuit collaboration will help entrepreneurs start or grow their businesses by learning the requisite financial management tools and skills.



Partnering on Minority Male Program

NACCE has begun a new collaboration with the Verizon Foundation to partner on the Verizon Innovative Learning (VIL) for Minority Males program. It is the only exploratory project-based learning experience of its kind in the country that leverages next-generation technology for underrepresented middle school minority males to positively impact themselves and their communities.

During a three-week summer tech learning experience and monthly engagements throughout the academic year over two years across 24 Minority Serving Institution (MSI) campuses and universities, 4,800 minority males will be engaged to identify – and solve – a community problem that aligns with the UN Sustainable Development Goals. Empowered by virtual field trips, key learnings, and connections with male mentors, young students will develop a culminating project, solving a challenge in their community.

The institutions participating in the program have partnered with NACCE, according to NACCE President and CEO Rebecca Corbin. “NACCE is exploring an expansion of a special university affiliate membership that would encompass the universities that partner with community colleges and NACCE,” said Corbin. “This is an exciting time for NACCE as we welcome our new members and look to the future,” said Corbin. “Together, we hope to advance entrepreneurial thinking and action among minority students in these Minority Serving Institutions, their communities, and beyond.”

The 24 Minority Serving Institutions include:

- California State University, Los Angeles, CA
- California State University, San Bernardino, CA
- Central State University, Wilberforce, OH
- Clark Atlanta University, Atlanta, GA
- Delaware State University, Dover, DE
- Dillard University, New Orleans, LA
- Fisk University, Nashville, TN
- Florida International University, Miami, FL
- Hampton University, Hampton, VA
- Harris Stowe University, St. Louis, MO
- Howard University, Washington, DC
- Jackson State University, Jackson, MS
- Kentucky State University, Frankfort, KY
- Morehouse College, Atlanta, GA
- Morgan State University, Baltimore, MD
- New Mexico State University, Las Cruces, NM
- North Carolina A&T State University, Greensboro, NC
- North Carolina Central University, Durham, NC
- Tennessee State University, Nashville, TN
- Texas Southern University, Houston, TX
- The University of the District of Columbia, Washington, DC
- Tuskegee University, Tuskegee, AL
- University of Arkansas, Pine Bluff, Pine Bluff AR
- Virginia State University, Petersburg, VA

For more information about the program, contact Katie Calabrese: calabrese@nacce.com

NACCE Welcomes New Team Member



Welcome to Katie Calabrese who has recently joined NACCE as director of Projects and Member Services. For the past two years, she has worked as the project manager on the Verizon Innovative Learning (VIL) program and will take on new responsibilities in the Centers of Practice initiative and member services.

In the area of member services, Calabrese will assist current members, linking them to tools and resources available through NACCE. She will also work on member renewals and recruitment, using the added workflow feature on NACCE’s newly redesigned website to encourage potential members to sample many of NACCE’s events and resources.

She will continue to work on the NACCE-VIL, which expanded to 16 colleges in 2018. “NACCE has recently added enhancements to the program, such as one-on-one mentoring, public speaking, personal development, problem solving and cultural awareness to augment the STEM and entrepreneurial skills middle school girls are learning as part of the NACCE-VIL program,” said Calabrese. In 2019, NACCE and Verizon will collaborate on the Verizon VIL Minority Male program (see accompanying article).

Calabrese is also working on creating a framework for the new Centers of Practice initiative, beginning with the Iowa group, which evolved last summer as the result of a professional development session co-presented by NACCE and North Iowa Area Community College (NIACC). Plans are underway to launch the first center in Iowa in 2019, with additional centers planned in other regions of the country. Calabrese has a Master’s degree in Education and experience as a sales manager, middle school teacher, and community college administrator.

“Katie has done a great job on the VIL program, and we are excited to welcome her as a full-time member of the team,” said Rebecca Corbin. “She brings a wealth of knowledge and experience in community college education, as well as tremendous energy and enthusiasm.”



Fostering an Entrepreneurial America

By Amber Ravenscroft, innovation manager, The EdVenture Group, Morgantown, West Virginia

Only midway through its third year, EntreEd’s America’s Entrepreneurial Schools & Colleges initiative, an ARC POWER-funded project in collaboration with NACCE, the EdVenture Group, and the National Center for Resource Development, has already reached over 28 school districts, awarded 50+ prestigious “America’s Entrepreneurial Schools” designations to local schools, and served over 40,000 students in rural Appalachia.

The program partners with eight community colleges serving Appalachian counties throughout Ohio, Kentucky, Tennessee, West Virginia, and Virginia. Project partners assist in building entrepreneurial pipelines in local communities by integrating K-12 entrepreneurship education into core subject areas in a way that reaches *every student, every year*.

Following are a few highlights from the year:

- In late 2018, Pikeville Elementary of Pike County, Kentucky, received America’s Entrepreneurial Schools designation. This rural school provided entrepreneurship education to 640+ students via its community college partner, Big Sandy Community and Technical College in Prestonsburg, Kentucky. Faculty provided entrepreneurial lessons to elementary students and helped develop a school makerspace, which also garnered monetary support during the 2018 EntreEd Forum’s Educator Pitch Contest.
- In Eastern Kentucky, educators at Letcher County Middle School brought entrepreneurial content and mindsets to students. Through a school-wide entrepreneurial fair, students solved a problem or provided a service based on their community’s need. The school was also featured by the Kentucky Valley Education Cooperative for its technology-focused news program, bringing twenty-first century skills such as public speaking, broadcasting, and digital media, to students via a morning news program.
- In Harlan County, Kentucky, students at Arlie Boggs Elementary completed entrepreneurship lessons under the guidance of librarian Rachel Huff, earning its designation within the first week of the 2018-2019 school year. Students are engaging throughout the year in STEM/CS-focused entrepreneurial lessons around tinkering and makerspace mindsets.
- Vinton County Schools in Vinton County, Ohio, became the first school district to implement district-wide professional development focused on entrepreneurship education in January 2018. As a result, Vinton County Schools awarded every school in its district the America’s Entrepreneurial Schools designation in Fall 2018. Entrepreneurial projects included student-managed school gardens, student-run businesses producing goods to sell



Central Elementary students in Vinton County, Ohio, worked on a third-grade entrepreneurship project to make and sell spaghetti lunches. Proceeds benefitted the third grade pollinator garden.



Pikeville Elementary provided entrepreneurship education to 640+ students via its community college partner, Big Sandy Community and Technical College in Prestonsburg, Kentucky.

to the local community, personal development, and branding workshops for high school students, and more. Vinton County Schools, along with their partners at Hocking College, in Nelsonville, Ohio, have created an entrepreneurial environment in rural Ohio, and celebrated successes during National Entrepreneurship Week in February.

Beyond the POWER region, EntreEd’s America’s Entrepreneurial Schools & Colleges initiative, has reached communities in Alabama, Mississippi, and New Jersey in 2018. For more information about the America’s Entrepreneurial Schools and Colleges initiative, or to bring it to your community, contact Executive Director Gene Coulson at gcoulson@entre-ed.org.



Contact: aravenscroft@edvgroup.org



New Makerspace Summit on Tap

The California Community Colleges CCC Maker, Doing What MATTERS for Jobs and the Economy, and NACCE will host make/SHIFT: a Makerspace Ecosystem summit on April 24-26 in Irvine California. In 2016, the California Community College Chancellor's Office Workforce and Economic Division funded a \$17 million CCC Maker Initiative for three years under the Doing What MATTERS for Jobs and the Economy framework. The goal was to create a maker culture, enabling students to explore, create, and connect in new, creative ways, preparing them for meaningful careers. In less than three years, this initiative has impacted over 23,000 students across 24 campuses, funded nearly 300 internships, and recruited over 700 employers.

make/SHIFT the Makerspace Ecosystem Summit

Makerspaces are transforming education, according to Carol Pepper-Kittredge, statewide CCC Maker project director. "Community college students with access to a makerspace discover new interests, develop desirable skills, and are reinforced by the maker community," said Pepper-Kittredge. "These students are innovation-ready to embrace future careers."

