COMMUNITY COLLEGE ENTREPRENEURSHIP

SUMMER/FALL 2018

Leading Entrepreneurial Culture Change
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Use Your Platform!

My last message focused on the benefits of establishing an entrepreneurial culture on your campus. This time we want to delve into how to achieve such a culture. It’s one thing to talk about it; but how do you get there? It is clearly not a science, but some basic tenets and practices do exist. These things come to mind:

**Designate resources to explicitly encourage innovation.** This requires putting aside money (mini grants, budget set-asides, etc.) within the organization to encourage faculty and staff to try new things. By doing so, you are visibly promoting innovation. Fund grant ideas. It sends a strong message: “Bring your ideas, and we’ll try to help you make them a reality.”

**Work with industry partners.** Collaborate with business people who want to grow and prosper. There’s a synergy there. I see it all the time between faculty members and industry or business representatives. “Let’s be creative and together advance our capabilities” is the theme. That closeness makes a big difference in your culture. It’s not an inward-looking focus, but rather outward looking, which may be challenging for institutions that tend to be somewhat insular. Powerful synergies come from side-by-side business connections.

**Build credibility and trust with your board.** When you’re advancing proposals to your board members, think about their position, which is to provide oversight and guidance to the institution. You need to build a business case for new initiatives, especially if they involve a significant investment. You will need to provide them with a business plan and then perform in its delivery. Under promise, but over deliver.

If you’re a new president, you’ve got to build credibility with your board. Take one step at a time. For example, of the 70 strategic initiatives started here at FVTC years ago, we started with the first proposal and then kept on building. We presented the business plan, we implemented the plan and began to build trust by reporting back, keeping board members informed and making sure they were comfortable with our progress. Boards don’t like to be uncomfortable or worried. Provide data and assurance. Communicate. Help them commit to making an entrepreneurial culture and taking calculated risks. If you’re just starting out as a new institutional leader, you can also lend credibility to your proposal by engaging a staff member proven to be a solid performer or champion.

**Use your platform!** As a leader, highlight the efforts in your institution. Lead by example. Presidents are at the podium in front of all staff several times throughout an academic year. They are writing blogs, overseeing publications that go to communities and alumni, and providing input to the organization’s website that is viewed by staff and the public. I use these media to tout examples of innovation and entrepreneurship here at FVTC. Hold these examples up so others can be inspired and replicate them. I’ve highlighted several only to see other areas of the college picking up on similar efforts. Leaders have access to lots of platforms. And when you highlight these entrepreneurial efforts in the community, it can change the perception of your institution.

**Act more like a businessperson.** As a leader, think and act more like a businessperson than an academic. I don’t take my business at the college for granted. I know we need customers, revenue, and new products. In so many ways, we have to operate more like a business. Of course, we still need to work within certain constraints as public institutions, i.e., board governance, state statutes, and academic requirements. But the degree to which you can supersede all of that and approach your work with a business mindset is up to you. You can go down the path of pure academic pursuit, but you may find yourself out of business if you don’t think about your markets, customer service, and the key changes your organization needs to make. As colleges, we are not immune to every organization’s need to adapt or potentially perish.

Susan A. May, Ed.D.
Board Chair
National Association for Community College Entrepreneurship
President, Fox Valley Technical College
Welcome to NACCE's Community College Entrepreneurship's summer/fall issue. Topics cut a wide swath of innovation and creativity across campuses and continents as NACCE explores growing entrepreneurial ecosystems domestically and globally.

Here are a few highlights:

- Fox Valley Technical College hosted scholars from Zhejiang University, UNESCO and NACCE this spring during its global entrepreneurship summit. Guest author Sarah Singer of Michigan State University writes about preparing students for global entrepreneurship.
- The HP Foundation and WorldSkill's International's BeChangeMaker competition attracted more than 160 applicants. Semi-finalists will advance to the final pitch competition in Amsterdam.
- Can entrepreneurship be taught, and if so, what is the best way to teach it? Read about this provocative topic in a special preview from NACCE's new book on entrepreneurship.
- Results are in from the NACCE-Michelson 20MM Foundation Intellectual Property Pilot program; find out more.
- Take a sneak peek at the Presidents' and Chancellors' Track at NACCE's upcoming annual conference October 7-10.

There's much more, so dig in!

— Carol Savage, editor@nacce.com

FOR INFORMATION

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Leading Entrepreneurial Culture Change

Articles

6 INTELLECTUAL PROPERTY: Intellectual Property Pilot Program with Michelson 20MM Foundation to Grow
8 GLOBAL PATHWAYS: Global Entrepreneurship in Wisconsin, Ohio and China & Preparing Students for Global Entrepreneurship
10 BUILDING ECOSYSTEMS: Driving Entrepreneurial Ecosystem Development in Rural Communities
11 ENTREPRENEURIAL TEAMS: Effective Collaboration with Community Stakeholders
12 BUILDING PARTNERSHIPS: Partnering for Distance
13 NATURE vs. NURTURE: Born Entrepreneurs? A Preview of NACCE’s New Book
15 ENTREPRENEURIAL JOURNEY: Instilling Entrepreneurial Mindset at Los Angeles Valley College
16 NACCE ANNUAL CONFERENCE: Special Presidents & Chancellors Track Leads Annual Conference

Columns

14 ENTREPRENEURSHIP IN ACTION: Retail Entrepreneur Bolsters Business Success
18 NACCE/ELI PARTNERSHIP: Nurturing an Entrepreneurial Culture
19 NACCE/HP LIFE: Starting a Small Business!
20 NACCE/BELLEVUE UNIVERSITY: Empathy in Entrepreneurship
23 PROFESSIONAL DEVELOPMENT: Coming Soon! 2018 & 2019 NACCE Institute

Features

3 Message from the Board Chair
17 What Are You Reading?
24 NACCE Member News
25 Member Spotlight

Left: Members of the Chinese delegation met with officials of Fox Valley Technical College and other attendees during a June summit on entrepreneurship. • Right: Aspiring entrepreneurs pitched ideas at Monroe Community College’s first Launch Your Business! Event. MCC business student Cameron McClaney and his partner, Dave Scerbo (not pictured), pitched an idea for a new business offering martial arts and defense classes for adolescents.
Positive results are in from the grant-funded pilot program launched last year by the Michelson Institute for Intellectual Property (MIIP) and NACCE. MIIP is an initiative of the Michelson 20MM Foundation to bring intellectual property (IP) curriculum to community colleges and universities across the country. Ten educators at seven colleges participated in the pilot program, led by Santa Monica College in Santa Monica, California. The materials and IP curriculum cover the essentials of patents, trademarks, copyright and trade secrets.

The additional participating community colleges include:

- Butte Community College - Oroville, CA
- College of Marin – Kentfield, CA
- Glendale Community College - Glendale, CA
- Lorain County Community College – Elyria, OH
- Santa Rosa Junior College - Santa Rosa, CA
- CUNY Queensborough – Bayside, NY

"Entrepreneurship education has evolved to the point where it can be embedded anywhere and not just be confined to the business school," said NACCE President and CEO Rebecca Corbin. "It's exciting to see open educational resources emerging that can help infuse entrepreneurship anywhere in the country."

Modular Format

For the pilot program, faculty from Santa Monica College (SMC) developed a master syllabus and course cartridge comprised of 38 digital course modules to help support the additional participating faculty. The cartridge is supported by a variety of learning management systems, including Canvas Infrastructure and Moodle.

"The modular format gave us the flexibility to easily adopt the appropriate level of depth for each area of IP, whether it was for business law or my introduction to business class," said Sal Veas, chairman of SMC’s Business Department.

SMC introduced the IP content in its business courses during the summer of 2017 and mentored the participating community colleges in the fall. The curriculum is based on MIIP’s free textbook, The Intangible Advantage: Understanding Intellectual Property in the New Economy.

