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Staying Relevant



In this, my first letter as NACCE board chairman, I would like to express my excitement about what this organization has and continues to accomplish. In the past year, membership has grown more than eight percent – despite a difficult economic climate. NACCE hosted a record number of webinars, regional workshops and seminars. And, during the transition to a new president and CEO last year, NACCE nimbly navigated the challenges in a changing industry and emerged as vital as ever. I am excited to be part of this organization and the work it does to support community college entrepreneurship. I encourage you to tap the many resources NACCE has to offer, and to keep entrepreneurial thinking top of mind in setting your college's course.

As you create plans for the next academic year, you are probably asking yourself, *Can we do more in partnering with community leaders and businesses? Are we leveraging our advisors or advisory committees to the greatest degree possible? Are we effectively marketing our programs?* These are all good and timely questions.

But I challenge you to ask yourself one more question: *What are you doing to make sure your community college stays relevant?* We quite often talk about how college leaders can integrate entrepreneurship into their organizations and why this is important. In fact, that is why NACCE exists, to support colleges in their work to find ways to be entrepreneurial themselves and in the community. In truth, embracing entrepreneurialism is what makes community colleges relevant.

ASK HARD QUESTIONS

For years, we've limited the number of sections offered for certain classes. We've centered the academic year on fall and spring semesters, and we required 60 credit hours for an associate's degree. Today, the structures, hierarchies, and the way we operate are in many ways much the same. That's not to suggest we haven't embraced technology and improved processes. We have. I urge you to ask yourself the hard questions through an entrepreneurial lens: *What threatens our college's viability? What does "culture" mean to us? Where can we make ourselves more entrepreneurial? How can we make ourselves more relevant?* Entrepreneurialism needs to be infused in every strategy and execution we undertake. And, keep in mind what author James C. Collins wrote in his book, *Good to Great*, "You absolutely cannot make a series of good decisions without first confronting the brutal facts."

If you're not asking yourself hard questions and identifying things that need changing, then you need to go back and ask again. You can start by looking at job descriptions within your own college. Take the Marketing Manager role, for example. *When was the last time that job description/skill set was updated? Does the skill set required include technology skills, social media? Do your key contributors have the right skills to make you relevant and viable as an organization?* These are hard but necessary questions.

ALL ROADS LEAD TO STUDENT SUCCESS

Making our colleges relevant will ultimately lead to student success. *What does student success really mean, particularly in regard to our being relevant?*

To make students "successful," colleges need to move with the times. We have a multigenerational pool of customers: 85 million are baby boomers; 65 percent Gen Xers; and 47 percent millennials. In seven years, the millennials will make up the majority of the workforce. *Have we learned enough about our millennial students and how they engage?* We have to make difficult choices and decide what our roadmap is, what our connections to our community will be, how we'll maximize our equipment and facilities, and what programs we'll offer.

For instance, at most community colleges, 80 percent of enrollment comes from a small core of courses. *So why do we offer 900? Why aren't students getting good jobs in hot industries like IT? Where does this fall apart?* Because we're not meeting employers' needs. Yes, we may offer IT bootcamps, but many of our students are still not prepared. In healthcare services, demand for trained employees has outpaced supply, and the same is true for the automotive industry, which is struggling to find employees with advanced manufacturing skills.

Look at your customers. Find ways to get them what they need within your college's mission and think and act entrepreneurially. By doing so, you will make the necessary changes to assure your institution is relevant and viable for the future.

A handwritten signature in black ink, reading "Gene Giovannini".

Gene Giovannini, Ed.D.
Board Chair, National Association for Community College
Entrepreneurship
President, Maricopa Corporate College

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Editor's Note

WINTER/SPRING 2016

It's hard to deny that engagement is a key to student success. Creating deeper connections with students across institutions and with the wider world is critical for entrepreneurial learning and success. Many papers, articles and studies have been written about the drivers of engagement. But the vast majority of organizations focus their efforts on two key areas: leadership and communication. The most common drivers of engagement within leadership are trust and values. *Is student engagement a key value that is demonstrated in leadership decisions?*

As for communications, student engagement should be a core part of the classroom strategy. *What levers can we pull to help deliver engagement? How will we do this with different types of students? How will we measure success? Is there dialogue between groups and do student opinions count?*

If we asked community colleges how to define "engagement" and what they measure as a result, the data might show one thing clearly: that student engagement remains a crucial driver of entrepreneurial success.

In this issue of *Community College Entrepreneurship*, read about advancing student success and the life-changing impact engagement had on one non-traditional community college student. Our lead article probes how engaging in new partnerships in industry and the community is spurring new funding models and ensuring that community colleges stay relevant. You'll also find articles on workforce training as an entrepreneurial enterprise and how innovative idea generation in the classroom became a reality in one college's local community.

Please consider sharing your ideas about how you are driving engagement at your community college for future articles in the journal.

-Carol Savage, editor@nacce.com

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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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PICTURE THIS



#1 Guests participate in San Joaquin Delta College's official signing of NACCE's Presidents for Entrepreneurship Pledge (PFEP) in October. #2 On April 9, Chicago is the place to be when NACCE will host "Innovative Thinking & Action," an interactive leadership event for entrepreneurially minded presidents and senior leaders. #3 One of Hagerstown Community College's current economic development endeavors involves developing a 175-acre technology business park that will generate a larger high-tech employment presence in the Hagerstown area. Pictured at a recent meeting are: Back row (l-r): Griffin Cottle, Rick MacLennan, Jeffrey Schwartz, Lou Rabinowitz, Don Norris and Chuck Terrell. Front row: (l-r): Joe Kapp, Amy Schulz, HCC President Guy Altieri, and NACCE President and CEO Rebecca Corbin.

Become Your Community's ECONOMIC GROWTH HUB



As community colleges plan for their upcoming academic years and beyond, they are forming new partnerships, tapping existing or new advisory committees, and creating funding models for working with industry and other external partners. The roles that community colleges are forging now can make them the hub for economic growth in their communities. Engaging stakeholders and businesses in the work of the college will help institutions develop relevant academic and training programs and create jobs, internships and mentoring opportunities for students. Here's a look at what several NACCE members are doing in these areas.

INDUSTRY PARTNERSHIPS GROW BUSINESSES & JOB CREATION

Industry partnerships are essential ways for community colleges to thrive. Jim Jacobs, newly named NACCE board member and president of Macomb Community College in Warren, Michigan, has navigated many innovative relationships by gauging changes in the local ecosystem. "A good community college tries to always respond to the needs of its own community," said Jacobs. "We're just outside Detroit, in the center of the automotive industry and in particular, the research and development arm of the industry."

Since the Great Recession in 2008, there has been a major resurgence in the Warren area, and Macomb has played an important role. "To play an aggressive role in economic development, we had to create new forms of economic opportunity," said Jacobs. "It's just not enough to rely on what we did in the past."

One of the major steps the college took was to consolidate different entrepreneurial initiatives under its Center for Innovation and Entrepreneurship. Among its components is the Innovation Fund, formed in 2015. The fund has three main thrusts: encourage current students to engage in entrepreneurial activities (through funding for students who win pitch competitions); provide a cadre of advisors with small business development backgrounds who advise students about entrepreneurial opportunities in the community; and stimulate job creation through economic support generated by the fund.

"To start the fund, we received \$1 million from JP Morgan Chase, which our own board matched, and we are in the process of raising \$700-\$800,000 more," Jacobs stated. "The funds are used to help businesses in high tech and advanced automotive manufacturing and provide employment opportunities for students. One of the unique features of the fund is that the companies have to be willing to hire our students."

In its first year, the fund made two disbursements totaling \$275,000 in grants and awards to startups and provided close to 20 jobs and internships for students. In 2016, the college will make more disbursements and create additional employment and internship opportunities.

"The benefits to both parties are mutual and the end result is a healthier local ecosystem," said Jacobs. "Our entrepreneurial activities are based on the needs in the community and the need for our college to play a role. We are focused and targeted in creating economic growth in the community. To do that, we have to be aggressive and proactive, not just reactive. This is the biggest thing that community colleges hoping to leverage partnerships to the fullest degree have to keep in mind."

ADVISORY COMMITTEES FILL JOBS & ECOSYSTEM GAPS

Columbia College (CC) in Sonoma, California has hosted an offsite annual advisory committee meeting for two years. The committee consists of leaders from each of the college's divisions who meet together. Each group talks about what it does, how it connects to entrepreneurship, and how its students connect with entrepreneurship.

"After the initial overview, we break into smaller groups and review the curriculum to talk about what's missing, where we could improve, and ways to work together," said Ida



Alicia Hooks



Jim Jacobs

Ponder, professor of Entrepreneurship, Business, Administration, Accounting/Management and Computer & Communications Training at CC.

"As a result of the committee's work, we have improved communications and our departments work much closer together," Ponder said. "It also creates stronger ties between the college and the local hospital, high schools, and area businesses. For example, the hospital often approaches us with job openings in medical transcription and terminology."

Internships are another positive byproduct. "We obtain internship opportunities by being able to connect with small businesses," said Ponder. "A local water company created an internship so it could produce an informational video, and one student in our entrepreneurial baking program worked as an intern at the local grocery store before setting up her own specialty bake shop. We've built good ties in this community, and we're seen as a 'go to' place and not an isolated educational institution."