"This summit is an exciting opportunity for educators who are interested in initiating or expanding their maker culture and finding new ways to help students explore innovative ways of connecting," said Rebecca Corbin, president and CEO of NACCE. "We are finding high levels of interest in makerspaces across our entire membership."

Long-term Impact

Join NACCE and the participating colleges that will showcase their makerspaces to learn the value of innovation and entrepreneurship and the long-term impact on students and the local economy.

Featured speakers for the summit include:

- **Dale Dougherty**, Founder and CEO, Make Media
- **William Duncan**, Superintendent/President, Sierra College
- **Stephanie Santoso**, Director, Maker Initiatives US2020
- **Van Ton-Quinlivan**, Former Executive Vice Chancellor, Workforce and Economic Development California Community College Chancellor's Office.



Students participated in the Super Smash Bros Tournament and Math & Engineering Club at Folsom Lake College's Innovation Center. (photo courtesy of Megan Pritchett)

The conference will feature three tracks to share best practices and impact of the maker movement and the continued importance of entrepreneurship education at community colleges.

Track A: Makerspaces - the models, curriculum, and student impact driving community college innovation.

Track B: Entrepreneurship - the mindset, education, and social significance inspiring communities.

Track C: Impact - sustainable ecosystems and campus culture preparing the next generation for innovation careers.

Conference attendees can expect:

- To learn how to leverage best practices to teach the maker and entrepreneurial mindset sought by employers.
- Move their projects forward by building an inclusive innovation culture and form productive partnerships.
- Gain traction in preparing students for careers using proven entrepreneurial makerspace models.

You can read more about the CCC Maker Initiative at: ccmaker.com. Register on the NACCE website: nacce.com.

Contact: <https://www.nacce.com/members/anelisa-lauri>



"Community college students with access to a makerspace discover new interests, develop desirable skills, and are reinforced by the maker community."



Encouraging Entrepreneurial Spirit

By Gary Schoeniger, founder & CEO, Entrepreneurial Learning Initiative, Mentor, Ohio

Entrepreneurship has never been more important to our communities than it is today, and community colleges are perfectly suited to be the drivers of a new entrepreneurial awakening. To expand economic opportunity to all segments of society, a revised approach to entrepreneurship education needs to be considered.

While entrepreneurship education initiatives have exploded within community colleges, our understanding of entrepreneurship remains limited and narrowly defined. As a result, many of these efforts have yielded limited results. In fact, a recent report published by the Kauffman Foundation declared that “the traditional methods of encouraging entrepreneurship are not producing desired results and should be replaced with methods that are more likely to gain traction.”

To help community colleges take on the mantle of entrepreneurial leaders in their communities, we need to focus on five key concepts – what I call the five E’s of entrepreneurship education:

1 Expand the definition: We must begin by re-defining entrepreneurship in a way that is accessible to all. Entrepreneurship at its core is a process of discovery - the search for the intersection between our own interests and abilities and the needs of our fellow humans. It requires discovery skills - skills that anyone can learn to develop. Too often, entrepreneurship education initiatives in our community colleges are overly influenced by Silicon Valley success stories that for the vast majority are either irrelevant, unrealistic, or out of reach. By continuously promoting these narrowly defined models, we may be alienating both students and faculty whose interests lie outside of the traditional business domain.

2 Explore the mindset: We must recognize that not all students have a desire to start a business, yet as humans, we are all driven by an innate need for autonomy, mastery, and purpose, and developing an entrepreneurial mindset in all students can fulfill these needs. We must recognize the underlying beliefs that drive entrepreneurial behavior and determine the environmental factors that either encourage or inhibit the development of entrepreneurial attitudes, behaviors, and skills.

3 Engage our students: We need to do a better job of connecting learning experiences to our student’s individual hopes and dreams. A growing body of research indicates that hope uniquely predicts objective academic achievement above intelligence, personality, and previous academic achievement. In the words of Antoine de Saint-Exupery, “If you want to build a ship, don’t drum up people to collect wood and don’t assign them tasks and work, but rather teach them to long for the endless immensity of the sea.”

A growing body of research indicates that hope uniquely predicts objective academic achievement above intelligence, personality, and previous academic achievement.

4 Embrace entrepreneurial learning: Entrepreneurial learning can be transformative, challenging students to re-imagine themselves and the world around them in ways that lead to positive lasting change. We must embrace experiential, problem-based learning. We must provide all students with opportunities to develop the skills necessary to identify and solve real-world problems within resource-constrained circumstances where the rules are unknown and the path is not clear. It is only through this process that we can develop the self-reliance and resourcefulness, the creativity and critical thinking, effective communication, and problem-solving skills that have become essential for anyone to succeed in today’s rapidly changing world.

5 Examine ourselves: In the past, we created innovators and entrepreneurs by accident rather than by design. If we are to fully embrace entrepreneurial education we must also look within. We must re-examine our own deeply held beliefs and assumptions that may no longer be effective. We must embrace new methods, new frameworks, and new models that encourage all students to be innovative and entrepreneurial regardless of their chosen path. We must also recognize the power of systems to shape behavior and redesign our community colleges to meet the demands of the modern world. ●



Contact: gary@elimindset.com





Walmart Selects NACCE Partner for New Education Benefit

By Doug Stewart, associate vice president, Strategic Partnerships, Bellevue University, Bellevue, Nebraska

Walmart recently unveiled a new associate education benefit designed to remove barriers to college enrollment and graduation. The program reflects the company's commitment to train and educate workers to advance in the jobs of today - and the future.

In partnership with Guild Education, a leading education benefits platform, Walmart associates will be able to access affordable, high-quality associate's and bachelor's degrees in Business or Supply Chain Management at three institutions: Brandman University; the University of Florida; and Bellevue University, NACCE's exclusive four-year transfer partner and one of the nation's leaders in preparing students for lifelong success with career-relevant knowledge and skills.

Selection Criteria

Walmart selected universities with a unique focus on serving working adult learners and producing top outcomes for the working adult demographic. Additionally, Walmart collaborated with the universities to tailor the curriculum to relevant skills for jobs and advancement across industries, both today and in the future.

Bellevue University President Mary Hawkins lauds the pioneering program. "Bellevue University is thrilled to partner with Guild and Walmart on such an innovative education benefit program that removes the barriers for Walmart associates who want to earn a college degree without incurring student loan debt," said Hawkins.

Under the program, which will be made available to all U.S. associates, Walmart will subsidize the cost of higher education beyond financial aid and an associate contribution equivalent to \$1 a day.

"Investing in the personal and professional success of our associates is vital to Walmart's future success. We know training and learning opportunities empower associates to deliver for customers while growing and advancing in their careers," said Greg Foran, CEO of Walmart U.S.

Affordability and Accessibility

Highlights of the Walmart program include its affordability and accessibility. Walmart will subsidize the cost of tuition, books, and fees, and students will not need to pay any upfront costs to attend classes, eliminating the need for student loan debt and addressing one of the

biggest hurdles that prevents people from returning to college. And, by working with three universities that include both competitive and open-access programs, Walmart provides any associates with a place to start. The goal is for all associates who apply for admission to be accepted. These universities have a programmatic dedication to high graduation rates for their students.

The new Walmart benefit program is available to full-time, part-time, and salaried Walmart U.S. store, supply chain, home office, and Sam's Club associates. While other corporate-educational partnerships may be structured in various ways, they all tend to have some common factors. First, colleges and schools benefit from the students who enroll and provide tuition dollars. Second, companies benefit because education benefits contribute to employee retention, important in a tight labor market. Finally, employees benefit because they are able to attend college and enhance their skills and realize professional development without accruing significant debt.