Over two-thirds of community college students recently reported this is the first exposure they’ve had to the topic of IP. “Helping students develop an awareness of the complexities of IP with engaging case studies and materials was AMAZING. It filled a need I never
After a landmark 2017-2018 academic year, the Michelson 20MM Foundation initiative is slated to grow exponentially in 2018-2019.

knew existed,” said Christine Mooney, associate professor at CUNY Queensborough Community College.

Nancy Willet, of College of Marin, is an attorney and began using the Michelson IP materials during the fall 2017 semester in her business law course and continued the following semester. “I cut my teeth on trademark work – it was my first project as a lawyer and it’s what got me interested in entrepreneurship,” she said. “The students love the videos and other materials. I brought in a friend who does IP work who shared his legal war stories. The students enjoyed hearing these first-hand. By using the materials in this pilot program, we are giving first-generation entrepreneurs a step up.”

“We are very fortunate to have NACCE as a partner as we embark upon a long journey to close the IP education gap,” said Mayra Lombera, director of Strategic Initiatives for the Michelson 20MM Foundation. “Each of the incredibly innovative faculty and institutional participants, as well as the community of practice that NACCE convened, contributed tremendously to the success of this program.”

**IP Education Imperative**

Rafael Cardona, of Glendale Community College, used the Michelson IP materials in his marketing class. “Students want hands-on experience no matter what the discipline,” he said. “For the past several years, my students have been asking me how to secure blueprints or patents so it’s theirs and theirs alone. I tell them they have to pay anywhere from $1,500 to $100,000 to hire an attorney. Now, they see the importance of being knowledgeable themselves about the process so they can do a lot of the legwork before calling an attorney.”

Cardona says monthly conversations with NACCE and others spurred him to reach out to other faculty about incorporating IP into business law and additional courses. “We’ve begun working with the engineering department to talk about patents for their nifty gadgets,” Cardona said. “IP education in this day and age specifically as it relates to marketing and social media is most relevant. Opening an online portal can lead to a global brand. What young entrepreneurs don’t know are the intricacies of protecting that brand. IP is not an elective but a requirement for marketing and entrepreneurship today.”

According to MIIP, 90 percent of students participating in the pilot reported having a better understanding of intellectual property after using the materials, and 95 percent of students agree it will be useful to them as entrepreneurs. More than 96 percent expressed interest in learning more about IP.

A patent attorney, Nathan Khalil, was one of the lead faculty members in the IP pilot at SMC. He used the IP materials in his business-law courses, including “Law for the Entrepreneur.” “The students find IP interesting and practical, and their questions around trademark law are broadly relevant,” he said.

Because IP touches so many professions, and given his legal training, Khalil wanted to infuse IP into his teaching. At the time he was seeking to do this, SMC began talking with NACCE and Michelson about an IP pilot program. “Timing is everything,” he said. “This fall we’ll offer our first course totally devoted to IP. It is critical for even non-lawyers - including business professionals, entrepreneurs, and artists - to develop at least a basic understanding of the IP landscape, so they may bear fruit from their hard work, and minimize the risk of unwittingly infringing on the IP rights of others. The content, collaboration, and generosity of the Michelson 20MM Foundation and NACCE have been invaluable in facilitating our efforts to deliver this critical education to our students.”

Dana Nasser, also of SMC and a faculty lead, helped shape the curriculum and co-presented the pilot program at the NACCE annual conference in 2017. She used it in her business law course and will use it again in the fall. “It’s really important for students to understand the fundamentals of IP,” she said. “The videos are user friendly, enjoyable and very digestible. The multiple modalities enrich the student’s learning experience.”

After a landmark 2017-2018 academic year, the Michelson 20MM Foundation initiative is slated to grow exponentially in 2018-2019. As NACCE and the Michelson 20MM Foundation continue their partnership to increase awareness of IP content, more member colleges are expected to adopt the content and curriculum. NACCE and Michelson will co-present at the 2018 “Go West” conference September 19-21 in the San Francisco Bay Area, as well as at NACCE’s annual conference in October. For more information, contact Rebecca Corbin at corbin@nacce.com or Leah Deppert at deppert@nacce.com.

Global Entrepreneurship in Wisconsin, Ohio & China

By Rebecca Corbin, president and CEO, NACCE

The journey of an entrepreneurial community like NACCE takes some interesting twists and turns in the process of opportunity discovery. My experience with educational leaders from Zhejiang University began in September of 2017 when I, along with NACCE member Amy Schulz, co-presented our paper about working with ecosystem mapping 24 California community colleges through the Maker 3 Innovation Grant at the International Society of Academic Maker Spaces (ISAM) conference at Case Western Reserve University in Cleveland, Ohio.

Educators from Zhejiang University (ZHU) in China attended this conference and were intrigued by NACCE's work with ecosystem mapping and our network of community colleges. They extended an invitation for me to present in October of 2017 at the International Conference on the Construction of Entrepreneurship Education Ecosystems sponsored by the United Nations Education, Scientific and Cultural Organizations (UNESCO).

Meaningful Collisions

Fast forward to spring 2018. A mere eight months later, Fox Valley Technical College (FVTC) in Appleton, Wisconsin, met with these same educators from ZHU at the Global Education Summit at FVTC. Our host, FVTC President and NACCE board chair Susan May, opened the summit with remarks about NACCE's and FVTC's commitment to global entrepreneurship education. Tom Perkowski, assistant dean at the Cox School of Business at Southern Methodist University, describes a “meaningful collision” as one of those seemingly random meetings that if utilized correctly, can end up significantly benefitting both parties. Meeting with educators from ZHU in the United States and in China did exactly that, and led to the opportunity to convene a global summit. Members of FVTC staff, including Marie Martin, director of Global Education Services, and Amy Pietsch, director of the Venture Center, described the benefits of developing global connections to enhance learning and identify training opportunities that generate revenue for the college.

During the summit, NACCE partners – Michigan State University’s (MSU) CIBER and Bellevue University (BU) – highlighted the beneficial partnerships that can be formed between community colleges and universities. At MSU CIBER, Sarah Singer, assistant director, shared research about internationalizing business curriculum. In 2016, 9.8 percent of community college programs were international, and by 2021 that number is projected to nearly double to 18.9 percent. Michelle Eppler, associate vice president, Human Capital Lab at BU, described the growing number of apprenticeships and boot camp experiences for international students.

Joe Kapp, an entrepreneur and founder of the National Council for Resource Development (NCRD), shared his worldwide travel experiences, emphasizing the importance of offering these experiences to faculty at U.S. community colleges and students to cultivate their understanding of business and other social issues embodied in the United Nations Sustainability Goals.

What’s Next?

At NACCE’s 2018 Annual Conference October 7-10, in Fort Worth, Texas, we will host a global education and STEM panel and pre-conference. NACCE looks forward to welcoming over 400 members from the United States, Canada and abroad to the conference.

The International Conference on Science of Intelligence and Learning Revolution will be held on November 18-21, 2018 in Hangzhou, China. This conference is co-organized by Zhejiang University, Netease and UNESCO Entrepreneurship Education Network National Chapter in China. At the invitation of ZHU, I’ll be returning to present at the conference, along with two NACCE members. We look forward to more “meaningful collisions” that are likely to continue to emerge as we explore global pathways for entrepreneurship!

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“In 2016, 9.8 percent of community college programs were international, and by 2021 that number is projected to nearly double to 18.9 percent.”
Preparing Students for Global Entrepreneurship

By Sarah Singer, assistant director, International Business Center, Michigan State University, East Lansing, Michigan

I recently participated in the Global Entrepreneurship Pathways Summit at Fox Valley Technical College in Appleton, Wisconsin. It’s always exciting for me to be surrounded by others with a passion for the global aspects of entrepreneurship.