RELATIONSHIP BUILDING KEY

Alicia Hooks came on board at Kansas City Kansas Community College (KCKCC) at the start of 2015 as director of Entrepreneurship - KCKCC's Innovation Center. Within a short period of time, Hooks was able to form a college-wide advisory committee (launched in late 2015), which included area chambers, bank representatives, investors, business owners, inventors, and more who worked

on special committee assignments. She also established the college's Innovation Center, and partnered with ShopBot Tools,* to bring 100 local groups together to turn the community into a FabLab versus just having one at the college.

"Relationship building is a large part of what I do," said Hooks. "It involves reaching out to coworker spaces, chambers, and businesses and asking, 'Where are the gaps?' It can be difficult for entrepreneurs to get what they need and avoid duplication of services at the same time. We walk people through the process, working with agencies and government partners. During our celebration of *Global Entrepreneurship Week*, we helped students and community members who had ideas for starting a business by actually jumping in and helping them get started on the spot. This included creating operating agreements, writing articles of incorporation, obtaining federal identification numbers and more while they were at the event! We held events at local coffee shops, chamber meetings, and small community groups. This provided good visibility among existing and potential entrepreneurs in the local community."

The center draws volunteers from local businesses and gives them a three-hour training session on the entrepreneurial ecosystem and their supportive role in helping to grow entrepreneurship in the area. "Because they're viewed as coordinators and not individual business

owners, this helps ease the relationship with angel investors and venture capitalists who normally pay \$15,000 to \$20,000 to vet new businesses and inventions. With the system we use, the coordinators can assist them by providing the data and metrics they normally pay for in a systematic format, thus building their trust with the coordinators and

OUR ENTREPRENEURIAL ACTIVITIES ARE BASED ON THE NEEDS IN THE COMMUNITY AND THE NEED FOR OUR COLLEGE TO PLAY A ROLE.

reducing expenses and the amount of time spent—all of which results in them working closer with the program," said Hooks. "These coaches help students advance their entrepreneurial concepts. We use the same criteria a bank would use to vet them so investors know they've been rigorously reviewed."

The Innovation Center, which currently has 130 clients, has already experienced early success. One entrepreneur left his job to start an elevator services company. "We helped him get the business off the ground, and he quickly won two quarter-million dollar contracts," said Hooks. "He recently submitted a bid for maintenance of a large local arena, and he is waiting to hear. We're stirring up the local ecosystem and can't wait to see the impact a year from now!"

CREATIVE PARTNERING BUILDS ON STRENGTHS

Kim Moore is vice president of Workforce Development at Tallahassee Community College (TCC) in Tallahassee, Florida. Through a new initiative started in 2015 called TCC Spark!, she has brought entrepreneurship to new levels at the college. The mission of TCC Spark! is to nurture and grow entrepreneurship in the local area by delivering training and support through an integrated network of entrepreneurial programming and partnerships designed to spur innovation and economic vitality. A good part of the entrepreneurial momentum at the college, says Moore, was prompted when TCC's president Jim Murdaugh signed NACCE's *Presidents for Entrepreneurship Pledge* (PFEP) in August 2015.

One of the first steps Moore took was to form an advisory committee. "I started working with the multidisciplinary Workforce Development Committee to set up program design," Moore said. "Teams were designated to work different areas such as community engagement, curriculum and workforce



Kim Moore of Tallahassee Community College

development, research and data collection, and employer engagement. We knew entrepreneurs working in the community and did an assessment of those who were connected to TCC already and those who might be interested in getting involved with the college. From there, we began to make important connections."

For instance, Moore has forged partnerships with Florida State University (FSU) and Florida A&M University's (FAMU) SBDC. Through the agreements, TCC markets and includes entrepreneurial calendar events led by FAMU's SBDC and actively markets activities and events hosted by the SBDC to TCC students. The agreements also call for identifying opportunities for collaboration, co-branding and developing a pathway for K-12 students who may be interested in enrolling at TCC or FAMU. FAMU's SBDC and FSU deliver

entrepreneurial mindset training to TCC's leadership and identify opportunities for TCC Spark! students to participate in student programs and events hosted by FAMU's SBDC such as business competitions.

Moore has orchestrated a similar partnership with DOMI, a public-private company focused on early-stage startup companies. DOMI's primary goal is to grow and leverage the human and intellectual capital and resources from TCC, FSU and FAMU. "In DOMI, startups have a place where entrepreneurs are supported," said Moore. "It provides seed funding for companies with promising ideas and business models and has raised more than \$50 million to date in venture funding for successful technology startups. From concept to next steps, we help students who are looking to move forward with their entrepreneurial endeavors."

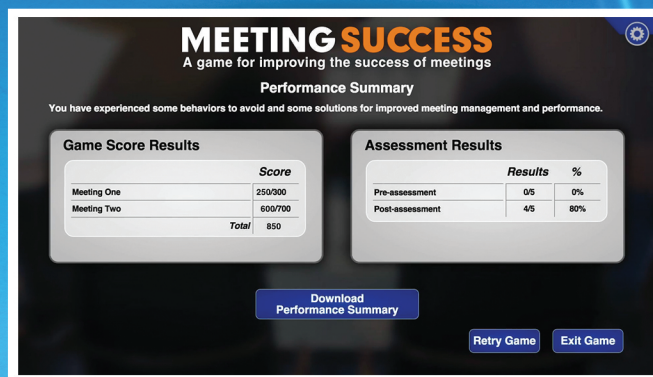
Community colleges need to act as catalysts and take action, according to Jacobs. "We have a definition of demand-drive. We can't just respond to problems; we need to look at them and act aggressively. Decide what the problems are and what you can do, acting entrepreneurially, to turn them into opportunities."

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THE ENTREPRENEURIAL LEADERSHIP SUMMIT IS DESIGNED TO IGNITE THE SPARK SO THAT INNOVATION CAN BEGIN OR CONTINUE TO GROW DESPITE CHALLENGES AND OBSTACLES.

NACCE will host its first Entrepreneurial Leadership Summit on April 9th in Chicago on the Saturday before the opening of the AACC national conference. Community college presidents and senior leaders who want to network with other entrepreneurial leaders throughout the United States and Canada are encouraged to attend.

Open to all members, the summit, "Innovative Thinking & Action," is an interactive leadership event for entrepreneurially minded presidents and senior leaders who embrace challenge as an opportunity. Applying design thinking and entrepreneurial approaches to student success programs, enrollment management, and budget challenges offers an innovative pathway forward.

"The NACCE Board of Directors has committed organizational resources and has set an ambitious agenda for actively fostering innovation on campus and in the classroom," said NACCE President and CEO Rebecca Corbin. "Sharing best

practices with national leaders offers a promising path forward to transform community colleges. In partnership with several of our leading NACCE member colleges, we recently launched numerous new programs to bolster support for leaders and faculty through on-

line entrepreneurship specialist and ecosystem partnership certifications, incubator startup boot camps, student success training programs, and New World of Work soft skills train-the-trainer workshops. The Entrepreneurial Leadership Summit is designed to ignite the spark so that innovation can begin or continue to grow despite challenges and obstacles."

KEYNOTE SPEAKER: PRICELINE.COM'S JEFF HOFFMAN

One of the keynote speakers for this summit is Jeff Hoffman, a successful entrepreneur, worldwide motivational speaker, film producer, Grammy award winner, and founder of Priceline.com. Hoffman has committed his professional talents to the University of Akron in Northeast Ohio, working with a collaboration

of partners affiliated with the Burton D. Morgan Foundation's JumpStart Coalition. Along with Ian Schwarber, a catalyzing force and director of the EXL Center at the University of Akron, Hoffman will share the formula for building stronger partnerships and advisory units while enhancing experiential learning and employment pipelines for students.

Entrepreneurship transcends traditional business courses and workforce efforts by casting a larger net into communities. The trainings and tools offered to the membership are curated from and delivered by community colleges in the NACCE network. To register for the Entrepreneurial Leadership Summit visit us online at nacce.com or call our office at (413) 306-3131.

Contact: nacce.com



Priceline's Jeff Hoffman, (left) will be the summit's keynote speaker.

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Community Colleges as Catalysts



By Rebecca Corbin, Ed.D., president and CEO, NACCE

Community colleges face challenges and opportunities on many fronts. NACCE's mission is to provide best practices to help leaders build a framework for success. Hagerstown Community College (HCC) located in rural Maryland, approximately one-hour from Washington, DC, is a community college that understands its unique challenges and assets. By employing the entrepreneurial method, it is realizing a bold vision by partnering effectively with local and federal government organizations and as a result, is growing in the area of grants acquisition and management.

HCC President Guy Altieri has a passion for innovation and collaboration. One of his college's current economic development endeavors is a partnership with a local nonprofit economic development group (CHIEF), led by one of the college's trustees, with support from the County Board of Commissioners. The project entails developing a 175-acre technology business park that will generate a larger high-tech employment presence in the Hagerstown area.

Through construction of a new road to the technology park that will physically connect with the college, HCC will have direct access to the park's tenants, which will include various high tech firms that are projected to generate hundreds of new STEM jobs. Many of the new employees will be graduates of the college's STEM programs in cybersecurity, biotechnology, and alternative energy. "The college plays the role as a catalyst for economic and human development," said Altieri at a joint meeting held with NACCE, HCC senior staff members and faculty, and trustees. Greg Snook is a former president of the County Commissioner Board and the executive director of CHIEF, the organization largely responsible for funding and guiding the project.

ALIGNING STRATEGIC VISION

Win-win engagement was key to making this decade-long project a reality. "Politics can be challenging in some communities; yet, having Greg on board to work with everyone has really helped push this forward," said Altieri. Another key element that was highlighted in the Community Colleges of Appalachia (CCA) meeting held during the same week at HCC, is the alignment of a strategic vision with a well-run grants program. Anne Shepard,

HCC director of Grants Development, shared best-practices and lessons learned over several years of successfully applying for and receiving federal grants.