Corporate-education partnerships also make sense because many employees say they would actually look to their employers for retraining – if and when their jobs change. A Gallup survey conducted in 2017 indicated that nearly half of Americans would look to on-the-job training or other training offered by an employer. The survey further showed that about one in five workers would prefer traditional programs at educational institutions.

To learn more about Bellevue University, visit the university's website at <http://www.bellevue.edu/> To learn more about Walmart's innovative education benefit, visit <https://www.guildeducation.com/partners/walmart/college>. ●



Contact: dstewart@bellevue.edu

Note: At Bellevue University, the author focuses on new strategic partnership development and on making strong operational connections between the university's partners and internal departments.

82% of small business failures are due to poor cash-flow management.

Let's Change That
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*www.score.org

What is Intuit Education?

Intuit Education backs the next generation of entrepreneurs by providing students with free access to QuickBooks, enabling them to learn the financial management skills they'll need to succeed.

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Why Join Intuit Education?

1

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2

Gain access to resources, guides and industry news that will enable your students to be a successful 21st century entrepreneur

3

Join a community of thousands of students and educators, and 5.6 million small businesses

"Working with Intuit Education made my approach easier. They're really engaged and supportive, especially when it comes to writing curriculum. They provide the software and technology to instructors like me, as well as students, for free. There are resources, updates on software changes and links to curriculum on their website to help instructors. **If I needed it, they helped me find it."**

- Jennifer Johnson, Senior Lecturer, the University of Texas at Dallas



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NACCE 2019

Entrepreneurship Explorations

NEWPORT BEACH, CA

SAVE
THE
DATE



OCT
13-16
2019

REGISTRATION OPENS: April 1, 2019

AWARD NOMINATIONS ACCEPTED: April 19 – May 31, 2019

CONFERENCE TRACKS:

- Chancellors & Presidents Entrepreneurial Leadership Track
- Academic Programs Track
- Workforce Development & Non-Credit Programming Track
- Institutional Advancement & Fundraising Track
- Entrepreneurship 101 – Cross Disciplinary Teaching & Leadership Best Practices

KEYNOTE SPEAKERS:



Ted Dintersmith
Author,
*What Schools
Could Be*



Charles Knippen
National
President, The
National Society
of Leadership &
Success



Dr. Lori Adrian
Superintendent
& President,
Coastline
Community
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2018 NACCE ANNUAL REPORT CARD

NACCE
THE IMPACT OF **ENTREPRENEURSHIP**

NATIONAL ASSOCIATION
FOR COMMUNITY COLLEGE
ENTREPRENEURSHIP

Thank you!

Welcome to NACCE's 2018 annual report. The report highlights a striking year of growth and expanded programs for NACCE, which comprises a rich tapestry of entrepreneurially focused colleges across North America.

Through strategic partnerships, NACCE is providing two new grant-funded pilot programs in financial literacy and mentoring for rural girls and minority males in a number of our member colleges. Through existing collaborations, we continue to expand our role in providing STEM education to middle school students in rural areas and increasing intellectual property curriculum in community colleges and universities throughout the country. In 2018, NACCE increased grant funding to member colleges by 50 percent over the previous year.

Collaborations with academic and corporate entities have yielded additional entrepreneurial grant-funded support for members in several areas, including:

- Development of a financial management/entrepreneurship curriculum pilot program
- Creation of new entrepreneurship spaces
- Increased technical assistance, open resources, and growth in entrepreneurship leadership programs (*PFEP*)
- Expanded communities of practice.

NACCE reached more people than ever before through our national conference, regional symposium, preconferences, and keynotes at 14 national and international conferences. Our quarterly journal, *Community College Entrepreneurship*, bi-weekly e-newsletters, and newly redesigned website have kept members and partners up to date on the state of entrepreneurship in our community colleges, encouraging collegial and meaningful connections through sharing of entrepreneurial journeys. And, in early 2019, we published our first authoritative book on entrepreneurial ecosystems, *Community Colleges as Incubators of Innovation*, co-authored by NACCE members and national entrepreneurship leaders.

Our exemplary board of college presidents and association leaders from throughout the United States and Canada enables us to continue to stretch and explore new opportunities. We invite you to grow with us!



A handwritten signature in blue ink that reads "Rebecca Corbin". The signature is fluid and cursive.

Rebecca Corbin, Ed.D.
President & CEO, NACCE

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Results

During 2018, NACCE completely redesigned and rebuilt its member management system and website (nacce.com) to include additional training opportunities and networking resources for members. The leadership team also updated NACCE's mission, vision, and philosophy statements to reflect the organization's current and future direction.

Mission

NACCE provides leadership and sustainable, scalable resources to foster entrepreneurial thinking and action in one of the largest entrepreneurial ecosystems in North America.

Philosophy

Entrepreneurial leadership and teaching across disciplines is essential for colleges, students, and communities to thrive.

Vision

To make NACCE North America's pre-eminent source for community college entrepreneurship education, support, and inspiration.

Expanded Programming

NACCE initiated or expanded programming and member involvement in these areas:

- NACCE extended its work with the Michelson Institute for Intellectual Property, an initiative of the **Michelson 20MM Foundation**, to infuse its intellectual property curriculum into 50 community colleges following a successful seven-college pilot.
- The **NACCE-Verizon VIL** program, providing STEM and entrepreneurial skills for over 1,300 middle school girls, expanded from 11 to 16 colleges.
- NACCE augmented its work with **EntreEd**, driving K-12 entrepreneurship education for over 40,000 students in Appalachia.



With **Intuit Education**, NACCE launched a new pilot program that provides entrepreneurs with financial management tools and skills.

Milestones

Securing grants from several foundations enabled NACCE to:

- Partner with **Lemelson/MIT** to host GoWest!, a groundbreaking regional conference on making, inventing, entrepreneurship, and educator training. GoWest! and NACCE's 2018 annual conference attracted more than 550 participants
- Collaborate with **SOAR** and **Southeast Kentucky Economic Development** to train 31 faculty members at three Eastern Kentucky colleges in the CORE FOUR Business Planning Course
- Support the work of California Community Colleges' **Doing What MATTERS** by providing technical assistance to 23 community colleges to create makerspaces using ecosystem mapping.



Diversity, Best Practices, and the NACCE Network

- NACCE laid the groundwork to welcome 24 minority serving institutions and universities to its membership in 2019.
- NACCE produced a podcast on equity and inclusion best practices, which debuted at its annual conference.
- Following a NACCE professional development session, 13 Iowa community college leaders signed the *PFEF* and formed the Midwest's first **Center of Practice**, providing the framework for a replicable national model. NACCE is creating another Center of Practice with the Tarrant County College District and community college members in Texas and neighboring states.



24 minority serving institutions



13 college presidents

NACCE supported **Rural Rise**, the **USDA**, and other organizations in hosting regional conferences to stimulate economic growth.

NACCE co-hosted a Global Entrepreneurship Summit at **Fox Valley Technical College** with China's **Zhejiang University**. Several months later, two NACCE faculty members presented at the university's international conference.