My interest in international topics began when I studied abroad in France in fifth grade (yes, you read that correctly!). Some of my most rewarding work today is developing international programs for students and faculty, whether undergraduates in Tokyo, or community college professors in Jakarta. Always, I look to emphasize the opportunities for the enterprising entrepreneur. How could I not when 95 percent of the world’s consumers are outside the United States? (U.S. Chamber of Commerce, 2018).

Broadening Perspectives

Regardless of what you may hear these days, in this country, one in five jobs depends on trade; the rest of the world helps our businesses go round (U.S. Chamber of Commerce, 2018). To that end, faculty and administrators often ask me what they can do to prepare students for the global future. Perhaps the easiest thing to do is to talk with students about the broader world. Incorporate personal stories when you have them, but don’t be afraid of plucking discussion topics from the headlines, either. “It takes a man to run an airline” – the headline-quote from Qatar Airlines boss Akbar Al Baker, certainly provides plenty of fodder about cultural differences, values, and perspectives (BBC, 2018). After all, whether as clients, customers, or employees, those they interact with post-graduation may also have their own values and perspectives; who better than faculty to help students begin to navigate those waters?

Remember that employers are often looking for such soft skills as an appreciation for cross-cultural differences, the ability to demonstrate respect for others, and an understanding of different cultural contexts and viewpoints (Booz Allen Hamilton, British Council, & Ipsos Public Affairs, 2013). Current event discussions – or reflecting on your own experiences – are great tools to help students begin to see things from multiple viewpoints. It can also humanize the instructor, as when I copped to failing to hide my disgust at being served cold, raw horsemeat on an early trip to Asia!

Likewise, regularly examining the importance of global and the direct ways that students can benefit is important. What percentages of your region’s agricultural or industrial products are exported? Which major employers are foreign-owned? And if they create fabulous art in their free time, can they really just take it to FedEx and ship it off to a buyer in Europe without a second thought? Their coursework might not provide the answer to the last question, but at least they’ll know to ask it when the time comes.

Infusing Global Experiences

Other strategies require greater institutional commitment. For example, international student recruitment is the single most common internationalization activity at community colleges, with over 700 colleges approved to enroll international students. (American Association of Community Colleges, 2017). Attracting students from abroad entails significant resources, but international students can infuse the campus with unparalleled global experience and perspectives. Similarly, studying abroad allows students firsthand knowledge of other countries and cultures, although the hurdles of work, family responsibilities, and financial need can be incredibly difficult to overcome. Not surprisingly, out of over 313,000 U.S. students who studied abroad in 2015, only 7,105 were from community colleges (American Association of Community Colleges, 2017).

Perhaps the most important thing a college can do, though, is to stress the opportunities that exist in the global economy. Whether selling one-of-a-kind pieces on an e-commerce site or exporting mass quantities of a still-to-be-invented gadget, it’s critical that students have their minds open to the fact that most of the world’s purchasing power, economic growth, and consumers exists outside our country’s borders.
Driving Entrepreneurial Ecosystem Development in Rural Communities

By Nathan Ohle, executive director, Rural Community Assistance Partnership, Washington, D.C.

In May, leaders from more than 25 states convened for the inaugural RuralRISE Summit in Davis, West Virginia to bring together rural entrepreneurial ecosystem builders, build connections, share stories, and ignite a coalition of innovators throughout the country. The Rural Community Assistance Partnership (RCAP), in partnership with the National Center for Resource Development (NCRD), the Kauffman Foundation, the AARP Foundation and NACCE launched the RuralRISE Summit with the focus of increasing entrepreneurship in rural communities across the country.

More than 175 public policy, entrepreneurship and venture capital leaders attended the event, and are now actively engaging in monthly calls and working groups to increase rural entrepreneurship. In addition, the summit helped produce national public policy guidelines, and corporate and foundation recommendations for funding and driving rural entrepreneurship development.

This event came together as a result of many conversations. Representatives from RCAP and NCRD got together to discuss ideas, and the idea of putting together a national coalition of entrepreneurship-focused leaders began to materialize. The representatives decided to move forward fast, to innovate and ideate to bring new partners to the table, and to ensure that the innovators in rural America have a voice.

Bridging the Gaps

Clearly there was a latent need, as organizations like NACCE, Kauffman Foundation, Eastern WV Community and Technical College, CoStarters, and the Appalachian Regional Commission, quickly came on board to assist with the development of RuralRISE.

RuralRISE was not your typical event. It started and ended with the ringing of a cowbell and a brief presentation by local entrepreneurs. It was a high-energy, fast-paced, interactive experience. Speakers gave five-minute “quick-fire” presentations on various rural-specific projects and programs from across the country. Attendees then broke out into groups and provided input to address issues facing rural entrepreneurs.

Over three days, RuralRISE provided the opportunity for rural leaders throughout the country to talk about what they were working on, network across regional boundaries, and collectively raise the voices of rural innovators in a way never done before. During the summit, more than 90 resources were identified, and over 1,400 ideas surfaced! One common theme emerged: change in the rural context is likely to be slow, but we should celebrate every success, regardless of size or location.

From RuralRISE 12 areas of focus emerged:

- Make our Language More Accessible Through Story
- Be Intentional and Inclusive in our Collaboration Efforts
- National Networks Exist to Support Local Change
- Relationships and Trust Are a Precondition for Collaboration
- Ecosystem Building Provides a Framework
- Understand the Role, Unique Perspective and Qualifications of the Ecosystem Builder
- Change What We Measure
- Continue Searching for Sustainability
- Identify Where Policy and Government Make the Most Impact
- Establish a Multigenerational Approach
- Account for Local Context While Leveraging Commonalities
- Rural Communities Present Unique Opportunities

There are untold opportunities in our rural communities and community colleges that can serve as regional entrepreneurial catalysts to help spur economic diversification. The partnership with NACCE helped create a significant inaugural event that as Andy Stoll from the Kauffman Foundation, stated, was an “astounding win for entrepreneurs, rural communities and the field of ecosystem building.” RCAP looks forward to continuing the journey with NACCE and its member colleges in developing RuralRISE to help all communities enjoy the benefits and opportunities of local entrepreneurship.

You can find more information on RuralRISE, as well as a report from the summit, at www.ruralrise.org.

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Entrepreneur Steve Jobs once stated, "Great things in business are never done by one person; they’re done by a team of people." At Paul D. Camp Community College (PDCCC), we have adopted a similar mantra in our approach to developing new programs. We believe that great things in education are never achieved by one person or department; they are executed by a committed group of business leaders, faculty and staff. Our focus is one of economic vitality—where we all come together to conceptualize and bring to fruition relevant programs that address the workforce needs in our region. Collaboration is key to the expansion of our economic footprint. This philosophy led to the creation of a Regional Warehousing and Distribution Training Facility.

Identifying the Need
PDCCC is located near the Port of Virginia, nestled in the middle of surrounding farmers’ cotton, peanut and soy bean fields all located on Route 58, which courses east to west across southern Virginia. Location, accessibility, land, and manufacturing make our region ideal for warehousing and distribution centers. It is clear why supply chain management and logistics are in growing demand in our service region.

As a recognized, integral part of the success of our regional economy, we set out as an academic institution to learn more about the industry. Observation alone was not enough; we found it is more productive and meaningful to get to know our business and industry leaders better by listening directly to their needs. Through a series of meetings and events with business and economic development leaders, we identified a tremendous employment gap in the field of logistics management and subsequently were able to create a plan to share with our stakeholders that provided a meaningful solution.