President Altieri met Shepard at a Rotary meeting where she was pitching her writing business. He had the foresight to realize that she had the writing ability and collaborative skills coupled with a fierce attention to detail to fulfill this vital role at HCC. He placed this critical

position in the institutional research area of the college so that she would have ready access to data and reports necessary for grant writing and familiarity of how grants would fit into overall institutional priorities.

The results are impressive. From FY 2007 to FY 2016, active grants have increased from 8 to 25. In addition to more than \$500,000 it received from the Appalachian Regional Commission (ARC) since FY 05, HCC has obtained over \$4 million from the National Science Foundation since 2009. The U.S. Department of Labor has awarded HCC \$1.79 million in alternative energy technology and \$798,000 as a sub-recipient for cybersecurity grants. Shepard shared the HCC recipe for grant-winning success:

HOW?

GRANT MANAGEMENT/OUTCOMES

- Executive officers have final authority regarding major grant management decisions
- Project directors primarily responsible
- Finance and Grant Office assist with compliance matters. Finance completes most budget reports with input from managers; Grants Office assists with programmatic reports.
- Grants Office schedules grant progress meetings 2-3 times each year for most grants over \$5,000
- Grants Office issues reminders of grant reports & other tasks
- Grants Office assists with communication with funders

Other presenters at the CCA conference were eager to learn and share best practices. Many of the 11 colleges are part of the NACCE-led ARC grant. During the conference, participating college leaders and NACCE officials discussed the application of entrepreneurial principles to opportunities and challenges in their communities. Griffin Cottle, a consultant with experience in ecosystem mapping, provided an overview of how maps and data can help leaders make decisions about collaborative partners and assets. Survey data from a NACCE study from participating colleges also provided insight into the views of faculty, board members, and other college partners. Data is essential to winning grant awards and to documenting progress.

Continued on page 25 ➤



Two Educators Honored for E-ship Education, Technical Assistance



EDITOR'S NOTE: NACCE partnered with Intuit to honor two educators with Impact Awards at its 13th Annual Conference, NACCE2015, in Houston.

NACCE recently partnered with Intuit to honor two educators with Impact Awards. The awards honor faculty and staff members who have demonstrated excellence in providing entrepreneurial education and technical assistance.

Rahnuma Ahsan, assistant professor at Miami Dade College (MDC), received the "Excellence in Teaching Entrepreneurship Award," and Jeff Saville, executive director of the Center for Entrepreneurial Innovation (CEI), a division of the Maricopa Corporate College in Phoenix, Arizona, received the "Excellence in Providing Technical Assistance and Training to Entrepreneurs and Existing Businesses Award."

EXCELLENCE IN TEACHING

Ahsan was honored for her work as an award-winning entrepreneurship educator, a grant-winning writer and an exceptional team player on campus. As an educator, Ahsan played a vital role in implementing the Goldman Sachs 10,000 Small Businesses program at the college. As its first lead faculty, she spearheaded the curriculum implementation process that resulted in a 100-percent graduation rate and designed a Social Entrepreneurship course for the Associate in Science Degree Program for Entrepreneurship. Ahsan receives continuous praise and accolades from the participating business owners, Babson College and Goldman Sachs for her diligence, dedication and ability to deliver results.

"Thank you NACCE and Intuit for selecting me for the Impact Award for Excellence in Teaching Entrepreneurship," said Ahsan. "I am humbled by the selection. This award is a testament of Miami Dade College's continuous efforts in creating an entrepreneurial ecosystem for the students and faculty."

Ahsan received the 2015 Business Educator of the Year Award from the Greater Kendall Business Association, Miami, Florida. She also received the 2015 Minority Business Case Development Grant from the University of Washington, and as part

of the grant, wrote an international case on Lagrant Communications, a marketing communications firm targeting African American and Latino consumer markets. She led the textbook review process for the undergraduate program in business, resulting in a textbook price reduction of 39 percent, while improving the standard of the books selected. She also collaborated with Institute of Civic Engagement and Democracy (iCED) at MDC to create a service-learning project that yielded 1,861.75 hours of student community service. Ahsan also served on the steering committee for Ashoka U Changemaker Campus designation. MDC has recently become the first community college to receive this prestigious designation.



Rahnuma Ahsan received the 2015 Business Educator of the Year Award from the Greater Kendall Business Association in Miami, Florida.

EXCELLENCE IN TECHNICAL ASSISTANCE & TRAINING

Jeff Saville was honored for his work in support of the clients enrolled in CEI's business incubation program and the broader community of startups and entrepreneurs throughout the region. As the center's executive director, Saville enabled CEI clients to: increase the number of new jobs created to 145; increase their revenue to \$29 million; and earn more than \$11 million to date in capital investment and additional grant/award funding. By developing strategic partnerships, he has grown the services available to entrepreneurs, including the discounted services to HubSpot and Amazon Web Services. He has also facilitated more early-stage funding opportunities for local startups through the center's hosting of the Canadian angel investment group, VA Angels, as well as 3D printing and design services in the Phoenix Analysis & Design Technologies (PADT) StartupLabs at CEI.

Saville has also launched or grown several programs in the ecosystem. CEI's student incubator, Fahrenheit Labs, accepted its first (three) student-led companies from the Maricopa Community Colleges in 2014. Saville actively recruited and guided these entrepreneurs through the selection process, and these companies are now receiving weekly business development assistance. He contributed to the early development of partner incubator Seed Spot's high school entrepreneurship program (launched in 2014), as based on CEI's own annual "Ready Set Launch" high school week. Seed Spot has since expanded the concept into the academic curricula at several high schools, further empowering dozens of young entrepreneurs. He has also cultivated an internship program with key leaders from Arizona



Jeff Saville spoke at the PADT StartupLabs at CEI grand opening in April 2015.

State University to offer qualified professional assistance to CEI clients and real-world technology startup experience for students.

"This award is a credit to my amazing team but most especially to those dedicated entrepreneurs who take all the risk," said Saville. "Every resource, every decision we make at CEI has our clients' best interest in mind, and the impact that we've helped them create is proof that our program continues to evolve and progress in the right direction."

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Its flagship products and services include QuickBooks® and TurboTax®, which make it easier to manage small businesses and tax preparation and filing. Mint.com provides a fresh, easy and intelligent way for people to manage their money, while ProSeries® and Lacerte® are Intuit's leading tax preparation offerings for professional accountants.

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Classroom Ideas Become a Reality



By LaTrice Moore, D.B.A., entrepreneurship program coordinator, Polk State College, Winter Haven, Florida

BOTH THESE PROJECTS DEMONSTRATE THE IMPORTANCE OF INNOVATIVE IDEA GENERATION IN THE CLASSROOM AND ITS REAL-WORLD EFFECTS ON THE COMMUNITY.

In 2012, four colleges located in Polk County, Florida, formed a partnership to help students develop entrepreneurial endeavors that would make a real-world impact on the local community. Polk State College, Southeastern University, Florida Southern College, and Keiser College came together and developed a design and innovation course to be offered at the local business accelerator, Catapult! The overall objective was to develop a course in which students would see business in action through local leaders, network with students from other colleges, and work together to create ideas for new businesses for downtown Lakeland, Florida.

The inaugural course was offered during the spring 2013 semester. The nineteen students enrolled in the course formed into four teams using the Entrepreneurial Attitude Orientation (EAO) Scale, developed by Robinson, Stimpson, Huefner, and Hunt (1991)*. During the term, students took a bus tour of downtown Lakeland and heard from several key decision makers, including the city manager. Each team was assigned a local entrepreneur as a mentor. During the last week of the course, the teams presented their projects to a panel of entrepreneurs and members of the Lakeland Economic Development Council (LEDC). The winning team received \$500 as seed money to help launch their idea with support from the Downtown Lakeland Partnership (DLP) Organization.

WINNING IDEA BENEFITS ALL

Fast-forward to 2015. On September 10, 2015, the first annual "Rally the Spirit" event was featured at the monthly food

truck rally that draws over 20 trucks from Central Florida to Munn Park in downtown Lakeland. The rally included an Instagram contest for students of the county's colleges. Each college provided music. Students were greeted by the mayor, each college's president and mascot, as well as the chairman of the Lakeland Area Chamber of Commerce.

This new "Rally the Spirit" theme for the September event was the brainchild of the winning team from the Spring 2013 design and innovation course. During their presentation, the team outlined benefits for college students:

- Expose students to free, fun activities in the downtown area
- Provide a specific opportunity/event to get students downtown and experience/participate in the food truck rally
- Expose students to downtown merchants and vendors
- Create positive social opportunity for students to interact with peers from other colleges

Not only did students benefit from the project, downtown stakeholders and partners benefited by:

- Increased attendance at the September Food Truck Rally
- Re-branding of Lakeland as a collegiate-friendly town
- Creation of demographic database specifically focusing on college-age individuals
- Acknowledgement of college students' economic impact
- New market potential for downtown merchants
- Creation of a retention strategy to keep young professionals as permanent residents after college

ANOTHER INNOVATION FOR DOWNTOWN

Not only was the first-place team a winner, but the second-place team in the design and innovation course had their project modified for real-world implementa-

tion. The second-place team's idea was to develop collegiate residential housing for the downtown area. The team's mentor Matt Clark, president of Broadway Real Estate, adopted this idea and was awarded the city's first residential real estate project in over ten years. Scheduled for late 2016 completion, is the NOBAY Village project. NOBAY (stands for north of Bay Street) is a \$5.5-million real estate project that will include 55 apartments, 11 retail spaces and parking. NOBAY hopes to attract young urban professionals who want to work and live in downtown Lakeland.