Resources for Leaders

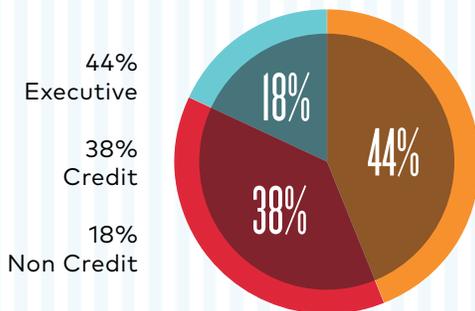
NACCE is uniquely positioned to help college leaders build and work in entrepreneurial ecosystems. Supportive resources include:

- Professional development: technical assistance in ecosystem mapping, design thinking, workshops and tools
- Funding: guidance on grant proposals and fundraising workshops
- Open source courseware
- Conferences, webinars, and podcasts
- NACCE Institute: courses for educators and leaders
- *Presidents for Entrepreneurship Pledge*
- *Community Colleges as Incubators of Innovation: Unleashing Entrepreneurial Opportunities for Communities and Students (2019, Stylus Publishing, LLC).*

Who NACCE Serves

NACCE offers chancellors, presidents, policy makers, and faculty members intellectual and practical resources to help community colleges increase their economic vitality.

In 2018, NACCE's staff facilitated more than 100,000 calls, assisting members and partners with information and referrals to program resources.



Awards & Communities of Practice

NACCE helped increase the number of communities of practice throughout the country, enabling entrepreneurial practitioners and leaders to readily share best practices and thought leadership. It also enabled NACCE to:

- Re-grant over \$1.1 million to member colleges, with a total of \$3 million committed through 2020
- Nationally recognize five colleges for entrepreneurial excellence
- Engage 30 additional college presidents to sign the *PFEP*
- Increase by 50 percent the number of NACCE member colleges benefiting from grant-supported initiatives through NACCE and its strategic partners
- Provide \$100,000 in scholarships for NACCE staff and faculty to attend professional development conferences and training.





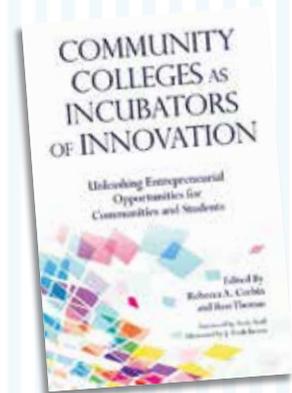
Verizon Innovative Learning

Middle school girls throughout the country are getting the chance to see how technology can be used to improve society through the Verizon Innovative Learning (VIL) program, which focuses on providing STEM and entrepreneurial skills to young students. In partnership with NACCE, VIL brings free technology and immersive hands-on learning experiences to help girls, especially in rural America, be prepared for STEM-related careers of the future.

National Visibility

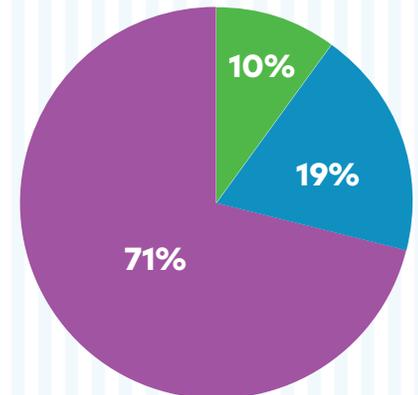
In 2018, NACCE completed its first book, *Community Colleges as Incubators of Innovation: Unleashing Entrepreneurial Opportunities for Communities and Students* and expanded its national visibility via the following:

- NACCE President and CEO Rebecca Corbin participated in a podcast hosted by the **Association of Community College Trustees (ACCT)**.
- The **Bipartisan Policy Center** featured NACCE officials in its website article, “Community Colleges Offer Key Partnerships for Expanding Economic Opportunity.”
- Through its print and digital media/social media outreach, and NACCE’s newly enhanced website, NACCE reached over 25,000 users with over 167,000 page views and approximately 5,000 **Enews** subscribers/readers.
- NACCE expanded participation in its private FB page by more than 25 percent.
- Involvement in **National Entrepreneurship Week** yielded 100,000+ media impressions.



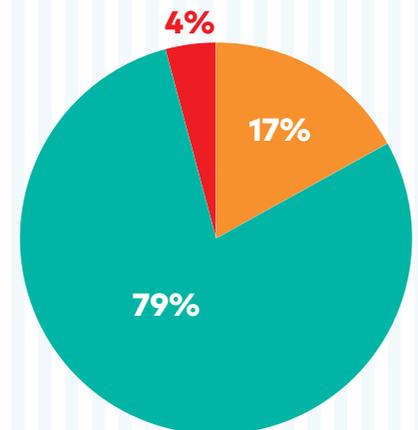
Financials

REVENUE SOURCES	\$ Amount	% Total
Membership	\$222,580	10%
Member Dues		
Partnerships		
Trainings, webinars		
Journal ads		
Annual Conference	\$421,323	19%
Registrations		
Sponsorships		
Technical Assistance	\$1,558,542	71%
TOTAL REVENUE 2018	\$2,202,445	100%



OPERATING EXPENSES

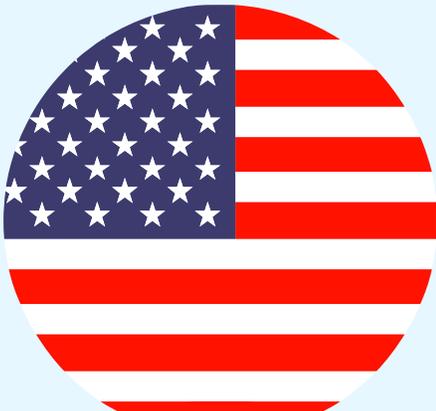
Personnel	\$346,067	17%
Staff salaries & fringe		
Programming	\$1,642,595	79%
Technical Assistance		
Annual Conference		
Membership Support		
General Administration	\$93,368	4%
TOTAL EXPENSES 2018	\$2,082,030	100%
NET	\$120,415	



1 Federal Street, Bldg. 101
Springfield, MA 01105

About NACCE

NACCE is an organization of educators, administrators, presidents, and entrepreneurs focused on igniting entrepreneurship in their communities and on their campuses. Its mission is to provide leadership and sustainable, scalable resources to foster entrepreneurial thinking and action in one of the largest entrepreneurial ecosystems in North America. The association represents 300+ community and technical colleges and 2,000 faculty, staff, administrators, and presidents who serve more than 3.3 million students.



During the conference, Tony Osladil talked about the worldwide shortage of skilled automation/robotics technicians.

Faculty Represent NACCE, U.S. in China

John Short, endowed professor for innovation from Southern Maryland College in La Plata, Maryland, and Tony Osladil, a professor from Sierra College in Rocklin, California, travelled to Hangzhou, China to present at the “International Conference on Science of Intelligence and Learning Revolution” November 18-21, 2018. The conference was hosted by Zhejiang University, along with the United Nation’s UNESCO Entrepreneurship Education Network National Chapter in China and the internet company Netease. President and CEO Rebecca Corbin was the first NACCE official to attend the China conference in 2017.

NACCE selected Short and Osladil to represent the United States at the multi-national conference to discuss their innovative education models. They were two of only three Americans participating in the conference, joining representatives from many European countries, as well as Croatia, Denmark, Vietnam, Korea, and China.

Intellectual Property Curriculum

Short’s presentation focused on his curriculum to teach undergraduate engineering students the fundamentals of bringing government-generated intellectual property (IP) to market as commercial products. “This program is unique in many aspects,” said Short. “Because our college is located in an area with a concentration of U.S. military and governmental research institutions, many technologies are developed here that could have applications in the commercial sector but there is no established method for making this connection. This program addresses that gap.”

The program is also unique because the skills are being taught to freshman and sophomore engineering students, rather than the traditional method of waiting until the end of their education to teach principles of entrepreneurship. This early exposure allows students to approach their education from a viewpoint of innovation and creativity that is uncommon in traditional engineering education.

Skilled Automation/Robotics

Osladil discussed his two-year program that is using project-based, systems-oriented education to produce world-class automation technicians and engineers. “The world is facing a severe shortage of skilled automation/robotics technicians, which is exacerbated by the fact that more automation is integrated into our infrastructure and business processes every year,” he said. “Sierra College’s Mechatronics program teaches automation skills using an experiential and systems-based learning model that produces high-quality, work-ready technicians, and even design engineers, despite being a two-year program. The emphasis on industry-defined key skills and design and fabrication of actual systems in the program is producing graduates ready to work in the rapidly growing and evolving field of automation and robotics.”