Promoting the Plan and Buy-in
Led by our director of Workforce Development, the college assembled an advisory group consisting of local economic development offices, plant managers, members of the workforce board (Opportunity Inc.), college workforce leaders, and our college grant writer. Our meetings revealed that the greatest need was for staff in entry-level positions, which require some basic, but highly important functional skills, such as fork-lift driving, soft skills, teamwork, and knowledge of warehousing terms and automated systems.

We also learned that our area did not have a training facility. We used this information to begin the research and discovery phase, which included visiting warehouse and distribution centers, (both in-state and out-of-state facilities), and talking to experts in the field. We needed our biggest end-users on board for backing so we committed to an approach of building interest, promoting the facility’s benefits, and opening doors that would lead to multiple levels of future funding. We gathered support from local businesses and presented our concept to the Port of Virginia. The Port liked what they saw and from there, we were able to raise over $200,000 for our program. We immediately took the idea to our businesses.

With a well-developed strategic plan and vision, the warehouse, distribution and logistics program and training facility idea was articulated in several well-crafted, highly organized requests for funding prepared by PDCCC’s grants writer. Having our grant writer engaged from the beginning when program development was just a germ of an idea was critical. It was also valuable throughout the planning process and to selling and receiving the additional financial, in-kind, and donated support needed for the facility.

The Result
Fortunately, there was nearby space available in a local, unused warehouse conveniently located across the street from our Franklin
A true partnership should never be equated as the sum of its parts. Instead, partnerships are exponential opportunities – multiplying partner strengths, diminishing their weaknesses, and unlocking new opportunities. In education, partnerships are key in achieving institutional goals, but without a careful strategy, often fall short of their potential. In Coeur d’Alene, Idaho, North Idaho College (NIC) has recently partnered with independent makerspace GIZMO-CDA, learning the lessons of what it takes to build an educational partnership that is impactful and also resilient.

**Mutual Benefits, Shared Vision**

Strong partnerships have two prominent characteristics: easily identifiable mutual benefits and a long-term shared vision. The former helps builds organizational trust and buy-in; the latter will lead to a sustained commitment. For NIC and GIZMO-CDA, both were readily apparent.

In spring 2018, GIZMO-CDA moved from its 2,000-square-foot facility to the NIC campus, which provided 8,500 square feet of operational space. This allowed for GIZMO-CDA to expand community programming while also serving NIC’s mission of innovative programming and professional development. This “win-win” scenario allowed NIC and GIZMO-CDA to build a relationship towards the larger shared vision – 21st century skill training by preparing students for STE(A)M careers through hands-on education.

**Open Communication, Clear Delineation**

Combining two organizational cultures can be a powerful way to accomplish mutual goals, but easy to fumble if new norms and expectations are not established up front. For the NIC/GIZMO-CDA, we designated a NIC staff member to work with both organizations – acting as a partner liaison and ensuring the collaboration was a supported priority. The individual holds a GIZMO-CDA board member seat, provides scheduled updates to NIC administrators, and acts as a general point of reference between the two organizations when challenges arise.

It’s easy to go into a new partnership starry-eyed, but a clear line of communication has been critical in keeping things running smoothly.

**New Emerging Media Arts /Rapid Prototype Labs**

Shared benefits, goals, and open communication are the foundation of a strong partnership, and if meeting its potential, should act as a deep well to draw new opportunities, ideas, and energy from. Dynamic partnerships should remain focused on the Why (shared vision), while being flexible on the How, What, Where and When.

While North Idaho College and GIZMO-CDA came together to support and grow the region’s largest makerspace, the real partnership opportunities are just beginning to reveal themselves as the relationship grows. A new joint effort between NIC, GIZMO-CDA, and the University of Idaho has produced an Emerging Media Arts Lab – a 1,300-square-foot space where virtual reality, augmented reality, and animation technology will be explored by all three organizations together. In addition, NIC and GIZMO-CDA have begun work on a Rapid Prototype Lab to build better connections between students and the workforce, while GIZMO-CDA has launched a faculty residency program, focused on training regional instructors to implement experiential leaning and design thinking into classrooms.

As North Idaho College and GIZMO-CDA continue to work together, there are sure to be setbacks and obstacles. But understanding the need for shared vision and open communication will allow any partnership to remain durable and achieve its long-term goals.

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North Idaho College is using new virtual reality technology in the Emerging Media Arts Lab, a collaborative education project between NIC, GIZMO-CDA, and the University of Idaho.
Born Entrepreneurs? A Preview of NACCE’s New Book

Editor’s Note: Following is an excerpt from NACCE’s new book, “Community Colleges as Incubators of Innovation: Unleashing Entrepreneurial Opportunities for Communities and Students,” coming this fall. In the chapter, co-authors Andy Gold and Mary Beth Kerly, of Hillsborough Community College, explore the question of whether some people are born entrepreneurs or if entrepreneurship, or certain facets of it, can be taught. (Kuratko, 2005). Take a look.

In his book, Born, Not Made: The Entrepreneurial Personality (2008), James Koch suggests that some people may be born with an entrepreneurial gene. However, what if that entrepreneurial gene becomes dormant, or as a minimum stigmatized by society? What happens when imaginative, creative, and entrepreneurial children grow up and learn to stop dreaming? If the gene is indeed dormant, perhaps the entrepreneurial desire simply needs to be re-ignited through entrepreneurship education.

Still, many reject the notion of an entrepreneurial gene altogether. Peter Drucker, one of the leading management thinkers of our time, recognized that: “The entrepreneurial mystique? It is not magic, it is not mysterious, and it has nothing to do with the genes. It’s a discipline, and like any discipline, it can be learned” (Drucker, 1985). Most entrepreneurship educators would concur with Drucker, and in fact have seen that entrepreneurship can indeed be taught.

However, being able to teach individuals about something doesn’t mean they will become proficient in the practice of what they have been taught. Learning about entrepreneurship does not qualify a person to practice entrepreneurship; it simply allows a person to increase their entrepreneurial literacy.

Whether you think entrepreneurship can be taught, or whether people are born entrepreneurs and simply need to reconnect with their entrepreneurial spirit, a more important question is: What is the best way to teach entrepreneurship? (Ronstadt, 1987).

Does Culture Matter?

Institutional culture is critical to developing an entrepreneurship program. Laura Palmer-Noone (2000) summarized the core problem facing many institutions of higher learning when she wrote, “Inertia is a villain in the marketplace but is worshiped in higher education because we reish tradition” (Palmer-Noone, 2000). Leaders of businesses know what stagnation can do to a business. Scott Cook, co-founder of Intuit (Quicken, QuickBooks, and TurboTax), is an advocate of the new lean startup educational paradigm. Cook reflected on the thin line between success and failure when he said, “Success is a powerful thing. It tends to make companies stupid, and they become less and less innovative” (Forbes, 2013). According to Cook, avoiding innovation stagnation is what separates a successful leader from an average one. Cook believes that the lean startup method serves startup businesses as well as established companies (Forbes, 2013).

Many colleges claim they promote innovation, but their culture says otherwise. The slow-moving nature of many college cultures can work well with certain disciplines, but entrepreneurship is not one of them. Institutions that wish to develop robust and dynamic entrepreneurial programs need to overcome internal inertia (Palmer-Noone, 2000).

Entrepreneurship programs developed in non-innovative colleges tend to get bogged down in a status quo of slow, stop, and wait. In these institutions, because there is such a lag time to launch, by the time the program interacts with students, it is already obsolete. Additionally, developers tend to become worn down and cease to develop (Palmer-Noone, 2000).

At the core of inertia, one will often find an organizational culture that is fearful of failure. Entrepreneurs know that a fear of failure can only accomplish one of two things: either stop you from starting, or stop you from stopping. Both are bad. On the other hand, the concept of loss aversion informs us that if you are brave enough to try and take action on something, and it does not work out, it is better to keep working on a failed project than admit that you have failed to avoid facing the perceived shame that comes along with failure (Kahneman & Tversky, 1979).

