COMMUNITY COLLEGE ENTREPRENEURSHIP
A Publication of NACCE
Winter • Spring 2015

THE ENTREPRENEURIAL METHOD & PFEP IN ACTION
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Looking Back, Looking Ahead

There is no denying that 2014 was a good year for the National Association for Community College Entrepreneurship. Let’s leverage that momentum as we move into 2015 to advance entrepreneurship in our colleges.

The beginning of the year is an exciting time. It’s a fresh slate ready for new aspirations, bigger visions and a greater drive for prosperity and success. While it may be old fashioned, I still like to make a New Year’s resolution - committing to healthier habits and fewer indulgences or developing a new interest. A resolution can be a commitment to start something new or simply an opportunity to improve a practice in place.

It’s my feeling that these annual rites shouldn’t be exclusive to individuals. Organizations like our own colleges should also use the start of a new year to recalibrate and refocus on an area in which they can improve. And why not make that resolution to begin, advance, or expand your institution’s entrepreneurial efforts?

FINDING INNOVATIVE MEANS

Community colleges are inherently entrepreneurial. This is a fact I was reminded of at the 2014 NACCE Annual Conference by listening to Dr. Saras Sarasvathy talk about the principles of effectuation, which basically comprise the entrepreneurial method. For instance, our colleges make the most of the little public funding we receive, and we’re generally in tune with the capabilities of our capital and human resources (Bird-in-Hand). We respond to and identify with the regions we serve better than any other local organization, and we continuously foster partnerships for the betterment of our institution and our communities (Crazy Quilt). We find innovative means to accommodate a vast array of student types, and we’re unafraid to attempt new programs or services to assist specific populations of students, including our most at-risk (Lemonade). However, we’re careful to only do the latter if cost is minimal and expected return is high (Affordable Loss).

These instances represent only a small sample of how community colleges have entrepreneurship at the core of their operation, and the examples can go on and on, as you will see presented in this edition of the journal. Just like the person who exercises but must resolve to exercise more rigorously, we too must make resolutions in 2015 to become better entrepreneurs and ingrain deeper entrepreneurial culture within our colleges.

As we embark upon this new year, take a minute to think about how your institution excels with regards to entrepreneurship, and in contrast, where its shortcomings are. Make a commitment to improving on both ends of the spectrum. If you haven’t signed the NACCE Presidents for Entrepreneurship Pledge, start there. Then make a resolution to follow through on the five action steps. There are countless ways for community colleges to collectively raise our entrepreneurship game, and this organization is readily available to help you with everything from resources to research. Use us. After all, keeping a resolution is easier with the help of a friend.

NEW EXECUTIVE LEADERSHIP

Let me also update you on the search for a new President and CEO for NACCE. First, on behalf of our board, I want to once again offer my sincere appreciation to Heather Van Sickle, who has led this endeavor from humble beginnings into a full-fledged national movement and respected organization. Her legacy will be lasting through the presentation of the “Heather Van Sickle Entrepreneurial College of the Year Award” at the annual conference.

Over the past several months, the NACCE Board has diligently conducted a national search for a successor to build upon Heather’s great work, and to continue the momentum that we currently enjoy. It is my pleasure to announce our organization has found the right individual to carry out that vision.

On January 19, 2015, Ms. Rebecca A. Corbin was named the new President and CEO of the National Association for Community College Entrepreneurship. She comes to us from Burlington County College in New Jersey where she served as Vice President of Institutional Advancement and as the Executive Director of the BCC Foundation. Becky has been a longtime supporter and contributor to NACCE, and we very much look forward to her leadership in getting this organization to reach more colleges, increase national support, and offer even more membership value at the campus level.

As the opportunity arises, please join me in welcoming her to NACCE.

Edwin Massey, Ph.D
Board Chair, National Association for Community College Entrepreneurship
President, Indian River State College

CHAIRMAN’S LETTER
As you look forward to the arrival of spring, I hope you take the opportunity to read the many diverse articles in this Winter/Spring issue of Community College Entrepreneurship. Whether you are an administrator, faculty, or a center director, I know you will find innovative, thought-provoking ways to help your community college bring the theory of the entrepreneurial method into reality on your campus. This issue highlights how community colleges are successfully integrating the entrepreneurial method and PFEP action steps on their campuses.

I feel fortunate to have the opportunity to work with NACCE's talented, committed members who are passionate about what they do. Everyone I interview exudes enthusiasm for helping students realize their business dreams. Every article that is submitted oozes with the author's excitement about what's going on entrepreneurially at their community college. The creativity, energy and dedication are catalyzing and you will experience it here in NACCE members' own words.

As we enter the home stretch of winter, it's a good time to heat up those aspirations for making your college more entrepreneurial in the year ahead!

-Carol Savage, editor@nacce.com

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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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EDITOR’S NOTE: The entrepreneurial method and the Presidents for Entrepreneurship Pledge (PFEP) are being implemented to help colleges succeed. Two NACCE community colleges in particular are teeming with examples of this vital engagement of both the PFEP and the Entrepreneurial Method. NACCE members from North Carolina, Catawba Valley Community College (CVCC) in Hickory and A-B Tech in Asheville, are proving in real time that applying the entrepreneurial method and implementing the action steps presidents commit to when they take the PFEP pledge are translating to tangible entrepreneurial practices at their colleges and the communities they serve.