Short and Osladil gained valuable perspectives on applying entrepreneurial principles to their student’s education and careers. Along with the traditional definition of entrepreneurship, conference attendees discussed extending entrepreneurial principles to traditional careers and education, emphasizing twenty-first century skills, including lifelong learning, innovative business practices, and integration of technologies such as artificial intelligence.



Contact:
jshort1@csmd.edu
osladil@sierracollege.edu



New Board Members Join NACCE

NACCE recently welcomed two new board members to its Board of Directors.



Carlos O. Turner Cortez, Ph.D., is president of San Diego Continuing Education (SDCE), the largest noncredit adult educational institution in the country, with an annual enrollment of 40,000 students. He is a longtime educational leader with a strong commitment to social justice. As an educator with Teach for America, he witnessed first-hand the injustices in classrooms and hardships students face in urban communities.

“Adult education is leading the way for creating innovative entrepreneurship opportunities for students,” said Cortez. “I am looking forward to working with the board to develop resources that strengthen community colleges in these areas.”

His leadership with SDCE resulted in new programming that reaches opportunity youth in San Diego and a significant increase in new faculty, staff, and administrators. In 2017, he co-authored a study dealing with state enhancements supporting noncredit program growth. The research report, entitled, “The Past, Present, and Future of Noncredit Education in California Community Colleges,” received a Mertes Award for Excellence in Community College Research from the Association of California Community College Administrators.

“We are delighted to welcome these two educational trailblazers to NACCE’s board of directors,” said NACCE President and CEO Rebecca Corbin, “With their expertise in workforce development, educational programming, and working with diverse populations in local communities, we are confident they will make significant contributions to our growing board.”



Loretta (Lori) Adrian, Ph.D., became president of Coastline Community College in Fountain Valley, California in 2010. She has spent more than 20 years in the California community college system with extensive experience working in large multi-college districts such as San Mateo County, San Diego Community College District, and now at Coast Community College District. As president, Adrian has enhanced Coastline’s culture of innovation, entrepreneurship, and excellence and fostered student and equity-centered mindset and practice.

As a first-generation Filipino-American, Adrian’s journey is described by a mentor and colleague as “a typical immigrant story of hard work and perseverance.” After college graduation, she joined the U.S. Peace Corps and taught Tagalog to international volunteers in Manila, working her way up to project director. After a period of adjustment as an immigrant to the U.S. and parenthood, she pursued her master’s and Ph.D. as a single mother while raising two children and working full time.

“It has been such a privilege serving students from diverse backgrounds in the community college system – comprised of teaching and learning-centered institutions that transform students’ lives through education, facilitated and nurtured by caring staff and faculty,” said Adrian.

Adrian has a bachelor’s from the University of Philippines, a master’s in Communication Theory from University of the Pacific, and a Ph.D. in Higher Education from Claremont Graduate University. In 2017, the Pacific Trade and Culture Alliance awarded the “Diversity Visionary Award” to Adrian for her work with diverse populations in local communities. She also received the “President of the Year” award from Asian Pacific Americans in Higher Education.

Both Adrian and Cortez will present at NACCE’s 2019 Annual Conference October 13-16 in Newport Beach, CA.

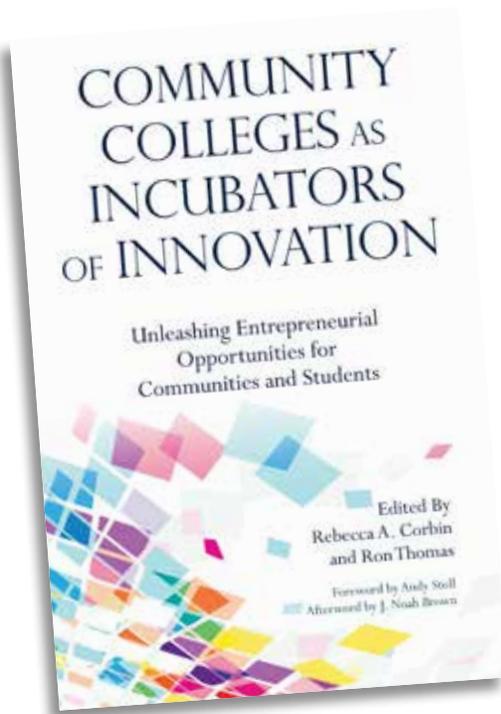
“We are delighted to welcome these two educational trailblazers to NACCE’s board of directors.”

Join us!

ONLINE NETWORKING

Are you on Facebook? If yes, join our private Facebook group entitled "NACCE Community of Practice!" This is a great way to connect with other NACCE members, pose questions, share best practices and exciting news updates, and ultimately learn and grow with one another.

To join, please visit bit.ly/NACCEprivateFB.



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

Learn more at
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Intellectual Property

Assignee and Assignee hereby accepts
properties created during the term of
property shall include, among other
material, trademark material
ations,

NACCE, Michelson 20MM Expand IP Offering

In 2017, seven community colleges embarked upon an incredible journey in Intellectual Property (IP) education. In partnership with Michelson 20MM Foundation, NACCE welcomed the member colleges to participate in the Michelson Institute for Intellectual Property (Michelson IP) educational initiative. Through a tremendously successful pilot year, these institutions introduced fundamental information about IP education into program participants' classrooms, reaching thousands of undergraduates -- many of whom encountered IP for the first time!

Michelson IP has spent years designing, testing, and sharing a comprehensive, no-cost collection of education offerings for the next generation of inventors, innovators, and entrepreneurs. Now, ALL NACCE member colleges can join this growing community of innovators bringing IP education to students.

This new chapter of Michelson 20MM's partnership with NACCE will support all participants with:

- A faculty community of practice led by NACCE leadership and member colleges
- Access to a deep network of IP subject-matter experts and thought leaders
- Advisory support in designing IP curricula, events, and educational programs
- Co-authorship of IP thought leadership articles and news stories, and
- Profiles or features on MIIP marketing channels.

In addition to the MIIP community of practice, Michelson 20MM and NACCE will provide the following educational resources at no cost to participants:

- Full access to the MIIP Educator Portal (includes multiple modular curricula for IP courses, as well as presentation materials, assessments, and discussion questions)
- A self-paced online Udemy Course on Intellectual Property
- A fully interactive IP textbook (available both digitally and in hard copy)
- A "Basics of IP" video series.

For more information, visit: nacce.com/news/nacce-renews-partnership-with-michelson-institute-for-intellectual-property

Contact: deppert@nacce.com

Now, ALL NACCE member colleges can join this growing
community of innovators bringing IP education to students.



HP LIFE Introduces New Course



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.

Success Mindset Course

Success Mindset Course: HP LIFE recently released a brand new course entitled "Success Mindset." This course addresses understanding what makes you happy - your values, interests and priorities. It will help you create a vision for your future, set personal/professional goals, and create a success plan, as well as learn how to achieve your plan by developing good business habits and leveraging your strengths that can lead to success.

Enroll today at .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, friends or family members understand the benefits of having a successful mindset for their business and/or personal lives and how they can achieve it by taking this course.
- Homework - Assign it as homework or extra credit to your students. The certificate of achievement each learner receives can be the proof of completion!
- Explore your own mindset- take the time to check if your own mind is successful and what steps can you take to improve your mindset.
- 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.