But what if we leveraged an entrepreneurial mindset across the community college domain and redefined the meaning of failure? This would involve an organizational culture that applauded those that failed as loudly as we applaud success. Imagine the transformational change that might occur within that college! Faculty, staff, and administrators would feel empowered to give things a go, to try and add value through innovative practices, knowing that if the initiative were a success or failure, accolades would be delivered. This would, in turn, lower the level of employee disengagement and better serve students, while also informing universities of potential new programs that could be deployed.

Transformational change in the education system and workplace needs to occur, so that people think of and define failure in a more constructive light. Astro Teller from Google X, says: “We work hard at X to make it safe to fail. Teams kill their ideas as soon as the evidence is on the table because they’re rewarded for it. They get applause from their peers. Hugs and high fives from their manager, me in particular. They get promoted for it. We have bonused every single person on teams that ended their projects, from teams as small as two to teams of more than 30. We believe in dreams at the moonshot factory. But enthusiastic skepticism is not the enemy of boundless optimism. It’s optimism’s perfect partner. It unlocks the potential in every idea.”

Entrepreneurship is a way of thinking or embracing certain conventions that promote action. These actions are designed to promote learning and solution searching, coupled with innovations that can add value. This action-oriented mindset is accompanied by a series of intangible skills such as having an internal locus of control, a growth mindset, strong sense of self-efficacy, perseverance, adaptability, ability to think big, creativity, resourcefulness, and an ability to understand and cope with failure in a different light. Colleges that embrace an entrepreneurial culture are positioned to lead in education innovation.

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Andy Gold Mary Beth Kerly
Retail Entrepreneur Bolsters Business Success

The seeds of entrepreneurship were sewn early in Lynn Peaster, founder and owner of Kountry Kupboard, a coffee, bakery and dry goods retail store on Main Street in Osage, Iowa. He founded the business in 2001, and in 2008 became a client of the NIACC Pappajohn Center and North Iowa Area SBDC when seeking to expand his business.

Ten years later, Kountry Kupboard is a good example of a traditional retail business finding success by staying true to its identity while carefully expanding into unknown territory. Specializing in classic homemade food and coffee, it also offers bulk natural foods and packaged gluten-free products – a unique combination of traditional and innovative modern products that can sometimes be hard to find in many rural Iowa stores.

Peaster enrolled in the FastTrac course (now known as Launch & Grow), a ten-week program for entrepreneurs held on the NIACC campus. He developed his business plan for expansion during FastTrac and put it into action shortly after completing the program. Peaster also worked with community partners, including the Osage Chamber of Commerce.

“I am grateful and thankful for the opportunity to go through the classes at the Pappajohn Center and have worked with them since I started my business,” said Peaster. “I have learned many useful tools for making my business successful.”

In May, NIACC’s Pappajohn Center and North Iowa Area SBDC named Peaster Entrepreneur of the Month. “I could not be more proud to have such a strong business leader in our community win this award,” said Kati Henry, executive director of the Osage Chamber of Commerce. “Lynn and his staff work tirelessly – especially around holidays - and you’ll never catch him with a frown on his face. He greets his customers with a smile, and often by name. He’s very much involved with the many programs and events we offer through the chamber and is always willing to help out however he can. We really are blessed to have him and his business in our community.”

“Lynn is a great client – coachable, dedicated, and always identifying and acting on new opportunities for his business,” said Brook Boehmler, regional director of the North Iowa Area SBDC. “Lynn is a true entrepreneur and a leader in the community. He has done great things and we can’t wait to see how he continues to grow Kountry Kupboard.”

Peaster used the resources of the NIACC Pappajohn Center and North Iowa Area SBDC, including one-on-one business counseling and Entrepreneurial Exchange workshops. The reinvigoration of rural towns is ongoing in many Midwest towns. The success of hometown businesses like Kountry Kupboard is a great example of how one business can continue to positively affect its entrepreneurial ecosystem.

“...Kountry Kupboard is a good example of a traditional retail business finding success by staying true to its identity while carefully expanding into unknown territory.”
Instilling Entrepreneurial Mindset at Los Angeles Valley College

By Tasos Sioukas, professor and chairman, Business Administration, Los Angeles Valley College, Valley Glen, California

The Business Administration Department of Los Angeles Valley College (LAVC) offers programs, associates degrees and certificates across several disciplines, including Accounting, Management, Finance, Marketing, and Real Estate. Five years ago, data showed that completion rates across our disciplines were low with the exception of Accounting. So we embarked on a journey to instill entrepreneurial mindset in our students, support their startup efforts, and show them the possibilities for career paths. Following are some of the programs we developed.

Student Companion
We started by designing a user-friendly “student companion,” a handout outlining our programs. Distributed in all classes each semester, the companion helps students track their progress towards completion and emphasizes the significance of completion for their career paths.

Workshops, Career Panels and Mentoring
With Perkins and Strong Workforce grants to expand our programs, we presented annual workshops on soft skills, personal finance, and entrepreneurial know-how that were all highly attended. We also organized career panels and provided one-on-one mentoring on business careers, program completion, resume-writing, scholarship applications, and job placement strategies to further energize students.

Competitions, Boot Camps & Entrepreneurial Retreat
In the spring of 2018, we offered our first startup boot camp to a group of student and community entrepreneurs. This unique program combines the principles of effectuation with causation and its traditional business planning tools. Participants used the boot camp to jump-start their businesses. We also introduced an “entrepreneurial spirit retreat” to another group of students who completed the program with an increased readiness for rebooting their career paths.

All these activities have had a positive impact on participants. Completion in all programs has increased over 300 percent and even as much as 500 percent in some disciplines. Our newly established transfer degree has shown significant completions even before it made it to the campus catalog. Scholarships, transfers, and job placements have all increased dramatically.

All of the LAVC faculty have contributed to the success of these programs. We are encouraged by the progress of our students and their enthusiasm in classes and across the LAVC campus.

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MARK YOUR CALENDAR!

Special Presidents & Chancellors
Track Leads Annual Conference

Presidents and chancellors will gather with fellow community college leaders from across the United States for NACCE’s Annual Conference October 7-10 in Fort Worth, Texas. Their first topic - unleashing entrepreneurship on campus and in communities – is the subject of NACCE’s new book, “Community Colleges as Incubators of Innovation: Unleashing Entrepreneurial Opportunities for Communities and Students” due out this fall.

Rebecca Corbin, president and CEO of NACCE, and Ron Thomas, NACCE emeritus committee, along with Eugene Giovannini, NACCE board member and chancellor of Tarrant County College District, and a contributing author, will welcome attendees and highlight conference workshops, which mirror issues addressed in the new book. “Readers will find great examples of how college leaders cultivated entrepreneurial mindset at their institutions and found opportunities within their communities for nurturing entrepreneurship in “Community Colleges as Incubators of Innovation: Unleashing Entrepreneurial Opportunities for Communities and Students,” said Corbin.

Additional leadership track speakers include:

- Dan Barwick, president of Independence Community College in Independence, Kansas, and Jim Correll, also of ICC, will engage in a conversational discussion between presidents and key staff members about their approaches to tapping college assets to leverage change in the community. They will be joined by Susan May, NACCE board chair and president of Fox Valley Technical College in Appleton, Wisconsin; Amy Pietsch, director of FVTC’s Venture Center; Caron Sada, psychology faculty member at Paradise Valley Community College in Phoenix; and Doug Wotherspoon, vice president of Innovation & Strategy at Algonquin College in Ottawa, Canada.

- “Building Relationships with Government Entities” will focus on policy and how to work with government agencies on state and national levels. Thomas Downs, principal of Downs Government Affairs; Jee Hang Lee, vice president for Public Policy & External Affairs at the Association of Community College Trustees; and Rufus Glasper, president and CEO of the League for Innovations, will lead this session.