Both of these projects demonstrate the importance of innovative idea generation in the classroom and its real-world effects on the community. For the Spring 2016 semester, students in the design and innovation course will be tasked with developing ideas that center around the nonprofit industry. Local nonprofits will come in and deliver a reverse pitch, in which they will present a problem to the students (instead of students pitching to businesses or investors,) who have to come up with an innovative, viable solution, based on the organization's needs. Students will then conceptualize the pitch into an idea that is a viable solution for the organization. We want our students to understand that they have the ability to affect economic development at every level, locally.

**Robinson, P., Stimpson, D., Huefner, J., & Hunt, H. (1991). An attitude approach to the prediction of entrepreneurship. Entrepreneurship Theory & Practice, Summer, 15(4), 13 – 30.*

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Local officials break ground on the NOBAY project, including the real estate developer, bank representatives, the county commissioner, and college officials.



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Maker Faire Fosters Entrepreneurial Skills



By Jill Seigmund, entrepreneurship coordinator, Flathead Valley Community College, Kalispell, Montana

Flathead Valley Community College's (FVCC) Entrepreneurship Center partnered with our local public library to bring Montana its first Maker Faire two years ago. We weren't sure what to expect from this inaugural event. *Would we be able to recruit a diverse mix of exhibitors? Would people choose to spend part of their Saturday attending a Maker Faire? Would the resources we were investing in this event be worth the end results?* Happily our questions were answered... yes, definitely and absolutely!

In February 2016, FVCC and ImagineIF Libraries co-hosted the third annual Kalispell Mini Maker Faire, an event that has grown into our community's most popular showcase of invention, creativity and resourcefulness. Exhibits ranged from demonstrations of primitive skills to the latest technological gizmos. FVCC students and faculty from multiple disciplines presented their work to hundreds of curious people who attended the Maker Faire.

What does any of this have to do with entrepreneurship? As the entrepreneurship coordinator at FVCC, I have had conversations with several local employers regarding their workforce needs. They consistently bemoan the same four deficiencies in many of their employees: weak problem-solving skills; failure to apply critical thinking; unwillingness to collaborate; and poor communication skills.

If there are four things that makers are good at, besides making stuff, it is problem solving, critical thinking, collaboration and communication.



FVCC encourages students to develop entrepreneurial skills by participating in the Maker Faire.

MAKERS ARE PROBLEM SOLVERS

Makers tinker, they construct, tear things apart and put them back to together again. Makers are creative, resourceful and predisposed to making things happen. They are particularly adept at merging a range of technologies to solve a problem. Problem solving is a learned ability, and the more someone exercises this muscle, the stronger it gets. Encouraging people to be makers is encouraging them to become better problem solvers.

MAKERS AS CRITICAL THINKERS

Critical thinkers determine whether claims are always true, sometimes true, or partly true or false. Makers practically apply critical thinking to:

- Raise vital questions and problems
- Gather and assess relevant information, using abstract ideas to interpret the data effectively
- Develop well-reasoned conclusions and solutions, testing them against relevant criteria and standards, and
- Think open-mindedly within alternative systems of thought, recognizing and assessing, as needed, their assumptions, implications and practical consequences.

MAKERS ARE COLLABORATORS

They rely on the expertise of others and share willingly of their own. There is an "open source" culture within the maker movement, allowing makers to build off of one another's discoveries. One of the things that distinguishes contemporary makers from the inventors of yesteryear is the incredible connecting power afforded to them by the Internet, where they can swap information with each other almost instantaneously.

Continued on page 25 ➔

Innovation Fund Helps Connect Students to Startup Growth



By Dennis Cocco, manager, Innovation Fund, Lorain County Community College, Elyria, Ohio

Barry Tabor is studying electrical engineering at Lorain County Community College (LCCC) in Elyria, Ohio, and hopes to continue his education at one of the college's four-year partnership institutions when he graduates. But Barry's involvement in a work-experience program at LCCC sets him apart from your typical student. While pursuing his studies, he is working shoulder to shoulder with the founder of Lygent, a medical device startup company.

Lygent is developing an ophthalmic screening and diagnostic tool that will give pediatricians a quick, automated assessment of eye misalignment. Company founder Nick Vandillen is getting his prototype ready for subject testing and Barry is one of his go-to design engineers for this process.

"Being a small company, each member has a large impact on our work and success—including Barry," said Vandillen. "Barry has provided knowledge and insight to our design process while growing his own skills as an engineer through hands-on, impactful work."

Barry's involvement with Lygent began with the internship program sponsored by the Innovation Fund, a non-profit seed fund founded by the Lorain County Community College Foundation. The fund awards technology-based startups up to \$100,000 so they can validate their

technologies and business concepts. And as the entrepreneurs learn from the Innovation Fund's business mentors, local college students learn from the entrepreneurs.



Every entrepreneur who receives a funding award from the Innovation Fund—more than 150 since 2007—provides at least one college student with a unique learning experience. In the past, the fund founders have visited a classroom of aspiring entrepreneurs to offer their advice as guest lecturers. They have also sponsored booths at career fairs to talk about entrepreneurship as a career path, and they brought students into their companies and made them working members of their teams. This is exactly what Nick has done for Barry. "My voice is heard," Barry says of his contributions to the team. "Nick listens to me and takes into consideration the ideas I have for this prototype we are creating."

THIS KIND OF MEANINGFUL CONTRIBUTION IS OFTEN NOT AVAILABLE IN ANY CLASSROOM.

OUTSIDE THE CLASSROOM

This kind of meaningful contribution is often not available in any classroom, but it is consistent across the Innovation Fund program. For example, while Barry's work impacts Lygent's prototype path to market entry, another student is submitting Investigational new drug applications to the FDA. Other students are contributing to grant proposals to the National Science Foundation.

The program is giving students a chance to tackle significant projects and illustrates how internships at startups, specifically Innovation Fund startups, work. The environment is ideal for this kind of involvement; it's lean, quick, and every action moves toward a single goal—getting a technology to market. There are no

trivial jobs, and all resources, including interns, are on a task for the success of the company.

"When the entrepreneurs we invest in engage with our campus community by encouraging and enabling these unique educational experiences, the students benefit greatly," said Roy Church, president of LCCC. "But the magic really happens when the entrepreneurs themselves find value in the contributions these interns make toward the success of their companies. That kind of symbiotic relationship between entrepreneur and student has solidified the connection between startup growth and the community college."

Contributing to the success of the scholarship recipients are the Innovation Fund entrepreneurs. They come to the fund looking for more than cash; they want to give back. This is the nature of the entire program and entrepreneurs have embraced it. Successful entrepreneurs, who may or may not have participated in the Innovation Fund in the past, contribute to the fund's existence/viability by donating to the fund and investing. They also offer their time to mentor. The entrepreneurs who are benefiting from the philanthropic passion of others pay it forward, one student at a time. With each individual student experience, the Innovation Fund's internship program is contributing to a widespread and deep-rooted culture of innovation and entrepreneurship on the LCCC campus.

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A Mentor Makes a Pivotal Impact



A community college professor who took an interest in a troubled student's life was probably a lifeline to a happy and successful life for author and entrepreneur Lisa Sonora, a high-school dropout with an MBA, two national book awards and a thriving enterprise that spans art, education and creativity training.

Sonora's book, *The Creative Entrepreneur*, is a visual guidebook for making the process of starting a business real for budding entrepreneurs. It addresses the questions, dilemmas and issues many entrepreneurs face when starting a business and explores how to navigate the ups and downs and self-doubts that often occur. Her book has been a best seller on Amazon since it was published in 2008 and has won two Benjamin Franklin Independent Press Awards.

In addition to her writing feats (she has published three books in total), Sonora runs workshops on creativity and success, and facilitates workshops and trainings on topics related to entrepreneurship and channeling the inner entrepreneur. A much sought-after speaker and facilitator, she has led training sessions on five continents.

HARNESSING INNER CREATIVE RESOURCES

"I grew up in foster homes, in very chaotic environments," said Sonora. "So I immersed myself in school, which was difficult because I moved so much. One constant however, was my love for reading, which was ignited by my grandfather who bought me my first book when I was five years old. I always found something intriguing about books and even blank books, which is how I started creating my own stories and notes through drawing and writing. I was always hungry for words and stories, and this habit of doing both seemed to satisfy that need."

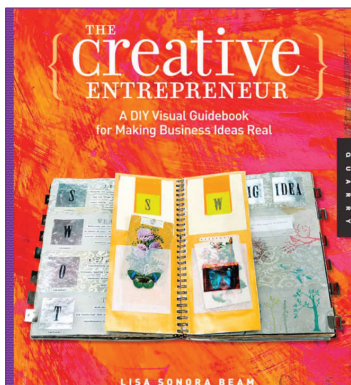
When she was 15, Sonora moved to an orphanage and because of the distance, dropped out of high school. The orphanage had no teachers, and she filled out copied worksheets for schoolwork. One day, she hitchhiked back to her old high school to talk with her guidance counselor.

"He told me I didn't need to finish high school and that I should go to the nearby community college and get a GED and then to get into a four-year college and do really well," she recalled.