CVCC’S MANUFACTURING SOLUTIONS CENTER HELPS ENTREPRENEURS

At Catawba Valley Community College, the Manufacturing Solutions Center (MSC) is the college’s most active beehive of entrepreneurship. With its mission of helping U.S. manufacturers increase sales, quality, and efficiency to create or retain jobs, MSC is a facility where innovative concepts can be put through R&D, product prototypes tested, manufacturing processes fine-tuned, and accurate cost and product studies performed.

Originally called the Hosiery Technology Center and located at CVCC, the center was founded 25 years ago (PFEP 3 & 4 - Bird-in-hand). The MSC continued to work to help manufacturing during the economic downturn of 2008 and the migration of American manufacturing offshore. The MSC looked at ways to bring new products to the market, examining changes in consumer buying habits induced by the Internet and the trend toward more “personalized products” to figure out new strategies and processes that would help U.S. manufacturers compete. When the U.S. manufacturing industry began to right itself in 2010 as a result of resurgence in “Made in America” pride and the improved economic environment, the center began to expand into these areas (PFEP 3 & 5 - Lemonade, Pilot-in-plane).

Word-of-mouth about the center’s role as a hotbed of innovation for manufacturing helped fuel its growth (PFEP 5 - Crazy quilt), and in part necessitated a move from its location on the CVCC campus to an expanded new facility in 2012 to nearby Conover, North Carolina. “We changed the name from The Hosiery Center to MSC in 2010 to reflect that we work with many other industries besides hosiery,” said Dan St. Louis, director of the MSC. “What we’ve done is to use what we’ve learned in the hosiery industry and apply it to other industries.”

St. Louis saw many opportunities to move the MSC ahead. “We got into exporting, new product development, and helping entrepreneurs thrive and survive. Our own story is entrepreneurial,” he said. “To survive, we had to develop news ways of doing business, form new partnerships, and create new teams.”

Since taking a new approach, the center’s reputation for finding manufacturing solutions has skyrocketed. “The MSC hasn’t stopped to take a breath and it’s not unusual for our facility to have camera crews here on a regular basis. Recently ABC Nightly News, Project Runway, and The Discovery Channel were here to film our customers’ latest innovations,” said St. Louis (PFEP 5 - Crazy quilt).

In a short period of time, the MSC has become the center of innovation and entrepreneurial creativity not only in the local area around CVCC and in North Carolina, but nationally and globally. Currently, the MSC works with 350-450 companies in all 50 states and 42 foreign countries annually.

Entrepreneurial examples at the MSC abound:

- The MSC helped entrepreneurs Rick and Neil Levine create XOAB Socks, high-end men’s fashion socks. They raised $98,000 on Kickstarter and worked with the MSC to build the technology that allowed them to create a prototype, manufacture on a small scale, and knit designs that no one had ever imagined.
- A former Disney executive developed “Bootights,” a unique combination of women’s socks and tights that brought sock company technology and tight weaving processes together for the first time. Bootights are sold at department stores throughout the country and through Amazon. They were named on Oprah’s “Favorite New Product” list.
- With help from the MSC to solve production issues, a Vermont-based knitter launched “Solmates,” an ultra successful company that produces fun, mismatched socks. Solmates are sold worldwide.

“By working collaboratively with state sources such as the Golden Leaf Foundation, the North Carolina Center for Engineering Technology (NCCET), and the North Carolina Textile District as well as federal resources, we have been able to create an environment where entrepreneurs and existing businesses can come test their products, perform research, and explore marketing and distribution options,” said George Martin, strategic advisor to CVCC. President Garrett Hinshaw (PFEP 3 - Crazy quilt).
While its mission is to create and retain jobs – it employs 22 full-time and 12 part-time employees at the center itself - the MSC is really about creating and retaining jobs in American manufacturing. As a result of its work, the MSC creates thousands of jobs not only in the local community, but throughout North Carolina and the United States.

As a direct result of its work, the MSC creates thousands of jobs not only in the local community, but throughout North Carolina and the United States.

Changing the Paradigm

“The MSC is changing the paradigm for manufacturing and maybe even our state,” said Kripner. “It is making manufacturing transparent and open. We take students as young as sixth and eighth grade and expose them to advanced and innovative highly skilled careers. “When they opt for training in areas requiring precision skills, their entry-level pay often exceeds what their teachers earn!”

Local students studying entrepreneurship use the center for research and development and prototyping. The MCS also collaborates with CVCC’s chemistry and microbiology labs to help analyze material for new products. “Our philosophy is to find out whatever others can do that we can’t,” (PFEP 3 - Lemonade) said St. Louis. “Forming teams, both from outside the center and within are important to us. Through our relationships with major companies, universities, entrepreneurs, and other community colleges, we are discovering solutions that help solve each other’s problems. We are changing the whole way of thinking about working together.”

A-B Tech - Local Demand & Support for an Industry Cluster

When the North Carolina Department of Agriculture sought to create a food incubator in the state’s northwest region, it didn’t have to look far for willing partners (PFEP 1 Crazy quilt). After submitting a feasibility study in 2003 to Advantage West, a non-profit economic development group for Western North Carolina, the state awarded a closed manufacturing facility in Asheville to A-B Tech for the incubator (PFEP 4 Bird-in-hand). The relationship has spawned several positive outcomes. One of these is Blue Ridge Food Ventures (BRFV), a shared-use kitchen and natural products manufacturing facility offering support in product development, guidance through regulatory issues, equipment for bottling and packaging, and advice on marketing and branding. Once the facility was up and running in 2004, it immediately took off, said Chris Reedy, executive director of BRFV.