- “Engagement Strategies for Student, Faculty & Staff Success” will be co-presented by Mary Hawkins, president of Bellevue University; Cathy Kemper-Pelle, president of Rogue Community College; and Anthony Banford, of Full Measure. They will cover student success strategies, transfer paths, and how colleges and universities can work together effectively.

- Anthony Wise, president of Pellissippi State Community College, Knoxville, Tennessee; and Joe April, partner, Convergent Nonprofit Services; will talk about “Funding Gaps: Going Beyond the Promise Initiative.” John Rainone, president of Danbury Community College in Clifton Forge, Virginia; and Pyper Wilkens, chief advancement officer at Dallas County College District, will talk about “New Platforms for Fundraising Success.”

- Rounding out the first day will be the “Funder Panel: Engaging Effectively with Foundations and Government Funding Sources.” Mojdeh Bahar, assistant administrator, and Robert Griesbach, deputy assistant administrator of the USDA; will be among the panelists, as well as Pushpa Ramakrishna, program director, division of undergraduate education, National Science Foundation.

- Several NACCE presidents will participate in a discussion about diversity, equity and entrepreneurship, moderated by Ji Mi Choi, associate vice president, Knowledge Enterprise Development from Arizona State University.
What Are You Reading?


Crown Business

If you are looking for ways to introduce kids to the business world, there are plenty of resources available. This book provides a practical, step-by-step pathway, including everything that young people need to know to start a business from creating financial statements to developing marketing techniques. Through inspirational stories of young people finding success in the business world, kids will learn about dozens of ideas for businesses that they can start today. The author, Steve Mariotti, is founder and president of the National Foundation for Teaching Entrepreneurship, a nonprofit that has taught young people across the country how to start their own small businesses.

Carol Savage, editor Community College Entrepreneurship


“The author, a venture capitalist, is concerned about the urgent need to align education with the rapidly changing needs for an increasingly technological workplace. He tackles the most important issue facing every country and economic region: How do we educate and inspire our students to be self directed, intellectually curious and prepared for the gig economy they are going to need to adapt to and compete in to survive? He suggests that studies should support a framework that delivers PEAK (Purpose, Essentials, Agency and Knowledge). He shatters the dogmas of No Child Left Behind and Race to the Top as empty set cultures of measurement. After a 50-state tour during one school year he concludes, among other things, that community colleges and their short, high return on investment education will play an increasingly important role in higher education. This is an essential read for the NACCE community and those considering joining the movement.”

John Moore, chairman, USEED

“Crushing It! (How great entrepreneurs build their business and influence – and how you can, too)” by Gary Veynerchuk

HarperCollins

“We can all concur on the notion that the digital age revolutionized how marketers think and act in relation to brand creation and extension. This is certainly true for entrepreneurs looking to develop their new brands or themselves or both through the use of social media tools and platforms. Well-known entrepreneur Gary Veynerchuk’s book outlines some indispensable elements that shape a successful online brand, including authenticity, passion and speed. He also discusses the importance of developing unique content that is reflective of brand DNA and free of fixation for aesthetics.”

Rafael Cardona, Business Division

Glendale Community College, Glendale, CA

We welcome you to share what you’re reading in future issues of the journal. Please send the title, publisher and a brief description of what you’re reading to editor@nacce.com
A quick online search about organizational culture change brings up dozens of nine-step programs, training videos and advice blogs. But the nature of changing a culture in a college or any other large organization is by definition a long and arduous journey. An organizational culture isn’t formed overnight and it won’t be improved through some quick scheme. But that doesn’t mean that there aren’t some logical steps to take to improve the culture in any organization. It helps to start with an understanding that the existing culture is essentially the collective mindset of all the employees who make up a college environment, and those individual mindsets have each been formed through their own experiences over a long period of time.

Baby Boomers and Generation X

Today, many of the individual mindsets at our colleges and universities were formed at a time when the fruits of the industrial age were at their height. For the majority of people from the Baby Boomer Generation and Generation X, a career in a large, established organization was seen as the safest way to achieve economic stability. In these types of organizations, an “employee mindset” naturally develops as people are asked to perform a well-defined set of pre-determined roles that were designed and organized by supervisors and managers. In this environment there is minimal need for innovation as the surest path to security is to keep your head down and just do what’s in your job description. This environment ends up naturally creating a culture where tribes form and conflict arises: administrators versus faculty, faculty versus staff, adjunct faculty versus full-time, etc. What gets lost in the battles for the individual interests of these tribes are the mission and vision of the community college.

Breaking down these barriers is the best place to start to bring about a culture change at your college. The first order of business is to nurture relationships with all stakeholders so that everyone feels part of the same team and is moving towards a common vision. And, that team’s focus should be the creation of a vibrant and worthwhile learning environment for their customers (their students), and also making the college an outstanding place to work for EVERYONE.

From the short-order cook in the food court, to the vice president of Student Services, all should feel that their contributions are valued. Movement toward this common team mentality can begin to break down these silos, but that is just the beginning. At this point, the introduction of a common vernacular can help to bring people together around similar ideas and prepare them to start down the long path to culture change.

Embedded Change

Without a common vernacular, individuals will inevitably drift back to their tribes where security and commonality provide reassurance. The beauty of the vernacular around entrepreneurial thought and action is that it provides an outstanding template to begin to change embedded employee mindsets, and start everyone down a path towards developing an entrepreneurial mindset. With this shift in focus and perspective from thinking like an employee to thinking like an entrepreneur, problems become opportunities, new ideas and micro-experiments are lauded, and the development of new skills outside of a job description become the norm. Solving problems for others becomes the new way to empowerment for individuals versus an over-reliance on job titles to define contributions.

As we heard at The World Economic Forum, for both our institutions of higher learning and their students to succeed during this Fourth Industrial Revolution, the concepts around entrepreneurship need to move from the perimeter of our education systems to become the core methodology by which they operate. Nurturing an entrepreneurial culture and developing entrepreneurial mindsets on a community college campus won’t come without challenges. But when these challenges become an opportunity for everyone to participate in creating a new and vibrant college culture, the chance of success grows exponentially.

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Starting a Small Business!

By Leah Deppert, manager, Marketing and Communications, NACCE

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

News & Updates
More than 160 team applications arrived from all over the world for the HP Foundation and WorldSkills International BeChangeMaker (BCM) competition! Fifteen finalists were selected in June to participate in this online social entrepreneurship competition where students will design a socially responsible product, service, or business. These teams will take HP LIFE courses and receive coaching to help them develop their idea and business model. The best teams will do online pitch competitions and finalists will participate in a final pitch competition in Amsterdam. The three winning teams will be enrolled in a local incubator and receive seed money to continue to develop their idea and business model. Read more and follow along here (http://bechangemaker.worldskills.org).

HP has donated approximately 400 printers to two NACCE member schools, Eastern West Virginia Community & Technical College and Roane State Community College. These printers will support teachers, counselors, entrepreneurs and learners using HP LIFE, and is part of the company’s wider goal of enabling better learning outcomes for 100 million people by 2025.

Interested in learning more about HP LIFE?
Here’s how you can get involved:
Contact Leah Deppert, manager of Marketing & Communications at NACCE, at deppert@nacce.com. Check out the program for yourself by creating a free account at www.life-global.org/go/nacce.
Empathy in Entrepreneurship

By Emad Rahim, Kotouc Endowed Chair for the Project Management Center of Excellence, and associate professor and program director, Project Management Center of Excellence, Bellevue University, Bellevue, Nebraska

If you’re responsible for nurturing budding entrepreneurs, one of the most important qualities you can educate them on is empathy. Empathy can be a powerful tool in the entrepreneurial journey, which often follows a non-linear path toward success. Understanding how to teach such an ephemeral quality is challenging, certainly, but it is possible.