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

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



Accepting, Embracing Ambiguity

By Jim Correll, director, Fab Lab ICC, Independence Community College, Independence, Kansas; and Joanne Smith, owner, Fab Creative Services and director, Fab Lab ICC Women 4 Women initiative

Gary Schoener, founder of the Entrepreneurial Learning Initiative (ELI) and developer of the Ice House Entrepreneurship program, was the first person I heard say it: "Entrepreneurs have to learn to live with the ambiguity of not knowing exactly how things will take place and turn out." That certainly applies to any of us learning to use the entrepreneurial mindset in our daily work.

Learning to live with ambiguity is a work in progress that we live with every day at Fab Lab ICC, and we're seeing that it often leads to better results.

A case in point is the expansion of our "just completed" building, which is several months away from full functionality. Although the building project came to fruition quickly, construction hit many delays. Some were weather related, and others involved the challenges of moving into a new building while many other activities were going on. In the end, we're realizing that moving into a building gradually gives us the chance to better adjust the facility's functionality to the emerging needs of our users.

Women 4 Women

Likewise, our Women 4 Women (W4W) program, supported by the Ewing Marion Kauffman Foundation (EMKF), is emerging much differently than in the well-thought plan we submitted to EMKF back in July 2017. W4W is a program for women of all ages and backgrounds designed to inspire self-discovery while working in a community of other women to develop new skills and learn concepts in entrepreneurial thinking that can be applied to virtually any aspect of their lives. Drawing on insights and expertise from a team of already-successful women entrepreneurs, the program offers educational workshops covering various topics of interest to women considering a specific entrepreneurial business concept or just exploring opportunities for new creative outlets. The program helps women validate their ideas, learn new skills, and network with others in various stages of entrepreneurial development.

Workshops range from panel discussions, to professional presentations, and hands-on "maker" events where participants have the opportunity to use Fab Lab fabrication equipment and tools to bring a design to life. Through the program, women can also access individual business

consultation. A new mobile fab lab is also underway, which will take Fab Lab ICC resources to a broader audience across the region.

More Dynamic

One of the biggest changes that has emerged from

our original vision is structure. We envisioned a schedule of workshops with topics identified well in advance. Through personal communication and feedback obtained through written evaluations after each workshop, we've learned what our constituents are looking for in terms of information and education, and we're building the next workshops based on this feedback.

The dynamic, less-structured nature of the program gave us a little anxiety at first, but it's effective. Because we designed it this way, women attend because they are truly interested in the topic and aren't being force-fed information that isn't useful to them. Another happy development is that our advisory team members are also taking the initiative to share their expertise and passion with other women in the program. Our January workshop was championed by one advisor who suggested the topic and took responsibility for most of the planning.

One of the Ice House principles is to start small and remain flexible so you can build your solution based on constant feedback and learning. Although the ambiguity of operating this way can be uncomfortable at times, it really allows us the flexibility to meet the needs of our users.



ICC faculty member, Melissa Ashford, left, and Janelle Null prepare the embroidery machine in Fab Lab's ICC's "Sew Fab" as part of the latest Women 4 Women maker event.



Jim Correll, Fab Lab ICC director, cuts the ribbon to the new expansion building of Fab Lab ICC at the Center for Innovation and Entrepreneurship on the campus of Independence Community College.



Contact: Jcorrell@indycc.edu

Take a Look at NACCE's New Look!

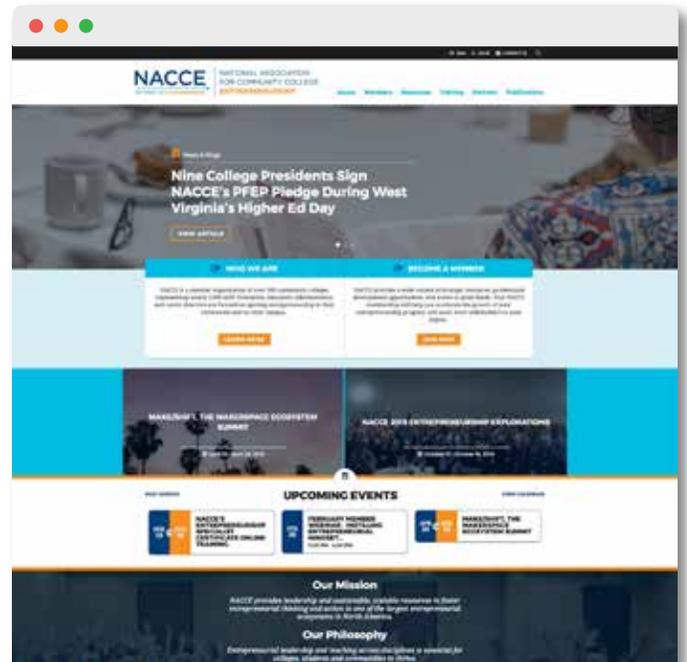
NACCE's newly redesigned website and updated technology streamlines services to members and enhances access to all that NACCE offers. Through the new site, NACCE members are able to:

- Register for events
- Update profile information
- Track event attendance
- Check posts about news and upcoming events
- Share best practices and find networking partners.

“The new website is more mobile friendly. No matter where you access www.nacce.com (via phone, tablet, or desktop), it's easier to navigate and looks great!” said Leah Deppert, NACCE's manager of Marketing Communications. “The enhanced Member Directory enables members to connect with other members easily, and the Member Compass provides users with the opportunity to update profiles, view events, pay invoices, and see their order history.”

New drop-down menus make it easier for members to search by topics or categories and access a wide array of intellectual and practical resources including: information on the *Presidents for Entrepreneurship Pledge*; NACCE videos; tools from HP Life and the Michelson 20MM Foundation; E-ship Education and Skills Common; news and information about entrepreneurial trends; technical assistance; online learning, upcoming events and conferences; and NACCE partnerships.

Contact: Leah Deppert: deppert@nacce.com



What Are You Reading?

Timeless Learning - How Imagination, Observation, and Zero-Based Thinking Change Schools
By Ira Socol, Pam Moran & Chad Ratliff (2018, Jossey-Bass)

I am really excited about *Timeless Learning*, one of the hottest books on school change out there today. The authors demonstrate how you can implement innovative practices that have shown remarkable success. They use progressive design principles to inform pathways, disrupt traditional approaches of education, and show how to make innovations happen that will have a timeless and meaningful impact on students, while keeping their natural curiosity and passion alive. I strongly suggest this book.

Gene Coulson, executive director, EntreEd, The Consortium for Entrepreneurship Education, Charleston, WV

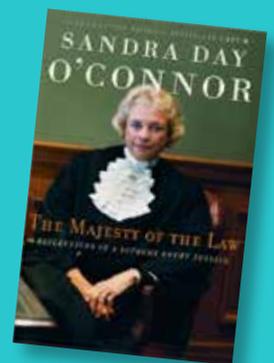
A New DAY ONE, Trauma, Grace, and a Young Man's Journey from Foster Care to Yale
By Rodney J. Walker (2016, Advantage)

Raised in foster care since the age of five, entrepreneur Rodney Walker tells the story of his remarkable evolution from Chicago's South Side to national recognition. Well-known to NACCE audiences, Walker's book unfolds the narratives of his journey – overcoming some of the biggest odds – to become a scholar, innovator, and nationally acclaimed entrepreneur. This book will inspire you and your students as it illustrates the power of one entrepreneur's passion and vision to realize personal and professional success. The author is publishing a new book in June, which will continue to explore his transformative entrepreneurial journey.

Gary Schoeniger, founder & CEO, Entrepreneurial Learning Initiative, Mentor, Ohio

The Majesty of the Law: Reflections of a Supreme Court Justice
By Sandra Day O'Connor (2004, Random House)

In this bestselling book, the Supreme Court's first female justice, Sandra Day O'Connor, touches on a wide range of thought-provoking topics, including the Constitution, women on the Supreme Court, women and the law, and women in power. You will find it enlightening and inspiring. This is a must-read for anyone who is interested in the law, self-made success-stories and female leaders in contemporary society.