SUCCESSFULLY APPLYING THE ENTREPRENEURIAL METHOD ON CAMPUS

The Presidents for Entrepreneurship Pledge Works

According to the NACCE Presidents for Entrepreneurship Pledge Summary Validation Report prepared in fall 2014, the PFEP Assessment is a reliable and valid predictor of an entrepreneurial culture. Specifically, higher levels of agreement with activities and behaviors identified within the PFEP action steps indicate an increased probability that a college views itself as entrepreneurial in a number of ways such as:

- having a culture of entrepreneurship
- having effective entrepreneurial leadership
- having financial resources to explore opportunities
- using assets creatively
- being involved in and connected to the local community
- having a significant role in the economic development of the community
- having a high level of entrepreneurial energy
- accepting new ideas and approaches
- generating ideas and activities related to entrepreneurship that are practical
- having a “can do” attitude

In line with Henry Ford’s famous quote, “If you think you can or if you think you can’t you are right,” it is important to understand how individuals at your college view the college. If they believe they are entrepreneurial as evidenced by the above statements, this will impact their ability to “act” this way. Entrepreneurial colleges are made up of entrepreneurial people and processes and systems that allow for flexibility and exploration.

Action Steps Resulting in the Greatest Change

The study further showed that the action steps having the largest impact on how the college is perceived are steps #2, #4, and #5:

- Increase Entrepreneurs’ Engagement in Community Colleges
- 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

In other words, with limited time, money and resources, colleges that want to impact the greatest amount of change should focus on the actions listed below.

(The entrepreneurial method principles are in parenthesis beside the recommended actions. For an overview of effectuation, see the Fall/Winter 2013 issue of Community College Entrepreneurship)

- Increasing entrepreneurs’ engagement in community colleges (Crazy quilt)
- Engaging entrepreneurs in the local community (Crazy quilt, Pilot-in-plane)
- Leveraging both community college and community assets to spur innovation and job creation (Pilot-in-plane)
- Optimizing asset inventory and management (Bird-in-hand)
- Understanding local trends (Lemonade)
- Identifying ROI metrics (Affordable loss)
- Responding creatively and practically to local trends (Lemonade, Pilot-in-plane)
- Creating buzz and broad exposure of your college’s commitment to entrepreneurship
- Creating awareness internally (Crazy quilt)
- Externally marketing assets and services the college has to offer within the local community (Crazy quilt)
“People who have a food concept and want to sell in the retail or online environment come to us,” said Reedy. “We help people develop prototypes and facilitate the process. For instance, a sweet potato pie maker got the opportunity to showcase the product on the QVC online shopping network. BRGV helped produce the prototypes shown on air and fill subsequent orders for 5,000 pies!”

Another client, UliMana, developed a raw chocolate product 10 years ago to fill a niche demand for raw diet foods. “She started small and produced a couple hundred jars, and then before she knew it, she had orders for 200 cases,” said Reedy. “When she initially came to us, she brought her young son to the meetings. Now he’s being trained to run this $500,000 business, which is the largest producer at our facility.”

CO-PACKAGING FACILITY ATTRACTS ESTABLISHED BUSINESSES

In addition to the food incubator, the BRGV runs a co-packing operation, which it launched in March 2014. “We are getting inquiries from established food businesses that are well capitalized and further along in their processes than start-ups,” said Reedy. “We need more clients to use the co-packing facility to make us sustainable, and so far things are heading in the right direction.”

BRGV recently created a winter community supported agriculture (CSA) operation based on the concept of providing fresh fruit and produce during the winter months when it’s not typically available. “We leveraged the storage space we had, developed the processes for prep, freezing and storing the food for use by customers in the winter,” said Reedy. “By doing this, we’re able to fulfill demand for people who want to eat local foods all year long” (PFEP 1 Bird in hand). Reedy hopes to double the BRGV’s co-packing revenues in 2015.

Reedy, who also teaches courses through the North Carolina BioNetwork on FDA regulation, dietary and cosmetic standards at A-B Tech, feels the teamwork between BRGV and A-B Tech has played a critical role in its success. “A-B Tech is a huge partner,” he said. “We provide road maps so people can receive the information they need to become successful entrepreneurs. We work closely with A-B Tech’s Small Business Center, which provides business planning and coaching to students. We have limited resources, so we tap into other team members who can provide what we can’t (PFEP 1 Crazy quilts). The reason we were able to start the incubator was because A-B Tech made the space available. They had a vision for how BRGV, the Business Center, and the college’s Entrepreneurial Foundation could work together and leverage the resources to help launch businesses. We need it here. We have very little core manufacturing in this part of the country.”

ANOTHER INDUSTRY CLUSTER - GE Aviation Training Program

The General Electric Aviation Training Program at A-B Tech is another entrepreneurial win for the Asheville community. For a number of years GE had a metal rotating parts manufacturing facility there. When GE engineers came up with new material, ceramic matrix composites (CMCs) that offered better heat tolerance and performance, they wanted to develop the technology to produce it. After the company conducted an extensive search, including overseas, a group of North Carolina economic development officials and leaders from A-B Tech convinced GE to stay. Using funds from the Golden Leaf Foundation (Bird in Hand), A-B Tech retrofitted an existing facility (PFEP 4 Bird in hand) for a composites training center and purchased new equipment, funded in part by the state’s Customized Training Program. This Advanced Manufacturing Training facility is where it trains existing and new employees.