McKinsey recently ran a paper on social entrepreneurship that percolated positively in all corners of global deal-making, from government halls to executive suites at major companies, and from hallways of prominent charities to conference rooms of global Non-Governmental Organizations. Written by Bill Drayton, the CEO of AshokaU, an organization that identifies and invests in leading social entrepreneurs, the article focuses on empathy, sympathy and the power of collaborative entrepreneurship.

Empathy, both in social entrepreneurship and in the business world, can be a powerful lever to help you reach your goals quickly, improve productivity internally and in multiple-team collaborations, and make your campaign cost-effective in the short term and efficient in the long run. The keys to teaching empathy are:

Understand the Power

Empathy is an essential quality in social entrepreneurship and in business entrepreneurship. Familiarize yourself with your own personality, and understand the psychology of your staff so you can better engineer social campaigns and initiatives that will get their buy-in. Employee surveys can help you determine causes that are most valued so you can commit resources accordingly.

Get inspiration from your own experience, your own life story - and the stories of your staff - they can be potent, inspirational troves.
Empathy, both in social entrepreneurship and in the business world, can be a powerful lever to help you reach your goals quickly, improve productivity internally and in multiple-team collaborations, and make your campaign cost-effective.

to help you support social entrepreneurship. If you take a look at the Forbes’ “30 under 30” list of leading social entrepreneurs, you can see how how most, if not all, burrowed into their own existential tales to push for significant changes in their respective fields. To be empathetic, know yourself. To be empathetic in social entrepreneurship, become familiar with the challenges that the target public is facing, and see how these vicissitudes are similar to your own (past or current) situation and how you can help solve them.

**Partner with Similar Organizations**
Collaborative work is the very essence of empathetic, social entrepreneurship. Identify organizations that share your values and goals, and find ways to work in tandem. Partnership has many benefits, and you can share everything from knowledge and insight to resources. Unity makes strength, and by coalescing with other organizations, you can affect policymaking durably and make your causes resonate in the public discourse.

**Take Advantage of Crowdsourcing**
Crowdsourcing helps you make better decisions. By tapping into the collective wisdom of the crowd, you can increase the level of empathy in your initiatives. According to Harvard Business Review, crowdsourcing has “become a powerful alternative for driving important decisions.” Think about Wikipedia, for example. If you can effectively exploit digital technology, you can augment the “empathy force” in your decision, and get immediate feedback from customers and communities.

**Share Successes, Failures and Insights**
Be forthcoming about your organization’s challenges, and share your successes, failures and insights with sister organizations. The goal is to learn from your own vicissitudes and those of partner groups. Set up formal “feedback groups,” that meet monthly, or establish informal channels to disseminate operational lessons and setbacks. For example, a global group named Anti Heroes organizes special events where attendees are encouraged to openly share failure stories in business and social entrepreneurship.

**Know the Subtleties—and Importance—of Crowdfunding**
Crowdfunding is another form of crowdsourcing, with the difference that crowdfunding helps you raise cash from the public. What better way to use public empathy to support your social cause than to enlist the monetary help of like-minded people? Platforms like Indiegogo and Kickstarter enable you to seek funds from the crowd, taking care of all the fundraising logistics during the process.

**Give Back to the Community**
Engage in as many charitable initiatives as possible, and when possible, give back to your community. Often, social entrepreneurship can seem like a distant, academic pursuit, one that focuses on grander topics such as poverty reduction, environmental protection and famine eradication. Translate those big, visionary ideas into something concrete. Do something in your community. Have your organization participate in a 5K run for cancer research or distribute food and supplies to the homeless.

**Address Real-Life Problems**
To increase the impact of your social initiative, focus on real-life problems. Choose a project (or two) at a time, and make your contribution as effective as possible. To boost empathy in your organization’s activities, make sure your decisions are S.M.A.R.T. - specific, measurable, attainable, realistic and timely.

Some of my favorite inspirations on social impact come from hearing how others are addressing social problems in their community or in a different country. Reading stories and listening to interviews on Ashoka Changemakers Lab, Claremont Lincoln University’s Social Impact Engage Blogs and StartEmpathy are just a few powerful resources to draw from.

**Vary Your Target Audience**
Every individual can strengthen his or her empathy muscle, according to renowned psychologist Deborah Khoshaba. To do so, the individual needs practice. As a social entrepreneur, you can flex your empathy muscle by varying the causes you care about, the organizations you work with, and the campaigns you initiate. Diversifying your operational horizon will affect you, your personnel and your entire organization positively.

**Track Your Staff’s Satisfaction Level**
To exert empathy outside, you need to cultivate empathy inside…your organization. Through formal surveys and informal get-togethers and feedback sessions, seek information from your personnel. Know what drives them and what does not, understand causes they care about and those they really care about, and find ways to motivate your group. When employees display high levels of work satisfaction, they are productive and more empathetic.

**Takeaways**
Empathy is an essential virtue in life in general, but more so in social entrepreneurship. To augment the impact of your initiatives, learn to understand the power of empathy, learn from your own life experiences, and collaborate with others. It is also important to use crowdsourcing and crowdfunding tools, to share your successes and failures, and to give back to the community. Finally, remember to address real-life challenges, diversify your projects and evaluate your employee’s satisfaction levels periodically.

*Note: Enad Rahim is an award-winning author, educator, entrepreneur, Fulbright Scholar, and TEDx speaker. He is a Forbes contributor and writes for CEO Magazine. In 2017, Rahim received the prestigious Outstanding Alumni Award issued by the American Association of Community Colleges and the John H. Mudroy Founder’s Award from Onondaga Community College.*

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We are listening to the membership and clearly there are opportunities for community colleges to grow their entrepreneurship programs if they can amass the resources and the technical skills to seize them.

NACCE is rolling out an extension to its highly successful online entrepreneurship specialist course that provides professional development on the effectuation method and its application to innovation in community college entrepreneurship programs and centers. The two new courses focus on two key areas that community colleges are increasingly interested in: the first course is targeted to faculty and staff at community colleges who do not have a direct fundraising role in their position but find that they need greater understanding about the diversity of options to provide funding and resources and improve their ability to work with fundraising professionals to achieve their program goals; the second course is targeted to faculty and new adjunct or community instructors who seek to increase their skills in delivering their entrepreneurship or business curriculum via the online classroom. The short course focuses not on what one should teach but how to make it more applied and engaging for entrepreneurship students in an asynchronous environment.

Entrepreneurship Specialist Certificate Course  
(Fall 2018 – October 29-December 21, 2018 and Spring 2019 – February 18-April 12, 2019) 
Description: The purpose of this course is to provide community college administrators, faculty, and staff with information and ideas on how to apply the entrepreneurial method to the business of running a community college as well as in creating, refining and sustaining successful entrepreneurship education programs. In addition, this course will provide the tools for you to assist existing and future students and community members in applying the entrepreneurial method to achieve their goals.

Entrepreneurship Specialist 2.0 – Funding & Development  
(January 7-February 1, 2019) 
Description: This online course is designed for the non-fundraising staff or faculty who want to increase their knowledge of the various ways in which colleges can raise funds for their entrepreneurship programs and explore more innovative non-traditional funding streams. The course will also provide insights on how to work effectively with campus fundraisers and third party-partners. This course is asynchronous with optional weekly e-coaching video chats.

Entrepreneurship Specialist 3.0 – Teaching Entrepreneurship in an Online Environment  
(June 3-June 20, 2019) 
Description: Teaching entrepreneurship online is a combination of the use of technology and applied learning in an asynchronous virtual environment. This professional development course will help entrepreneurship and business faculty to adapt or enhance their curriculum to the online environment using a variety of tools and free or low-cost apps. This is not your traditional online teaching course. No previous experience in online teaching is needed. This course is asynchronous with optional weekly e-coaching video chats.