Samantha Steidle, Educator | Facilitator | Speaker
Catalyst for Innovation & Entrepreneurial Initiatives



Millennials in the Classroom: Who's Teaching Whom?

By Rick Hodge, dean, CTE/Workforce Development, Los Angeles Southwest College, Los Angeles, California

Most of today's college students are either Millennials (born 1980-1995) or Gen Zers (born after 1995). Millennial presence in the workforce is now at 56 million, either working or looking for work. They have grown up as "digital natives" and technology isn't a privilege for students - it's second nature. As a result, students genuinely believe that traditional models, policies, and practices are obsolete, and they expect education to help them prepare for the new opportunities and challenges of the digital age.

Millennials come with an expectation to build their capacity for entrepreneurship. This expectation is built into their lifestyle, reflected by fast response times, easily accessible services, stackable learning opportunities, and platforms for networking.

The challenge for faculty in today's college classrooms is the emergence of a global digital culture. Educators want to teach, and those who use more traditional instructor-led, lecture-based approaches are competing with the "edutaining" of Facebook, Snapchat, Instagram, and YouTube. Millennials are visual communicators. How can faculty increase student engagement with a generation whose attention span is just eight seconds and whose minds are conditioned to process information at a quicker pace than previous generations?

The Stick and Carrot

A scan of college classrooms around the nation indicates a variety of approaches. At Cal State Dominguez Hills, psychology professor Larry Rosen is using behavioral studies, physiological stress measures, and brain scans to determine how distraction and anxiety engendered by digital devices is hurting learning.

He believes that true multitasking is a myth. Our brains focus on one thing by shutting out others. Research shows that we can't pay attention to two things simultaneously, such as reading a text string while listening to a teacher's instructions. This has led to a stick-and-carrot approach with some classes reducing students' final course scores by 20 percent if they engage in behavior that is distracting, including having their phones out, texting, surfing the web on their laptops, and incessant chatting with fellow students. The carrot comes with assigning in-class exercises worth one percent of a student's final grade.

More interactive approaches used by faculty

align with millennials' thirst for quick online learning opportunities and team-based tasks that combine problem-solving skills with creativity and innovation. Millennials are particularly interested in how new technologies are transforming their lives. They understand that the exponential growth of digital technologies creates a level playing field and they are ready to play – figuratively and literally. Online videos, podcasts, and digital gaming are the new styles of learning. The rise of interactive apps and computer games provide instant feedback on their progress. As an example, some schools are using games such as Minecraft to help with reading comprehension and math.

Quick Switch Off

Faculty know that millennials are quick to "switch off" if they do not feel engaged. Many students don't feel the need to become "textbook smart." They know that "facts" can be easily found online through their own independent search. Instead, the students much prefer to learn from the stories and experiences of others. They also want to learn more about emerging technologies, such as artificial intelligence, machine learning and robotics, blockchain, drones, and augmented reality.

Students Teaching the Teacher

Taking it further, some classrooms adopt a Bring Your Own Device (BYOD) approach that allows students to use technology the way they do at home, imitating their life outside the classroom. Their smartphones and other devices are not just communication tools or entertaining gadgets; they view their devices as necessary technological appendages. This is an example of the student teaching the teacher on connecting lessons to real-life with relevant and relatable points.

In business and entrepreneur classes, this

generation of students understands that jobs are and will become more flexible, and they want to explore the possibility of starting their own businesses. They want to know how to become part of bigger platforms, such as Amazon, Google, Apple, and YouTube.

At Los Angeles Southwest College, we introduced a summer class as part of our Summer Business Institute with a cohort of 30 students. Since they were eager for collaborative assignments and ways to use technology, we formed student workgroups throughout the summer session and designed competitive group projects requiring each group to produce a "potentially disruptive" product, making a YouTube video, a PowerPoint presentation, and a Facebook page. At a capstone event they presented their projects to a panel of judges from UCLA, USC, and Google; their parents, teachers, and administrators were the listening audience. The winning group received an award and recognition. This underscored their ability to come up with amazing and creative solutions that were relevant to their learning experience.

Millennials want independent confirmation of what they experience online, with their devices and from the cloud. They are in essence saying, "Don't teach me, augment what I experience" every day in this rapidly changing global world. Who's Teaching Whom? It is rapidly becoming a mutual learning experience for both faculty and students. ●



Contact: hodger@lasc.edu



How can faculty increase student engagement with a generation whose attention span is just eight seconds?

NACCE NEWS



Congratulations to NACCE's **Amy Bouvier** on her 10th year work anniversary! Based in NACCE's Springfield, Massachusetts' headquarters, Bouvier has served as a critical member of the NACCE team and is currently director of Finance & Administration. In her leisure time, she enjoys cycling, reading, cooking, and spending time with her three grandsons.

"I started on a part-time basis with NACCE in November of 2008 after being a stay-at-home mother for many years and homeschooling my three children," said Bouvier. "Initially, I handled the bookkeeping and other administrative duties at NACCE and have gradually taken on more responsibilities throughout the years such as working with the board, helping to plan the annual conference and other regional events, developing the annual budget, working with the

accountant on the annual audit, and HR duties.

"What I enjoy most about the job is the wonderful team of people I work with who are so dedicated and hard-working, and I appreciate the opportunities it affords for travel. Also, seeing our members at the annual conference and other events and hearing first-hand how NACCE has impacted their work, is very rewarding."

"Amy has demonstrated a strong commitment to NACCE and to its values and mission," said Rebecca Corbin, NACCE president and CEO. "We are extremely fortunate to have had such an outstanding individual as part of the NACCE team over the years."

NACCE MEMBER NEWS

Northwest State Community College President **Michael Thomson** signed NACCE's *Presidents for Entrepreneurship Pledge* in December. Through the pledge, presidents of community colleges pledge to take five action steps that will increase their focus on entrepreneurship and the impact the college will have on the economic wellbeing of the communities they serve. Congratulations President Thomson!

Larry Ferguson, president and CEO of **Ashland Community and Technical College** (ACTC), in Ashland, Kentucky, signed NACCE's *Presidents for Entrepreneurship Pledge (PFEP)* on November 30. ACTC has been recognized as one of the best colleges offering online learning in the nation by the Community for Accredited Online Schools (AccreditedSchoolsOnline.org). Congratulations President Ferguson!



North Idaho College President and NACCE Board Member **Rick MacLennan** announced that the college has received a \$600,000+ grant award from the Economic Development Administration (EDA). The highly coveted grant attracted more than 230 applicants. EDA's Office of Innovation and Entrepreneurship is adding 24 exciting new i6 Challenge projects. The challenge was launched in 2010 and seeks to spur innovation, commercialization, and new enterprise formation by awarding grants for projects in each of the six EDA regions. The 2018 cohort of i6 Challenge grantees is comprised of 24 projects that span 19 states and two territories. The North Idaho College Venture Center provides access to equipment, space, and programming to help entrepreneurs in rural North Idaho overcome costly product prototyping barriers and help startups reach the market. Congratulations!

The John Pappajohn Entrepreneurial Center at **North Iowa Area Community College** recently received a \$250,000 grant to be used for entrepreneurship studies and scholarships. The center's namesake, John Pappajohn, made the gift in September, according to center director **Tim Putnam**. Congratulations!

Sheneui Weber, former chief operating officer for advancement and economic development for the **Long Beach Community College District**, has been appointed vice chancellor of workforce and economic development for the California Community Colleges Chancellor's Office. Weber will oversee the office's Strong Workforce initiative, a career technical education program designed to boost social mobility and provide regional economies with skilled workers. Weber will guide the initiative started by Executive Vice Chancellor Van Ton-Quinlivan who resigned Feb. 1.