Working full-time waitressing (something she began at the age of 12), she completed her GED at Harper Community College in Palatine, Illinois. "Every teacher I had there was extraordinary," she said. "Going to community college was a whole new world for me. I took random classes, exploring everything I could afford to take. I wanted to become a psychiatrist, but my philosophy teacher at HCC saw something else. We did a lot of writing in his class and I did extremely well. One day, he suggested we meet in the cafeteria during lunch break. He told me that I wrote like someone who was 40 years old and asked me about my story. Based on what I wrote for that class, he didn't think medical school was the best option for me. I remember it burst my bubble initially when he said that, but I totally see now he was right."

NUDGING ENTREPRENEURIAL POTENTIAL

Her community college experience was a pivotal point in her evolution as a successful entrepreneur. Even more than the prescient advice she received from her community college professor, it was the encouragement of a mentor who saw the potential in her as a student with an abundance of creativity and as yet untapped entrepreneurial spirit. "I remember so clearly how thrilling it was to have someone listen to what I had to say and provide feedback," Sonora recalled. "I felt like I was finally being heard by someone,



The Creative Entrepreneur



and he encouraged me to go in a different direction to achieve my dreams. In time, I left the community college, got into DePaul University and eventually earned degrees in music therapy and later an MBA at New College of California."

Using her music and art therapy background, Sonora taught in psychiatric hospitals, and then for 10 years, ran a boutique-marketing agency in San Francisco dedicated to helping green and social enterprises promote their work. She also taught green and social marketing, creativity and business curriculum, all the while journaling and sketching her way into becoming a published author. The result of her creative explorations as an artist, therapist, spiritual seeker, as she describes herself, was a body of work she called the *Creative Entrepreneur Method*. This work eventually evolved into *The Creative Entrepreneur*.

Many times, mentors and teachers in community colleges make a significant impact on their students. Mentoring at its core helps students stay focused and engaged. In her article "The Impact of Mentoring in the Success of Community College Students," published in *The Review of Higher Education*, author Gloria Crisp wrote, "Mentoring strongly predicts the degree to which students become socially and academically integrated." In this instance, a community college mentor made all the difference in the life of this thriving entrepreneur.

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We Mean Business! Workforce Training as an Entrepreneurial Enterprise



By Susan May, Ed.D., president, Fox Valley Technical College, Appleton, Wisconsin

One of the greatest areas of opportunity for community and technical colleges can be found in the workforce-training arena. These opportunities are particularly apparent in employers' needs for customized programs and services that directly address their workforce and business challenges.

Let's explore this market on a national scale. The Georgetown Center on Education and the Workforce reported that in 2013, U.S. employers spent \$177 billion on education and training: \$92 billion through in-house training; \$28 billion in tuition reimbursement for employees; and \$57 billion in contract training with external providers.

Interestingly, only a small percentage of employers actively maintain formal education and training partnerships with colleges. Yet, employers' needs for worker education and training are quite evident and clearly increasing in a growing economy in which they are having difficulty hiring employees with the requisite skill sets. Their solution in an expanding economy with low unemployment is making a meaningful investment in the skills development of their existing workforce.

OUTREACH TO EMPLOYERS

Savvy community and technical colleges with an entrepreneurial culture will devise a strategy to gain a larger share of this enormous market and by doing so, will become a more substantial and valued resource by local and regional employers. However, this requires a business-oriented operation with a commitment to customer service, and a

very proactive outreach to employers. In addition, college leaders must organize for success, establish service expectations, and communicate the direct relationship of this important work to

their institution's mission.

Our team at Fox Valley Technical College has placed significant emphasis on customized workforce training for over 30 years. This educational enterprise has evolved for us, not only as a core component of our mission, but as an integral part of our overall culture. We do mean business! And in this case, it's the "business" of serving business.

As a result, our college has experienced year over year growth in the delivery of customized workforce training. And we don't find ourselves in what would be considered a particularly large economic base with a service area population of just over 400,000. We do have a vibrant business climate in northeast Wisconsin comprised of a large and flourishing manufacturing presence, as well as the diversification offered by the strong sectors of health care, transportation, insurance/finance, aviation, and agriculture. I share this context as a backdrop for the fact that last year we exceeded the \$10 million revenue and service mark in providing customized training and technical assistance to employers. A high level of service and success in this arena can be achieved regardless of market size.

BUILDING SKILLED WORKFORCES

Community and technical colleges bring significant advantages to employers in building the highly skilled workforce they require to grow and prosper. These advantages, assuming institutions are organized and positioned to deliver customized workforce training, include:

- Talented and experienced instructors, often with industry credentials, and many of whom are a perfect match for working with employers in addressing specific needs
- Flexibility in delivery and in-house services provided (e.g. most of our training is delivered on-site in companies, sometimes at their locations across the country)

THERE IS TREMENDOUS VALUE IN HAVING FACULTY REGULARLY INTERACTING WITH BUSINESSES AND OTHER ORGANIZATIONS IN THE COMMUNITY.

- Capability in the design and customization of curriculum and learning tools to exactly address employer specifications, and
- Competitive pricing models for this marketplace, offering a great value to customers.

From my perspective, there are huge benefits to the institution. When enrollment and revenue are challenged in the more traditional programming due to economic or other conditions, the training needs of employers typically bring even heavier demand, with work that helps to grow college enrollment and revenue. There is tremendous value in having faculty regularly interacting with businesses and other organizations in the community --it keeps them up-to-date, connected to industry, and allows them to bring relevant content back to our traditional courses and students. This work also offers colleges the opportunity to become valued and trusted partners with many, many employers, which is extremely helpful when their support or advocacy is needed for program enhancements, political influence, student scholarships, or other important college or community initiatives.

Everyone gains from this type of entrepreneurial enterprise as a key component of the institutional mission - employers, employees, faculty, students, the college, and a strengthened economy for our local communities.

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The 2016 NACCE Institute

EDITOR'S NOTE: The NACCE Institute has initiated several new offerings for 2016. Here's a look at what's ahead.

"BRIDGING COLLEGE & COMMUNITY ECOSYSTEMS"

How do you map your community partners, determine who to collaborate with and then get them to partner with you?
The class will culminate with participants having an individualized strategic plan for engaging their communities in growing entrepreneurship locally.

Facilitator: John Liddy, principal of Liddy Enterprises, Entrepreneur in Residence for the Tech Garden, Syracuse University, Le Moyne College, and Mohawk Valley Community College. Director of the thINCubator, Keenan Center for Entrepreneurship, Innovation and Creativity, and director at Student Sandbox.

Dates: March 14th- May 6th, 2016 and Summer 2016 (TBA)

Location: Online

Audience: Faculty, Center Directors and Senior College Leaders

Member: \$399

Non-member: \$599

"STUDENT SUCCESS TRAINING"

Participants will learn how an entrepreneurial mindset advances student persistence to goal completion by empowering students with the mindset and perseverance needed to succeed academically and in life. Participants will learn of case studies of how an entrepreneurial mindset has impacted student success at other institutions. In addition, participants will engage in an interactive process on how to best implement an entrepreneurial mindset in curriculum in order to have the largest impact on student success.

Facilitator: Gary Schoeniger, co-author, "Who Owns The Ice House - Eight Life Lessons from an Unlikely Entrepreneur" and Bree Langemo: vice president of Strategic Partnerships at The Entrepreneurial Learning Initiative

Date: October 6th-8th, 2016

Location: Sacramento, CA; Preconference training before the NACCE Annual Conference* (*Discount for NACCE conference member attendees)

Audience: Provosts, Deans, Faculty

More Details Available Online After April 15th, 2016

"INCUBATOR BOOTCAMP"

Incubators and co-working spaces attract different community members to campus. The goal of the workshop is for attendees to understand what is required to launch and grow a successful incubator for their community. Attendees will leave with a comprehensive plan of action and a complete tool kit for implementation back to their campus.

Facilitators: Susie Pulido, vice president of Business Development at Maricopa Corporate College and Jeff Saville, executive director, Center For Entrepreneurial Innovation (CEI), a division of the Maricopa Corporate College (MCOR) and part of the Maricopa County Community College District (MCCCD)

Date: May 18th-20th, 2016

Location: The Center for Entrepreneurial Innovation in Phoenix, AZ

Audience: Deans, Entrepreneurship Directors, Faculty, Vice Presidents

Member: \$1,250

Non-member: \$1,495

"ENTREPRENEURSHIP SPECIALIST CERTIFICATE ONLINE COURSE"

Based on a decade of research and outreach, this course is the perfect professional development opportunity. In a relaxed pace (a semester long), you will have the guidance and a process to amp up your faculty to meet the entrepreneurship challenge, learn how to apply the entrepreneurial method to address challenges on your campus, and help facilitate a campus conversation about how to support and grow entrepreneurship on campus and in the community. Enroll your entire entrepreneurship team!

Facilitators: Rebecca Corbin, NACCE president & CEO and Amy Schulz, NACCE vice president of Education & Membership

Dates: March 14th-May 6, 2016

Location: Online

Audience: Deans, Entrepreneurship Directors, Faculty, Workforce Directors

Member: \$399

Non-member: \$599

Advancing Student Success Together



By Bree Langemo, J.D., vice president of Strategic Partnerships, The Entrepreneurial Learning Initiative, Mentor, Ohio

Employers are increasingly demanding an innovative and entrepreneurial workforce with critical thinking, problem solving, collaboration, communication, and other entrepreneurial skills. Seventy-seven percent of employers report that these soft skills are as important as technical skills.