Instructor: Christine Pigsley, entrepreneurship consultant/corporate trainer and assistant professor & program director - Applied Organizational Studies, Minnesota State University, Mankato.

To register for the Eship Specialist Certificate course: https://nacce.site-ym.com/page/EshipSpecialistClass
Rafael Cardona, of Glendale Community College in Glendale, California, presented on the topic of multicultural marketing strategies at the Annual Academy of Marketing Sciences Conference in Portugal in June. Based on the abstract, “Glendale Multi-Cultural Marketing Strategies: Considerations for the U.S. Hispanic Market for Digital and Mobile Campaigns,” he discussed Hispanics as the fastest growing ethnic minority in the United States. U.S. Hispanics over-index in digital media usage, yet are largely underserved and ineffectively targeted. Using both secondary data and interviews with Hispanic advertising/marketing industry experts, Cardona and his co-author presented an application of a strategic marketing process that takes into account the multiplicity of cultural factors that impact the success of a targeted marketing campaign.

Central Community College in Grand Island, Nebraska, has named Candace Walton vice president of Innovation and Instruction. She has served as associate vice president of the virtual campus and business division since 2016. “I’m honored to serve as Central Community College’s next chief academic officer,” said Walton. “I look forward to leading the academic growth of CCC and working with President Gotschall, our faculty and administrative colleagues to create the finest educational experience for our students and community members in central Nebraska.” Congratulations!

The CCC Maker initiative has published “The California Community College Makerspace Startup Guide: Preparing Students for Jobs of the Future” to share the planning process used to guide college teams through building makerspace communities that complement what college students are learning in the classroom to better prepare them for the innovation economy. The open-source guide is available online at the CCC Maker website. California Community Colleges embarked on journey to create makerspace communities affiliated with colleges in mid-2016 funded by a grant from the California Community College Chancellor’s Office under the Doing What MATTERS for Jobs and the Economy framework. Sierra College is the administrator and fiscal agent.

In May, NACCE President and CEO Rebecca Corbin presented the first annual NACCE President’s Entrepreneur Award to Joe Kapp at Eastern West Virginia Community & Technical College’s graduation ceremony. Kapp, who is the entrepreneur in residence at EWVCTC, was presented with a silver-star plaque and a scholarship contribution of $2,500 to the EWVCTC Foundation that Corbin raised in his honor.

Montgomery County Community College in Blue Bell, Pennsylvania, presented five entrepreneurs with $5,000 each to start their businesses during the college’s annual Karen A. Stout Start-Up Accelerator Fund Competition. Judges evaluated the individual presentations, business plan quality, and overall positive impact each business would have in Montgomery County and the region.

Campus. We now lease the space, which serves as the hub for recruitment, training, and upskilling employees in supply chain management, as well as building customized training programs for incumbent workers. Employers here are supportive of the project. They see us as taking the lead in developing a ready workforce and playing an integral role in developing the economic vitality of our region by launching a warehousing business in Western Tidewater. This program trains people and has the potential to place people in jobs; it also has the ability to attract new businesses to our area. Area economic developers have expressed interest in using PDCCC’s training facility as a site-visit location for consultants and companies seeking to start a new business, relocate, or expand operations in the area.

The success of this project hinged on the fact that it was a collaborative effort. It took many people working together to form coalition alliances and develop a unified goal. Had it been developed internally and then pushed out to the community, this program initiative would have missed out on all the potential collective energies, visions, recommendations, advice and support that our constituent group work offered. We are confident in our effort to move forward because of assurances from our community of partners that we have collective buy-in. When we can fill skills gaps and put people to work making sustainable wages, we are rewarded by contributing to the quality of life for our students while helping our business and industry partners.

We had an idea and persevered because we believed we could leverage our community’s entrepreneurial spirit to support our warehouse, distribution and logistics training facility and program. Steve Jobs had that same kind of enduring attitude and opined in another inspiring quote that program designers in academia may well consider: “A lot of times, people don’t know what they want until you show it to them.” We did!

Contact: dlufkin@pdc.edu
RESIDENCE
Clifton Forge, VA

OCCUPATION
President, Dabney S. Lancaster Community College

FIRST JOB
I was 16 years old working summers as a clerk in the registry of deeds office in City Hall in Providence, Rhode Island. I would look up (manually) birth, marriage, and death records. It was interesting work, especially when I had the time to explore older records.

PHILOSOPHY
My personal philosophy is that of the Rotary International 4-Way Test: The Four-Way Test is a nonpartisan and nonsectarian ethical guide for Rotarians to use for their personal and professional relationships. Of the things we think, say or do:
1. Is it the TRUTH?
2. Is it FAIR to all concerned?
3. Will it build GOODWILL and BETTER FRIENDSHIPS?
4. Will it be BENEFICIAL to all concerned?

FAVORITE MUSIC
I would consider my taste eclectic and wide-ranging. My favorite is country.

FAVORITE TV SHOW OR MOVIE
Seinfeld, Big Bang Theory, Quantum Leap, and The West Wing. My favorite movie is The Godfather.

FAVORITE BOOK
The Leadership Challenge – The theme of leadership is for everyone and is based upon leaders at all levels and how “regular people” can make a huge, positive difference in their organizations.

WHAT GOT ME INTERESTED IN MY WORK
I taught as an adjunct faculty at my local community college and was hooked. This was where I needed to be! The community college was changing the lives of these adult students and when an opportunity occurred to work full-time at this community college, I took it and never looked back.

SUCCESS IS...
When I think of success, I think of the words persistence, learning from failure, hard work, and enthusiasm. If you have these qualities, success will follow.

PET PEEVE
People who are chronically late. A one-off I can understand, but it is incredibly rude to think your time is more valuable than the 15 to 30 minutes you are making me wait.

FAVORITE QUOTE
“The best way to predict the future is to create it.”
– Abraham Lincoln

CURRENT PROJECT/S
I am currently working on a number of projects including:

Chairing the board of our local economic development organization as a way to tie workforce needs to economic development and entrepreneurial efforts; determining possible expansion needs of our regional center; and working on clearer pathways between our high schools, the college, and either a university or to the workforce.

WHAT IMPACT HAS NACCE HAD ON YOUR COLLEGE’S ENTREPRENEURSHIP EFFORTS?
NACCE has been a great resource for Dabney S. Lancaster Community College, especially recently as we have expanded our entrepreneurial efforts on campus. This partnership, along with local organizations, have assisted us in creating new workshop offerings, making curriculum modifications, participating in a pitch competition, and getting involved in new small businesses in our community. Ultimately, NACCE has helped us look at new and innovative ways to serve more students and increase our local economy.
ONLINE NETWORKING
Are you on Facebook? Join our private Facebook group “NACCE Community of Practice!” It’s a great way to connect with other members, pose questions, share best practices and exciting news updates, and ultimately learn and grow together.

To join, please visit bit.ly/NACCEprivateFB.

OUR GOAL IS TO HAVE 500 MEMBERS BY THE END OF 2018. HELP US REACH OUR GOAL!
SAVE THE DATE

GO WEST! September 19-21, 2018
Making, Inventing, & Entrepreneurship: New Pathways & New Opportunities

This is a collaborative conference for NACCE members in California, northwest states and Canada, Lemelson-MIT Program invention education partners and educators, and other K-16 ecosystem members. The summit will provide an opportunity for participants to learn about resources around making, inventing, and entrepreneurship and to collaborate on development of contextualized entrepreneurship curriculum.

Location:
Hyatt Regency San Francisco Airport
1333 Bayshore Highway, Burlingame, CA

REGISTER NOW
at nacce.com

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