Tim Putnam

RESIDENCE

Mason City, IA

ORGANIZATION

North Iowa Area Community College (NIACC)

OCCUPATION

Director, John Pappajohn Entrepreneurial Center

FIRST JOB

In the 7th grade I set up, cleaned and took down tables for St. Joe's Bingo in Rock Island, IL.

PHILOSOPHY

I like to make a difference and have a bias for getting things done. Sometimes you have to be the one who carries the wood, but most of the time you just need to keep on chopping.

FAVORITE MUSIC

Currently I've been listening to country but enjoy a wide variety of music that includes classic rock, hard rock, pop, and the blues.

FAVORITE TV SHOW OR MOVIE

I'd rather be outside doing something: riding a bike, swimming, snowshoeing, or walking our dog at the local nature center. Recently, I swam Bayfield to LaPointe, Wisconsin in Lake Superior in an event called Pointe to LaPointe Open Water Swim.

MOST RECENT BOOK (FAVORITE BOOK)

The Terrorist's Son by Zack Ebrahim. This is the current book chosen for NIACC's Common Read.

WHAT GOT ME INTERESTED IN MY WORK

In 2000 I applied to be the client manager for the NIACC Pappajohn Center because I believed I could help small businesses improve their customer service and financial performance. I was told that this was not a very good job and not to apply... so glad I ignored that advice!

SUCCESS IS

Success is making a difference in one person's life.

PET PEEVE

Those who stand on the sidelines not wanting to be a part of the solution.

"The only man who never makes mistakes is the man who never does anything." - Theodore Roosevelt



FAVORITE QUOTE

"I may not be there yet, but I'm closer than I was yesterday."
- José N. Harris

CURRENT PROJECT/S

We are working on the Vision North Iowa regional comprehensive plan to build out the ecosystem as it relates to innovation and entrepreneurship. One part of the Vision North Iowa plan is to recognize and celebrate entrepreneurs, and to do this, the centers will host our inaugural Pappajohn Entrepreneur Gala. This event will also serve as a fundraiser for the center as part of our sustainability plan.

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

NACCE has been key in many aspects of the growth of the NIACC Pappajohn Center. The networking with NACCE members and learning about all the diverse entrepreneurial programs being delivered was instrumental in our growth. We still deliver the 'Entrepreneur for a Day' program for 5th graders that we learned about at the very first NACCE Conference. We have received grants that allowed us to prototype and test various programs over the years. We have also served as mentors to a number of other entrepreneurial programs; typically we learn as much from them as they learn from us.



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CREATING A WORLD OF OPPORTUNITIES

CEO's mission is to inform, support and inspire college students to be entrepreneurial and seek opportunity through enterprise creation.

16,500

Members
Globally

250+

Chapters

4

Regional
Events

Live interactive webinars

14 unit AACSB
accredited Online
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assistance

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featuring:

65 inspirational
founders
Chapter Awards
Chapter Development
\$15,000 in pitch
competition funding

We do so by creating student run entrepreneurial ecosystems on university/college campuses in a fun and engaging way. CEO works one-on-one with students and faculty via video conference to support the development of the ecosystem and promote entrepreneurship campus-wide.



UPCOMING EVENTS

SEEC: March 1-2, 2019 (South-East)
BUNEEC: March 1-2, 2019 (North-East)
MWECC: April 5-6, 2019 (West Mid West)
TCU Values & Ventures - April 5-6, 2019
Global Conference: Oct. 31 - Nov. 2, 19

National Jobs Board

Step-by-Step Chapter
Resources

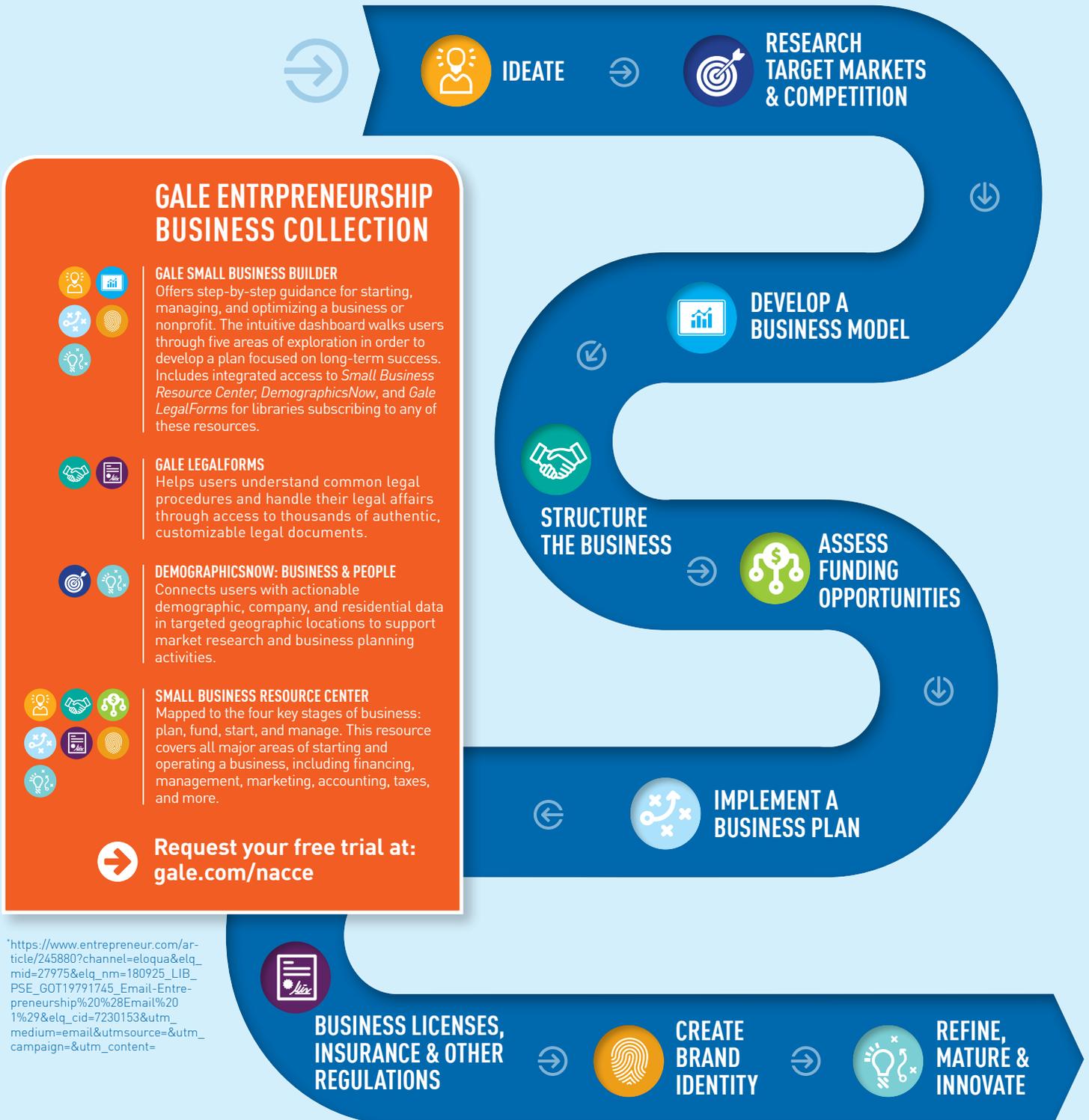
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GALE SMALL BUSINESS BUILDER

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*https://www.entrepreneur.com/article/245880?channel=eloqua&elq_mid=27975&elq_nm=180925_LIB_PSE_GOT19791745_Email-Entrepreneurship%20%28Email%201%29&elq_cid=7230153&utm_medium=email&utm_source=&utm_campaign=&utm_content=

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THE IMPACT OF ENTREPRENEURSHIP

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

➤ **For more info and to register visit NACCE.com**

Registration now open.

Standard pricing until April 19, 2019 Onsite pricing adds \$100