Funding models for higher education are now shifting their focus from college access to completion, therefore creating an urgent need to increase completion rates while producing graduates who possess the knowledge and skills that the workforce demands.

Student engagement is the key to student completion, but the engagement challenge starts in K-12 education with a 35 percent decline in student engagement from elementary school to high school. Engagement further declines when graduates arrive to the workforce. Gallup reports that 87 percent of employees worldwide are not engaged in their work; only 13 percent are engaged and working to solve problems they care about.

How do we drive student engagement to advance student success while producing college graduates that meet workforce needs?

ENTREPRENEURSHIP EDUCATION

According to the World Economic Forum, entrepreneurship is an essential life skill that every student will need to survive in the 21st century. Entrepreneurship education can no longer be defined as a business course offered to students who elect to take it for the purpose of starting a new business. It must be reimagined



ENTREPRENEURSHIP IS MORE THAN AN ACADEMIC DISCIPLINE AND REACHES FAR BEYOND THE CONCEPT OF TRADITIONAL ENTERPRISE CREATION AND SMALL BUSINESS MANAGEMENT.

and offered broadly to empower students to remain adaptable when facing obstacles, persist through failure, communicate better, and become problem solvers and opportunity finders.

The Chronicle of Higher Education recently reported that colleges are turning to entrepreneurship education to produce work-ready graduates and next-generation innovators through experiential learning with the entrepreneurial process, preparing students to apply knowledge, skills, and judgment in uncertain environments.

The Harvard Business Review (HBR) reinforced this effort with current research indicating the need to invest in and scale entrepreneurship education noting that business creation is not the only beneficial outcome of entrepreneurship education. Entrepreneurship is a key 21st century workforce skill and is also linked to higher academic achievement.

The HBR article was based on a New York University study on students who had completed entrepreneurship education. In the study, 90 percent of students linked learning entrepreneurial skills to academic success in other subject areas, while 95 percent of the students indicated that the entrepreneurial skills would help them in their life.⁸ Entrepreneurship is more than an academic discipline and reaches far beyond the concept of traditional enterprise creation and small business management. Learning about entrepreneurship ignites an entrepreneurial mindset and students begin to think and act like entrepreneurs in all aspects of their lives. And in today's world, entrepreneurship embodies the 21st century skills every student needs.

AN ENTREPRENEURIAL MINDSET FOR SUCCESS

The Ice House Student Success Program is a student success course that inspires and engages new students during their first semester in college with the perseverance and determination of an entrepreneurial mindset needed to succeed academically and in life. The program empowers students to take ownership of their future while helping them develop the knowledge, skills, and behaviors that will enable them to succeed.

The program expands upon the companion text *Who Owns the Ice House? Eight Life Lessons from an Unlikely Entrepreneur*, by encompassing student success concepts in the context of an entrepreneurial mindset. Students learn the eight life lessons from the entrepreneurial person by engaging in video case studies of the Ice House entrepreneurs and students. Students then develop entrepreneurial skills by engaging in the entrepreneurial process with the Ice House Opportunity Discovery Canvas.

Students develop self-directed learning skills and engage in peer-to-peer learning in the classroom. Self-directed learning empowers students to take ownership of their education and engages them in their own learning. Peer-to-peer learning develops teamwork and critical thinking skills, as students work in groups to evolve their ideas. The program also provides for problem-based and experiential learning beyond the classroom, making connections, and building relationships that can support students throughout college and beyond.

10,000 MINDSETS

Initial pilots of Ice House as a student success course have produced significant results, both in student persistence and college level course completion. Based upon early results, the Entrepreneurial Learning Initiative (ELI) is working to scale the impact from thousands of students to 10,000 students at multiple institutions, while continuing to measure and evaluate student success. The campaign will remove initial implementation

barriers of institutional professional development, facilitator training and technical support, and student course materials costs. It will also drive stakeholder engagement from the president to the faculty, staff, and students as well as the community.

In partnership with NACCE, ELI is currently seeking partners - higher education institutions and philanthropists - who can help implement and measure the impact of this promising

new approach on a national scale. With these kinds of vibrant partnerships, we can redefine what it means for students to succeed in the 21st century. For more information about becoming a Student Success Partner, please visit www.studentsuccesscampaign.com.

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THE 2016 NACCE INSTITUTE

“BRIDGING COLLEGE & COMMUNITY ECOSYSTEMS”

with John Liddy

March 14th-May 6th, 2016 and Summer 2016 (TBA)

Online Course

“STUDENT SUCCESS TRAINING”

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“ENTREPRENEURSHIP SPECIALIST CERTIFICATE ONLINE COURSE”

with Rebecca Corbin and Amy Schulz

March 14th-May 6, 2016



San Joaquin Delta College Hosts First Official PFEP Signing Ceremony



By Amy Schulz, vice president of Education and Membership, NACCE

On a beautiful October afternoon at San Joaquin Delta College in Stockton, California, more than 80 students, faculty, staff, administrators and community partners gathered for a celebratory *Presidents for Entrepreneurship Pledge* (PFEP) signing ceremony. Historically, this important act has taken place in the privacy of a president's office. During this first-of-its kind observance, San Joaquin Delta College President Kathleen Hart signed the pledge among a host of supporters and entrepreneurially minded community partners during an official ceremony. Featured speakers included a faculty champion, a successful student entrepreneur, the executive director of the San Joaquin Chamber of Commerce, the California regional Deputy Sector Navigator, and the statewide Sector Navigator.

This public acknowledgement of NACCE's PFEP is an inspiring way to embrace entrepreneurship and entrepreneurial leadership across college campuses and their surrounding communities. NACCE recently developed a template for PFEP signing ceremonies to publicly celebrate a college's commitment to the PFEP's five action steps.

ADVANCING ENTREPRENEURSHIP

The PFEP was developed as a vehicle for community college presidents to commit to entrepreneurship in their communities and an entrepreneurial culture on their campuses. The pledge requires community colleges taking the pledge to commit to five action steps to advance entrepreneurship in their communities:

- **Create or expand internal and external teams dedicated to entrepreneurship**
- **Increase entrepreneurs' engagement in community colleges**
- **Engage in industry cluster development**
- **Leverage both community college and community assets to spur innovation and job creation**

▪ **Create buzz and broad exposure of your college's commitment to entrepreneurship.**

"Creating deeper connections among faculty, students and administrators - and with community officials and partners - strengthens an organization's ability to cast a wider entrepreneurial net and engage in new and innovative collaborations," said Rebecca Corbin, NACCE president and CEO. "The PFEP is and continues to be an important catalyst in this evolving dynamic."

There are many advantages to holding a public PFEP signing ceremony, including:

- **Engaging external partners:** External teams are part of the first action step of the pledge so it makes sense to include them in the ceremony. By highlighting the entrepreneurial actions already underway, partners may be inspired to enter into new projects they had not considered previously.
- **Celebrating students and alumni:** Nothing is quite as inspiring as student success stories to validate the importance of community college entrepreneurship.
- **Recognizing entrepreneurial champions:** Odds are there are at least a few entrepreneurship champions on campus. A ceremony is an excellent way to publicly acknowledge these champions for their vision and tireless work.
- **Taking stock of entrepreneurial activities:** When preparing for a signing ceremony, an important step is to take inventory of the college's entrepreneurial activities. When leaders see the extent of activities already underway, it validates their commitment.
- **Engaging internal teams:** Planning for the ceremony is an opportunity to energize the internal entrepreneurship team. Including partners, such

as marketing and outreach professionals, faculty, deans and foundation partners, builds teamwork and entrepreneurial focus.

- **Embracing media outreach:** The PFEP signing ceremony is a natural event for local media coverage. The planning team should invite the local media and involve campus publicity personnel. Don't miss out on the chance to share successes locally and nationally through NACCE.

The NACCE team has already confirmed several signing ceremonies by college presidents in the spring. NACCE has also assembled a PFEP press kit to share with members and to encourage presidents to share their commitment with their own community. You can access more information about the PFEP and resources for signing ceremonies at bit.ly/NACCEPFEP. For more information about hosting a signing ceremony or the press kit, please contact Amy Schulz, at schulz@nacce.com.

Contact: schulz@nacce.com



NACCE's Amy Schulz (left), congratulates President Kathleen Hart on signing the Presidents for Entrepreneurship Pledge.

“Edu-preneurs” Shine at Shasta College



California's small businesses comprise 98 percent of all businesses in the state and support 87 percent of all private sector jobs, according to research completed by the Kauffman Foundation. A recent small business sector report, “California Employer Needs Surveys,” identified soft skills as the top skills gap among new hires.

THESE BUSINESSES HIRE STUDENTS RIGHT OUT OF COLLEGE, INCLUDING COMMUNITY COLLEGE STUDENTS AND VETERANS.

By providing entrepreneurial education that includes the soft skills employers want, Shasta Community College (SCC) in Redding, California, is supporting local economic growth, stimulating the creation of high-value jobs, and enabling small business development. This investment in the health of California's small businesses is the vision and driving force behind a complement of entrepreneurial initiatives led by Darren Gurney, Deputy Sector Navigator for Small Business at SCC.

“As a community college, we recognize that industry is asking for soft skills training,” said Gurney. “The entrepreneurial mindset teaches soft skills. We are trying to infuse foundational entrepreneurial skills in students in all of our programs and provide real-world experiential learning to reinforce soft skills training.”

The state of California has divided its 113 community colleges into areas of economic development, each with specific sections working with grants. The Deputy Sector Navigator serves as an in-region contact for a sector, working with the region's colleges and employers

to create alignments and deliver on work-force training and career pathways.