Working with leaders in the field, including a former Boeing employee and officials from GE, A-B Tech developed a curriculum to meet GE’s needs. “Creating the training curriculum was done in a true entrepreneurial spirit,” said Kevin Kimrey, director of Economic and Workforce Development at A-B Tech and the college’s lead administrator on the GE project. “We are training GE employees as well as the general public. After the training, we hope the latter group will have an advantage in being hired by GE.”

Having the advanced manufacturing training center (PFEP 4 Bird-in-hand) will enable the community to retain 292 jobs and will give employees who want to learn the new technology a way to keep their jobs. It will also create 52 new jobs and provide local residents the opportunity for advanced training. “Interest in the technology in this community is far above what we thought,” said Kimrey. “People who are in advanced technology settings are calling us about the training program. Higher technology training means higher paying jobs.”

The training center is also beginning to attract attention outside the local area. “We’re getting calls to build prototypes and we’re looking at R&D opportunities,” said Kimrey. “Any technology that brings natural curiosity and interest in this community draws people to our facility. Both startups and existing companies are interested. We recently had a call from someone in the motorsports industry. From our point of view, we are counting on becoming an incubator for further ideas.”

HAS YOUR COLLEGE PRESIDENT SIGNED THE PFEP?

Here are some steps you can take:

▪ Have your president take the PFEP. Contact Guin Griswold at NACCE Griswold@nacce.com.
▪ Join the conversation. The Coleman Foundation Entrepreneurial Colleges in Action Grantees are blogging their experiences using the entrepreneurial method. Read and comment on their ideas. www.bit.ly/NACCEPFEP
▪ Doing it all already? Share your expertise! Create your own blog and post on the NACCE blog spot. www.bit.ly/NACCEBlogs
As many of you know, HP LIFE e-Learning is an Open Educational Resource for students, entrepreneurs and small business owners around the world who want to gain real-life business and technology skills to learn about, start or grow businesses. I am a big proponent of HP LIFE as digital content and would like to share with you some of the California community colleges are integrating HP LIFE into their curriculum.

I have personally delivered HP LIFE “train-the-trainer” seminars to college faculty and to my fellow Small Business Deputy Sector Navigators (DSNs) in California and have shared ideas on how they can integrate HP LIFE into Business, Career Technical Education, and Engineering, Performing Arts, and Journalism curriculum.

The idea is to integrate HP LIFE as “Contextualized Entrepreneurship Modules.” The basic premise is this: many of our students receive education in their area of focus, but most often if they are not studying business, rarely get an education in core business competencies. Much of our nation’s job growth is being driven by small business entrepreneurs from all forms of academic and non-academic backgrounds. I feel it is essential to educate all students with business and entrepreneurship skills to increase the probability of successful business start-ups.

TACKLING THE “STUDENTS DON’T READ TEXTBOOKS” CHALLENGE

In California, business programs fall under the CTE umbrella. During the fall 2014 semester, one of our full-time business faculty who teaches Small Business and Entrepreneurship courses told me, “After our second exam in week 10 of our semester, it was apparent to me that few students were taking the time to read their textbook. The first two exams focus primarily on the terms and examples from the text. In order to confirm my thoughts I asked the class how many had read all the chapters in the book for the exam. Only a handful of my 30 students had indeed read every chapter. Many just read the summaries or the key terms in the chapters. Knowing I could not force the students to change their ways, I turned to HP LIFE to supplement my class. After reading the HP LIFE Facilitator’s Guide, I decided to offer my students an alternative to help improve their grades. I am having the students print out and turn in the Certificate of Completion for each six modules assigned and informed them if they completed all six modules along with all the current course work, exams, homework, and marketing plan that they would score no lower than a ‘C’ in the class. And if they complete all the courses in HP LIFE, I will up their course grade by one letter grade.”

Hence, infusing HP LIFE as Contextualized Entrepreneurship Modules is proving to be effective in teaching core business concepts to students and also saves students money since they don’t have to buy additional books to learn the content.

TEACHING E-SHIP TO JOURNALISM STUDENTS

Recently, I had a conversation with a journalism instructor who informed me that she had struggled with promoting and marketing herself as a freelance writer. She felt that the journalism program she studied had not prepared her for the business side of being self-employed. When I shared with her the idea of Contextualized Entrepreneurship Modules and specifically HP LIFE, she was so thrilled that she requested I host a seminar on this very subject during the spring semester.

I am passionate about entrepreneurship and spreading the word on how Contextualized Entrepreneurship Modules combined with digital content can re-shape the learning process for entrepreneurship students.

Contact: Israel_dominguez@cuesta.edu
Haywood Community College Helps Waynesville Soda Jerks

What do you get when budding entrepreneurs combine a love for carbonated beverages with natural homemade syrups? A Haywood County-based artisan beverage company, of course! Established in 2013, Waynesville Soda Jerks is owned by operating partners Megan Brown and Chris Allen. Known as “the Jerks,” from the traditional moniker of those who operated soda fountains, familiarly known as “soda jerks,” Brown and Allen are budding entrepreneurs and students at Haywood Community College (HCC).

“Due in part to the design of the HCC Entrepreneurship curriculum and the assistance provided by the Small Business Center (SBC), we have had the opportunity to analyze the business piece by piece,” said Chris Allen, a Soda Jerks partner. “The SBC provided for us a place to hash out ideas and seek advice in a judgment-free and confidential environment. Our situation is unique in that we are applying the knowledge on the fly. This has allowed our business to develop at a much more accelerated and planned pace.”

The mission of HCC’s Small Business Center is to provide entrepreneurs with the opportunity to start or expand a business in a rent-free environment. Participants only pay for utilities. It provides a combination of mentoring services, physical space and funding programs. The facility serves rising and recent graduates and entrepreneurs in the local community in need of its services.

**POWERFUL SODA INGREDIENTS**
Waynesville Soda jerks is the nexus of traditional charm and modern youthfulness. Brown and Allen can be found juicing, cooking and concocting the sweet syrups that have quickly made them industry leaders in their craft. Waynesville Soda Jerks strives to hand craft artisan beverages of the highest quality with a purpose — through the use of local produce and all-natural processes.

“We bring the mindset of the local food movement to the beverage market by reconnecting consumers to the source and spotlighting the quality and importance of the local agricultural economy,” said Brown. “To meet these goals, we highlight fresh, seasonal offerings sourced as directly and sustainably as possible, providing our customers with a distinct clarity of ingredients.”

These efforts have resulted in the company being awarded certification from local agriculture advocacy groups such as the “Buy Haywood” and the Appalachian Sustainable Agriculture Project. Chris and Megan are a refreshing twist to the local business climate. The duo has embraced the “Buy Haywood” movement and innovatively used locally sourced ingredients to create their sodas and their business. They have created a niche and are successfully integrating their products on a regional scale.

**AFFORDABLE SPACE MINIMIZES EXPENSES**
Headquartered in the HCC Student Business Incubator located in the Center for New and Expanding Business, an entity of Smoky Mountain Development Corporation, the Waynesville Soda Jerks are using the “Student Business Center” program designed by the HCC Department of Business and Entrepreneurship.

“When we envisioned the student incubator, we wanted to provide a stepping stone for students from curriculum to implementation,” said HCC Entrepreneur Instructor Meredith Carpenter. “The Student Incubator Program provides incubator opportunities for HCC students looking to launch business ventures in Haywood County. Many argued that this type of program was not applicable in a rural community and would be underutilized. Megan and Chris have taken full advantage of the opportunities available to them, and we are proud to have them as part of the HCC family!”

“Signing a lease for the HCC Student Business Center was a major development for the short-and long-term success of our business,” said Brown. “It affords us the space and opportunity for growth while the business is still learning to walk by alleviating the high cost of rent for a production, bottling and office facility. Based on storage capacity alone, we would have hit a ceiling months ago without the facilities to house larger, commercial refrigeration and freezer storage.”

During their first year of operation, Waynesville Soda Jerks successfully implemented a Kickstarter crowd-funding campaign raising over $7,500 with 59 backers. The funding generated from the campaign allowed for growth and development, enabling the company to evolve from a farmer’s market-based business to being poised to become a full-scale beverage manufacturer with bottling and distribution capabilities. “At the beginning, we only envisioned Waynesville Soda Jerks being a very localized, more service-oriented business. We are leaps and bounds ahead of even our longest term goals as defined a year ago,” said Allen. “After bringing our products to the market, we quickly realized the true potential of the business lies in the manufacturing and distribution aspects. This has dictated our pace and path over the last few months as we move into our commercial space and progress toward bringing our products to the wholesale and retail markets.”

Contact: kmgould@haywood.edu or kmgould@haywood.edu or...
Using the Entrepreneurial Mindset to Serve Students

By Chris Bustamante, President
Rio Salado College, Tempe, Arizona

Entrepreneurial thinking seeks to solve an identified problem; calculating potential risk against a future outcome. As the landscape of higher education continues to shift and colleges adapt to changes in the environment, adopting an entrepreneurial mindset can help to transform the learning experience and reinvent institutional roles to shape the future of post-secondary education. This risk-taking mindset is typically not associated with traditional educational institutions, which are often slower to respond to the needs of their stakeholders.

As the entrepreneurial model has shown, with great risk often comes great reward. In 1978, the Maricopa Community College District set out to serve non-traditional students at a distance by establishing a Rio Salado College, “a college without walls.” Rio offered classes closer to where students lived; in neighborhood store fronts, high schools, and churches. With the advent of the Internet, the college took a calculated risk and took distance education to the next level and began offering courses online. At the time critics questioned this new modality, and whether students would or could adapt to such a radically different learning environment. Rio faculty hoped those first online classes would enroll 100 students, and today Rio serves more than 57,000 students, including 32,000 online.

**EARLY PIONEERING**
As an early pioneer of online learning, we have tested and tried many technologies to provide support for the online learner. In order to deliver a platform that met the needs of our faculty and students, we partnered with Microsoft and Dell to build our own customized Learning Management System (LMS) called RioLearn. It is now in its eighth iteration and facilitates the college’s efficient one-course, many sections model, year-round Monday start dates, and is scalable to meet future enrollment growth.