One of the state community college system's major programs is “Doing What Matters,” a multi-prong framework to help close the skills gap. It focuses on 10 sectors statewide. Some areas include; advanced manufacturing, agriculture, small business, health, information communication and technology, global trade and logistics. Its four major thrusts are to:

- Give priority for jobs and the economy
- Make room for jobs and the economy
- Promote student success
- Innovate for jobs and the economy

Here's a roundup of the creative initiatives Shasta has undertaken to create jobs, stimulate economic development and promote entrepreneurship.

“EDU-PRENEURS” WITH INDUSTRY FOCUS

The “Edu-preneur” program is a series of offerings aimed at educating educators about specific industries and the skills students need to succeed in those industries. “We put industry in touch with teachers to help them learn more about what is needed in fields such as aviation, welding, robotics, engineering, and advanced manufacturing,” said Gurney. “We try to engage high school teachers and community college faculty across many disciplines.”

For example, Shasta College has offered “Edu-preneurs in Manufacturing,” a one-day workshop featuring a panel of experts in manufacturing advancement, the changing employee, educators' role in manufacturing and 21st Century skills. The college also included tours

of three local businesses. “These businesses hire students right out of college, including community college students and veterans,” said Gurney.

Its “Global Edu-preneurs” program is a one-day program for middle school, high school and college educators. During the event, they learn about the need for global skills, how to introduce students to global skills, and the global job outlook.

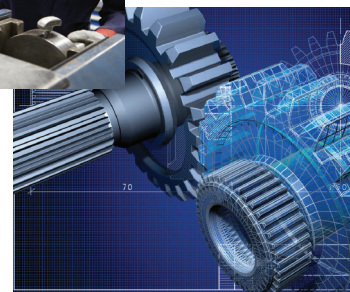
The college also hosts a two-day “Edu-preneur Summer Camp.” During the camp, participants hear from experts in rural small business, officials from Shasta's Business and Entrepreneurship Center, local entrepreneurs, global entrepreneurship experts and high school teachers of entrepreneurship.

21ST CENTURY WORK SKILLS INCLUDE ENTREPRENEURIAL MINDSET

Twice a year, Shasta sponsors this two-day entrepreneurial event, involving 50-100 faculty and people from multiple industries. “It introduces everyone to soft skills needed for industry, agriculture and small business,” said Gurney. “The program, entitled ‘Why Global Skill Sets Matter’ is based on the premise that an entrepreneurial mindset + soft skills + technical skills = the 21st century worker. With so many entrepreneurs and small



Shasta offers a one-day workshop, “Edu-preneurs in Manufacturing.”



businesses driving the economy, it's crucial that we prepare workers with 21st century skills necessary to support the needs of small businesses and future independent contractors across all sectors."

DUAL ENROLLMENT

The college's dual enrollment program allows students to make progress toward an associate's degree and/or certificate while in high school. "This is about getting kids early, so once they start some

courses, they will eventually come full-time to college," said Gurney. "We have seen dual enrollment increase student enrollment after high school."

The Dual Enrollment program offers 75 courses for students under the age of 18. "They don't pay for tuition; they just register and take courses," said Gurney. "We work with as many high school students as possible from our district. This gets students into college and into the workforce quicker with more education."

In a report from Intuit, by 2020, more than 40 percent of the American workforce, or 60 million people, will be freelancers, contractors and temp workers.

"The end game is get students into jobs, internships, and workforce development," said Gurney. "We focus on small businesses and planning so students can be their own managers or own their own businesses."

Contact: dgurney@shastacollege.edu

➤ Community Colleges as Catalysts *Continued from page 11*

THE COLLEGE PLAYS THE ROLE AS A CATALYST FOR ECONOMIC AND HUMAN DEVELOPMENT.

Participants at HCC also learned of grants that are available through the United States Department of Agriculture (USDA) in the form of Rural Business Development Grants (RBDG). These

competitive grants range from \$10,000 to \$500,000 with no cost-sharing requirement. The grants are designed to support targeted technical assistance, training, and other activities leading to the development or expansion of small and emerging private businesses in rural areas with fewer than 50 employees and less than \$1 million in gross revenue. For more information, call (302) 857-3628.

The combination of vision, collaboration, and a framework for alignment through the grants office offers a best-practice model for community colleges in various regions of the nation to consider to increase revenue.

Contact: corbin@nacce.com

➤ Maker Faire *Continued from page 16*

MAKERS AS EFFECTIVE COMMUNICATORS

In order to solve problems, think critically and collaborate, makers have to communicate with each other. They do this in both their virtual and physical communities. They also do this at events such as Maker Faires. Should they decide to take their inventions or crafts to market, they need to communicate effectively with their customers and partners to be successful. Makers not only practice and refine these four skills essential to a strong workforce, they also serve another important economic function

- they start businesses.

By giving FVCC students opportunities to be makers and interact with the larger maker community at the Kalispell Mini Maker Faire,

IF THERE ARE FOUR THINGS THAT MAKERS ARE GOOD AT, BESIDES MAKING STUFF, IT IS PROBLEM SOLVING, CRITICAL THINKING, COLLABORATION AND COMMUNICATION.

we are helping them develop vital entrepreneurial skills that can be applied to their own business ventures. Consider this from the founder of Chumby and renowned hacker Andrew Huang, "There are 100 million factory workers in (Shenzhen, China). If one percent of those factory workers decide to leave factories and begin their own operations, there are one million new specialists. If one percent of those specialists decide to develop original creations, then there are 100,000 new inventions. If one percent of those inventors find commercial success, then there are suddenly 1,000 new commercially-viable products in the marketplace."

Bringing that math home to Northwest Montana, there are numerous examples of businesses started in the Flathead Valley by makers. Some of these makers were like the factory workers Huang describes - they worked for a larger company and then identified an unmet need in the market and went about filling it. Others simply loved the mountains, lakes and rivers and were determined to come up with a way to make a living here. But what all of these makers have done is to not only create jobs for themselves, they've created jobs for many other people as well.

Contact: jseigmund@fvcc.edu

NACCE Member News



Caption: Back row (l-r): Terrence Robinson (Tri-C); Lee Kolczun (Lorain CCC); Jay Fernandez (Tri-C); Debbie Calus-Casey (Stark State CC); Lisa Hutson (Lorain CCC); and Haley Burk (JumpStart). Front row (l-r): Gretchen Skok-DiSanto (Lakeland CC); Vikki Broer (Burton D. Morgan Foundation); and Leah Deppert (NACCE).

In November, four North East Ohio Community Colleges met to discuss what entrepreneurship looks like on their campuses. The meeting, initiated by NACCE and supported by the **Burton D. Morgan Foundation** and **JumpStart**, covered a number of topics, including challenges the colleges are facing, ideas about how to address issues, opportunities for collaboration and exploration of having all of the presidents sign and/or reaffirm NACCE'S *Presidents for Entrepreneurship Pledge* (PFEP). The five participating colleges were: **Cuyahoga Community College, Lakeland Community College, Lorain County Community College and Stark State College**. We encourage our members to meet up in person and harness the power of the NACCE network!

Look for **NACCE** partner, **ELI's** "Student Success Presentations" at these Spring 2016 Conferences: **SXSWedu** - March 7-10, Austin, Texas (sxswedu.com); **NISOD Annual Conference**, May 28-31 Austin, Texas (nisod.org)

Located in Scottsbluff, Nebraska, **Western Nebraska Community College's 'Linkubator'** is helping local entrepreneurs with resource development and networking for their new businesses. One area entrepreneur marketed the services of his company, Home-town Merchants Solutions LLC, to help local small and medium-sized businesses analyze the cost of their credit card processing. The company provides hand-held processors that quickly sift through the often-cumbersome billing statements that may contain high or hidden fees. "The WNCC Linkubator is especially helpful for entrepreneurs who are thinking about starting their own business," said WNCC President Todd Holcomb.



Red Rocks Community College (RRCC) in Lakeland, Colorado has partnered with employers to meet the oncoming "gray tsunami," the industry term for the pending retirement of more than 50 percent of their current workforce. RRCC is leveraging the resources offered by a newly renovated HVAC lab at the college. Its *Ready2 Work Academy*, which follows a boot camp model, was developed in concert with employers from the building maintenance and energy efficiency industries. The *Ready2 Work Academy* offers 80 hours of hands-on basics resulting in work ready certifications in EPA 608 Universal Card and the OSHA 10 hour General Industry Card. Students completing the program are given priority preference to interview for internships among the employer sponsors.

Lorain County Community College's Innovation Fund was one of four organizations named as winners of the national Science and Technology Institute's "2015 Excellence in TBED" award. The award recognizes organizations for serving as national models for states and regions investing in science, technology and innovation to grow their economies and create high-paying jobs. LCCC is located in Elyria, Ohio.

North Iowa Area Community College (NIACC) and the Small Business Development Center (SBDC) is offering free two-hour workshops designed for anyone who is considering starting a business. Through the workshops, participants learn how to create a business plan, do market research, consider different types of business ownership, and how to register a business. NIACC is located in Mason City, Iowa.



Over the past few months, **NACCE** has been developing videos that highlight the exciting and innovative work that our members are accomplishing all over the United States. We are proud to partner with organizations like **The Coleman Foundation** and the **Appalachian Regional Commission** to bring these success stories to life through video. We encourage you to visit our YouTube channel at bit.ly/NACCEYouTubeChannel and don't forget to subscribe to our channel and share our videos!