Rio’s entrepreneurial culture has also encouraged other innovations such as RioPACE, a predictive analytics program that measures student progress and course engagement to help instructors identify at-risk students and trigger appropriate interventions.

We also use the entrepreneurial mindset in our strategy to identify new markets. For example, Rio Salado was the first college in Arizona to provide college credit programs in the workplace, leveraging the resources of both institutions to be cost-effective. Last year we had 39 partnerships where 4,825 employees received college credits, and 1,000 local and national employees received non-credit workforce development training. More than 2,550 certificates were awarded to students who successfully completed corporate training through our Educational Service Partnership Program.

Rio’s Incarcerated Re-Entry Program is also an example of looking for pathways to expand reach. Through a partnership with the Arizona Department of Corrections, we offer remediation courses, high school equivalency preparation, workforce development training, and college-level courses that lead to degrees or certificates on-site at local prisons.

**DUAL ENROLLMENT**
In addition, Rio led the way in Arizona to offer Dual Enrollment options to provide a jump-start to college for high school students. We have become the largest Dual Enrollment provider in the state and offered courses at 41 partnering high schools for more than 6,700 students, 13 of whom earned their associate degrees before receiving their high school diploma this past spring. This fall, Dual Enrollment students will have the opportunity to earn a certificate of completion in Entrepreneurial Studies and learn about the benefits of calculated risk.

Belief in the future drives culture and innovation at Rio Salado College as we continue to identify next generation learning models that support persistence, retention and completion. Whether an institution is public, private, not-for-profit, traditional, or non-traditional, an entrepreneurial mindset is critical as we redefine ourselves in the ever-changing landscape of higher education.

**ABOUT RIO SALADO COLLEGE**
Rio Salado College is one of 10 colleges in the Maricopa County Community College District, and one of the largest public online community colleges in the nation. Located in Tempe, Arizona, Rio Salado consistently ranks in the nation’s top 10 institutions that award the highest number of one-year certificates.

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Opening the Door for Entrepreneurship in Appalachia

By Griffin Cottle, Director, Small Business & Entrepreneurship Center
Jefferson Community and Technical College, Louisville, Kentucky

The NACCE-ARC Opening the Door for Entrepreneurship in Appalachia project is a partnership between NACCE and the Appalachian Regional Commission (ARC), a federal-state alliance that works with the people of Appalachia to create opportunities for sustainable community and economic development. Over the past year, 12 community colleges throughout the region have received guidance and support on how to become a hub of business development and entrepreneurship-related services in the areas they serve.

NACCE works with the colleges to address their infrastructure for research, development, and access to capital for small businesses in their communities; their ability to encourage change-resistant communities and economies to adopt and embrace an entrepreneurial culture; their best small business support models in each community where these community colleges are located; and how all of the above activities can be sustained at the local level.

The colleges were introduced to five existing NACCE initiatives designed to help them in their efforts to support local small businesses. These included:
- NACCE’s Presidents for Entrepreneurship Pledge (PFEP)
- The NACCE Fellows Program
- NACCE’s Regional Summit Series (February 20, 2014 in Ghent, West Virginia)
- NACCE’s Entrepreneurship Specialist Certificate Training (February 3, 2014)
- The NACCE Annual Conference (October 12-15, 2014 in Phoenix, Arizona)

Of special importance was the interaction between the NACCE Fellow hired to help coordinate the project and the five action steps of NACCE’s PFEP, which are crucial for community colleges seeking to advance entrepreneurship in their communities.

Work on the project began in November 2013 following the NACCE Annual Conference with major work commencing following the Regional Summit in Ghent, West Virginia, which several of the schools were able to attend. This also gave NACCE the opportunity to discuss the steps of the PFEP with the college leaders as a group, which led to a better understanding of what needed to come next both individually and regionally.

NACCE proposes to provide ongoing support to community colleges located in distressed counties in Kentucky, Tennessee and West Virginia by continuing to work with several schools that were heavily engaged – including Southeast Kentucky Community College, Hazard Community College, Big Sandy Community and Technical College, and Northeast State Community Colleges during the first year of the project, while cycling in newer schools from the region that are eager to take part.

INITIAL ASSESSMENT

An initial assessment of the 12 schools revealed programs at varying stages of development ranging in four levels of institutional support and engagement. Champions without Comprehensive Support & Siloed Activities

- Individual members of the business faculty were proactive in pursuing entrepreneurship opportunities for their students, despite having few resources and very limited administrative support.

Institutional Support, External Focus

- Where the state encouraged community colleges to partner with local Small Business Development Centers (SBDCs), multiple business counselors on site were helping anyone work through the specifics of starting a business, all at no charge to the student. The shortcoming is that the training is often on the non-credit side, and the SBDCs are frequently left to their own devices with little direction or involvement from the administration.

Strong Interest, Little Experience

- Despite having a strong interest in expanding entrepreneurship training and activities but little background or experience, some schools simply just aren’t sure where to start.

No Interest, No Administrative Support

- Some schools showed little interest in participating in the project either on the for-credit or non-credit side.

Question: What then is the role of community colleges in promoting entrepreneurship in Appalachia?

The question of what specific role they should play depends on the position of each school and the needs of their particular community. Ideally the colleges would be driving change and encouraging a whole range of activities and events, from pitch competitions to Startup Weekends, that can help drive the change in mindset that the region needs, while also playing a role in main street redevelopment efforts and business trainings that complement the work of local Small Business Development Centers.

Trying to determine what’s already available in the area, though, can be a challenge in and of itself. Administrators with an interest in developing an entrepreneurial culture on-campus often struggle with deciding what initiatives to offer and how to implement the changes.

The most common approach that schools take in this situation is to look at the offerings of nearby schools and local chambers – taking stock of the program options, course offerings, partnerships and larger upcoming events – to try to develop something new based on community needs and what is not available.

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Sam’s Club Shared Vision Colleges
Making a Difference Across the Country

EDITOR’S NOTE: In the last edition of Community College Entrepreneurship, we highlighted the activities of Long Beach City College and Southern West Virginia Community and Technical College. In this edition, we will highlight Southeast Kentucky Community and Technical College and Fox Valley Technical College.

The 2014 Sam’s Club Shared Vision Project has been very successful for the seven colleges that participated in this year’s program. A key factor contributing to the program’s success was the colleges’ customized approach to their markets. It is critical to match your product offerings to the needs of your customers.

The key goals of the 2014 program were to:

- **Increase entrepreneurship engagement with microbusiness owners.** Our hope was that microbusiness owners would gain new skills and see our community colleges as a key part of their support system.
- **Build communities of learning.** Our participating colleges hope to sustain their efforts in training microbusiness owners by providing follow-up training sessions for their small business owners.

Our participating colleges are also developing a lessons-learned portfolio for other colleges that might want to engage their communities in a similar fashion. Our colleges are very excited about the momentum they have created throughout this year-long project.

**SOUTHEAST KENTUCKY COMMUNITY AND TECHNICAL COLLEGE**

“Selling to the World Expo” attracted small businesses as well as crafters and artisans. Southeast Kentucky Community and Technical College (SKCTC) teamed up with NACCE and other economic development partners to host the first ever “Selling to the World Expo” in Middlesboro, Kentucky.

The expo was held over two days and served as a training session to help small business owners learn how to harness the power of the Web to sell their products to statewide, national, or even global customers.

Nearly 100 people from several counties in Kentucky and Tennessee attended sessions covering a variety of topics, from web design for small businesses and basic bookkeeping, to learning how to ship products across the globe.

The expo benefited not only small businesses that struggle to build an online presence, but also crafters and artisans who spend their weekends selling items locally. The event taught these sellers how to compete online and use various Internet tools and strategies to build their businesses, expand their markets, and boost profits. Planning the expo took many hours in the months leading up to the event. Once the grant application was approved, the college first had to identify and sell the concept to key partner agencies that remain prepared to assist small businesses in all phases of their operation. Partners included the Eastern Kentucky Concentrated Employment Program, Kentucky Highlands Investment Corporation, and Kentucky Small Business Development Corporation.

The college is currently looking to make the “Selling to the World Expo” an annual event, and there were several lessons learned from the inaugural experience. First, any subsequent events should likely be held on the weekend. It was difficult for small business owners to give up two full weekdays to attend sessions.

Second, the target audience should not necessarily be the traditional small business owner with a storefront in downtown, but should include artisans and crafters who sell at roadside markets and regional festivals – essentially anyone with something to sell.

Marketing will remain an important factor in making future events a success, and establishing a marketing team is something that should happen on the first day of planning. Future strategies must include face-to-face interaction with small business owners, in addition to securing speaking engagements with area chambers of commerce and community service organizations such as local Rotary Club.

Throughout the process of planning and hosting the expo, the college learned of a surprising number of small businesses in the region that do not have an online presence simply because the idea of it overwhelms the owners. People sometimes need motivation, encouragement, and professional development to develop an online presence.

As can be seen from the three college’s customized programs, there are many ways to be successful. The key is understanding the business owners and the surrounding communities’ needs and tailoring a program that addresses the interests of the target audience.

**FOX VALLEY TECHNICAL COLLEGE**

Fox Valley has been a very important part of its business community’s ecosystem for many years and its Sam’s Club project has only enhanced their position.

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Operating a Small College Like a Business

By Rhonda Richards Tracy, Interim President, West Virginia University, Parkersburg, West Virginia

In today’s economic climate, it is imperative that college administrators are schooled in budget management and in strategies for operational efficiencies. It is also important to recognize opportunities for entrepreneurship and to actively seek opportunities to replenish coffers that are often underfunded with system-wide budget cutbacks. As an interim president, I was faced with a budget that had been cut by 7.5 percent and with 125,000 square-feet of unoccupied space. Because I needed to act decisively and quickly to address both issues, I began by asking questions.

**ASKING THE RIGHT QUESTIONS**

Since learning that the business aspects of leading an institution of higher education center on transparency, oversight, and controlling costs, I decided to tackle the most challenging and difficult -controlling costs. Institutionally, we were already committed to transparency and deliberate oversight but the issue of controlling costs was less certain. A valid starting point begins by asking probing questions that lead to how to control costs by managing like a business.

**Question #1: What is the budget in real time?** It seems there is not just one budget: there is the actual budget and the projected budget. Cost controls are difficult if the projected budget misses the mark. Often the projected budget is derived analytically from past expenditures or spending patterns. If trends change, the projected budget needs to incorporate and reflect those changes.