A special thank you to the following:



Welcome to Our New Members

NACCE WELCOMED THESE NEW AND RENEWED MEMBERS IN 2015:

CANADA

Grande Prairie Regional College, Grande Prairie, Alberta

ARKANSAS

College of the Ouachitas, Malvern

ARIZONA

Paradise Valley Community College, Phoenix

CALIFORNIA

Foundation for California Community Colleges, Sacramento

Santa Barbara City College, Santa Barbara,

Irvine Valley College, Irvine

College of Alameda, Danville

Golden West College, Huntington Beach

College of Marin, Kentfield

Shasta College, Redding

Butte College, Oroville

Mendocino College, Ukiah

College of the Redwoods, Eureka

Lassen Community College, Susanville

College of the Siskiyous, Weed

American River College, Sacramento

Cosumnes River College, Sacramento

Folsom Lake College, Folsom

Lake Tahoe Community College, South Lake Tahoe

Sacramento City College, Sacramento

Sierra College, Rocklin

Woodland Community College, Woodland

Yuba College, Marysville

Los Angeles City College, Los Angeles

Cerritos College, Norwalk

Citrus College, Glendora

East Los Angeles College, Monterey Park,

El Camino College, Torrance

Los Angeles Mission College, Sylmar

Los Angeles Pierce College, Woodland Hills

Los Angeles Valley College, Valley Glen

Mt. San Antonio College, Walnut

Pasadena City College, Pasadena

Rio Hondo College, Whittier

Santa Monica College, Santa Monica

West Los Angeles College, Culver City

Barstow College, Barstow

Chaffey College, Rancho Cucamonga

College of the Desert, Palm Desert

Copper Mountain College, Joshua Tree

Crafton Hills College, Yucaipa

Moreno Valley College, Moreno Valley

Mt. San Jacinto College, San Jacinto

Norco College, Norco

Palo Verde College, Blythe

Riverside City College, Riverside

San Bernardino Valley College, San Bernadino

Victor Valley College, Victorville

Santa Clarita Community College District, Santa Clarita

Bakersfield College, Bakersfield

Cerro Coso College, Ridgecrest

College of the Sequoias, Visalia

Columbia Community College, Sonora

Modesto Junior College, Modesto

Porterville College, Porterville

Reedley College, Reedley

San Joaquin Delta College, Stockton

Taft College, Taft

West Hills Community College - Lemoore & Coalinga, Coalinga

COLORADO

Red Rocks Community College, Lakewood,

Colorado Mountain College, Leadville

CONNECTICUT

Asnuntuck Community College, Enfield

FLORIDA

Pensacola State College, Pensacola

Gulf Coast State College, Panama City

GEORGIA

Georgia Piedmont Technical College, Decatur

IOWA

America's SBDC, Iowa Ames

Des Moines Area Technical College, Ankeny

ILLINOIS

University of Illinois, Champaign

College of Lake County, Grayslake

INDIANA

Ivy Tech CC - Central Indiana, Indianapolis

Ivy Tech CC - Richmond, Richmond

Ivy Tech CC - Southern Indiana, Sellersburg

Ivy Tech CC - Northeast, Fort Wayne

KANSAS

Manhattan Area Technical College, Manhattan

Barton Community College, Great Bend

KENTUCKY

Connected Nation, Frankfort

LOUISIANA

SOWELA Technical Community College, Lake Charles

MASSACHUSETTS

VentureWell, Hadley

Middlesex Community College, Bedford,

Roxbury Community College, Roxbury

MARYLAND

Hagerstown Community College, Hagerstown

Montgomery College, Rockville

MEXICO

Creative Entrepreneur, Oaxaca

MICHIGAN

Delta College, University Center

MISSOURI

Missouri State University, Springfield

NORTH CAROLINA

Fayetteville Technical Community College, Fayetteville

Craven Community College, New Bern

NEW JERSEY

Cumberland County College, Vineland

Bergen Community College, Paramus

NEVADA

Truckee Meadows Community College, Reno

PENNSYLVANIA

Hatch House Ventures, Bethlehem

TENNESSEE

Victory University, Cordova

TEXAS

Trybal Performance, Friendswood

Tarrant County College District, Fort Worth

Alamo Colleges, San Antonio

Houston Community College - Southwest, Houston

VIRGINIA

Piedmont Virginia Community College, Charlottesville

WASHINGTON

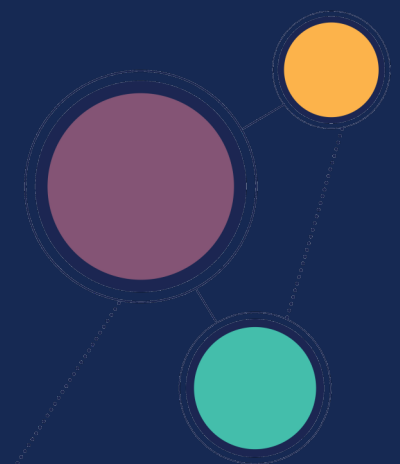
Yakima Valley Community College, Yakima,

WISCONSIN

Chippewa Valley Technical College, Eau Claire



Burton D. Morgan Foundation
champions the entrepreneurial spirit
by creating opportunities for students
to gain real-world entrepreneurship skills.



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- Dr. Gene Giovannini, President, Maricopa Corporate College

”

- Join community college presidents who are innovating on campus, in the classroom, and in communities through entrepreneurial thought and action.
- Engage in interactive dialogue with entrepreneurial-minded peers using the world café method. Topics include:
 - Innovating in the Area of Student Success
 - Creating Alternative Revenue Streams
 - Forging Successful Partnerships with Local Industries
 - Leveraging Community Resources & More!
- Listen to Jeff Hoffman, founder of priceline.com, discuss the story of creating a multi-billion dollar corporation and his newest collaborative effort on building an entrepreneurship center in Akron, OH in the wake of an institutional re-alignment.



E. Ann McGee, Ph.D.



RESIDENCE

Winter Park, Florida

ORGANIZATION

Seminole State College of Florida in Sanford, FL

OCCUPATION

College President

FIRST JOB

I started working when I was 16 to earn money for college. I worked a number of jobs, from short-order cook to teaching tennis. My first full-time career position was teaching Speech and English at Florida Keys Community College in Key West, FL. My office was on a Navy barge/houseboat that had been converted to offices. It listed at high tide.

PHILOSOPHY

"Joy for the Journey" ...this is NOT a dress rehearsal!

FAVORITE MUSIC

Island music – particularly Jimmy Buffett. I lived in Key West for 11 years during a time when Jimmy Buffett would just "show up" at a local bar and play his tunes. Country, soft jazz, and disco are also favorites.

FAVORITE TV SHOW OR MOVIE

"Singing in the Rain" – I love the music, dancing, and the happy ending!

FAVORITE BOOK

Simple Abundance: A Daybook of Comfort and Joy by Sarah Ban Breathnach. I enjoy starting the day being inspired.

WHAT GOT ME INTERESTED IN MY WORK

I was 16 when I started college at St. Petersburg Junior College. I wanted to attend Duke, but my parents didn't have the money and they thought that I was too young to go away from home. The faculty and staff at SPJC were incredible mentors to me and really helped to guide my development as a young woman. When my speech teacher invited me to participate in a speech tournament in Panama City and I placed 2nd in Oral Interpretation, I was hooked! My parents kept asking me what I was going to do with a degree in speech. My answer was that I didn't know, but that I loved it. As a college president, I can't think of a better major other than law. As a junior at Florida State University, I had the opportunity to work at my alma mater, St. Petersburg Junior College, during the summer. After that summer, I knew that working in a community college was where I belonged!

GREATEST ACCOMPLISHMENT

I like the thought that life is "falling forward." So, I feel like my greatest accomplishment hasn't occurred yet...it is just around the corner!

SUCCESS IS...

Helping others to find their way while not losing yours.

PET PEEVE

Negative people. Life is a gift. We each have a responsibility to live it to the fullest and use all of the gifts that God gave us to better our world and the lives of those around us. Make an impact!

FAVORITE QUOTE

"Too much of a good thing is WONDERFUL." Mae West

CURRENT PROJECT/S:

Successfully completing Seminole State College's \$12 million capital campaign that was launched in conjunction with our 50th Anniversary; raising an additional \$13 million to build a new Student Services building; chairing the Heart of Florida United Way and using the position as a way to help local business leaders better understand the needs of our community; leading Seminole State into our next 50 years...

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

NACCE has been a great resource for Seminole State College as we sought their practical advice to help us launch our successful AS degree in Entrepreneurship. Through the knowledge and contacts gained through NACCE, we have: formed an active business advisory team; supported an entrepreneurship student competition involving external judges; helped a student gain venture capital; instituted a capstone course that partnered students with real world industry problems; and achieved the distinction of being awarded the Chancellor's Leadership Award for instituting a course that provides students with industry problem-solving skills prior to graduation.



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Innovations 2016 is the premier event for professionals dedicated to improving organizational teaching and learning, and discovering new approaches for enhancing the community college experience. This international conference provides a forum for collaboration among academic experts and leading community college professionals, while granting participants exclusive access to the most inventive and thought-provoking programs from around the world.

From the towering skyscrapers of the Loop to the city's colorful mosaic of unique neighborhoods, Chicago buzzes with energy and excitement. Shop on The Magnificent Mile, explore Millennium Park, and enjoy world-class dining, shopping, and entertainment. Join us in this one-of-a-kind city for *Innovations* 2016!

For exhibition and sponsorship opportunities, please contact Chris Hennessey at hennessey@league.org.

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