What I faced was a budget with revenues built on enrollment numbers that did not meet projections. Like many institutions across the nation, we suffered a downturn in enrollment and the anticipated revenue was not adjusted, thus resulting in tuition revenues that were far less than projected. Bottom line: we faced a deficit of over $1 million because enrollment projections did not materialize. Cost controls were not optional or desirable; they were necessary to have a balanced budget.

**Question #2: Where are the cost centers?** One of the first challenges (and opportunities) was looking at each unit on campus in terms of profit/loss and determining which units were subsidizing both themselves and other units at higher or lower levels. Unlike a traditional business where low yields might mean suspension of a non-profitable unit, the mission of higher education means looking at needs in terms of the common good. What we noted was that high-cost programs such as nursing and some of the technical programs were subsidized by the high enrollment, low overhead programs in business and general education. Certainly examining each unit as a cost center is helpful at the micro-level, but it is more important in higher education to ensure that the outcome at a macro-level is a balanced budget. The cost-saving strategy is to recognize which units are being subsidized but do not contribute meaningfully to the common good.

**Question #3: Where are the efficiencies?** Delving deeply into the day-to-day uncovers where efficiencies might occur. If questions are not being raised about better, more efficient practices, they simply won’t occur. Faced with a $1 million shortfall due to less-than-projected enrollment, we needed to immediately reduce our projected budgetary expenditures in a concerted, intentional manner. The institution responded in many ways, most of the strategies included: a) removing all individual printers and printing only to networked printer/copiers; b) requiring all purchases above $3,000 to have three quotes even though the state requires quotes above $5,000; c) combining and cross-training for positions in Student Services and Academic Affairs, which resulted in salary savings; and d) reducing the amount of reassigned time for faculty and staff unless supported by external funding. We immediately reduced our projected expenditures by more than $600,000.

**Question #4: How can revenues increase?** Unlike business, public education is non-profit. Revenues for most small colleges come from two primary resources: tuition/fees and state appropriations. Other resources may include rentals, grants, or other smaller revenue streams.

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Walking with Effectuation: The Coleman Foundation Grants Take Steps in New Direction

By Christine Mollenkopf Pigsley, Coleman ECIA Project Liaison

How many times in our classrooms and boardrooms have we heard the phrase “walking the talk”? It takes real planning and dedication to put talk into action. The 2013 NACCE Conference in Charlotte introduced us to the Entrepreneurial Method as more than a methodology for our student entrepreneurs; it offered us a glimpse of a new way of life for operating community colleges. So, when NACCE and the Coleman Foundation planned the 2014 grant round, there was great interest in its inclusion in both the projects it awarded, as well as how the grant process was implemented.

A prime example of this was the use of elevator pitches for the competition. This year’s committee members queried finalists less about what they planned to do and more about the college’s interest and capacity to reflect on the assets already at their disposal (“Bird-in-Hand” principle) and their ability to work through their challenges and opportunities.

Creating the Potential to Leverage Small Funds for Significant Impact

The selection process itself was grounded in effectual thinking, and the discussion among the committee members was more spirited than in previous years. In grant making, too often the process is focused on finding organizations that can do what they propose within a strict budget. This year’s process was all about the potential for small funds to leverage new and exciting stories from the grantees even if the projects did not reflect the original design.

This discussion by the committee resulted in all ten finalists receiving grants for $15,000 accepting the affordable loss that some would not be able to achieve what they proposed. What also emerged was an additional challenge in which selected awardees could earn further investment in their project.

According to Clark McCain, senior program officer at the Coleman Foundation, this year’s awardees will build and strengthen their programs using approaches that successful entrepreneurs use to grow their businesses. “We want to help entrepreneurship educators attack their challenges using the wisdom gleaned from successful entrepreneurs,” said McCain. “We will be awarding additional resources to ensure that colleges that will use these approaches can do so most effectively. These resources may consist of a package of consulting on effectuation, including onsite visits, coaching calls, and additional funds to support the efforts of a select group of grantees that submit revised plans demonstrating strong potential for significant impact.”

Growing the Knowledge Base Across Colleges

Also unique in this year’s grant process is the increased focus on growing the knowledge base on the practice of effectuation at the institutional level within community colleges. In 2014, the Coleman Foundation grantees established a robust community of practice that sought to develop the capacity of the colleges to implement two of the commitments of the Presidents for Entrepreneurship Pledge (PFEP). We learned through this process that often the biggest challenge a community college faces is getting out of its own way so that entrepreneurship and innovation can flourish. Effectuation coach and owner of Insights Ignited, Sara Whiffen noted, “The support of the Coleman Foundation and NACCE is encouraging college leaders to view the valuable resources already on hand, and empowering them to use those resources in new and innovative ways through effectual interactions.”

Certainly, we all realize there is no magic answer that will eradicate all the “institutional” behaviors that are deeply rooted in higher education. However, if NACCE and the Coleman Foundation can initiate a new methodology for grant making that embraces affordable loss and documents the entrepreneurial method in action, the stories we generate can help facilitate the adoption of “enterprising” behaviors for community colleges to better serve their students and communities. In this way, walking with effectuation will become part of the natural order of higher education.

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“What Entrepreneurs Do Often Comes from Necessity and So in a Way It Is Getting the Colleges to Act as If They Do Not Have ‘Public Support’ and Instead Have to Look From Within and Around their Community to Make Things Happen.” - Heather Van Sickle
Economic Development Through the Arts: An Effectual Story

By Kim Buck, Coordinator, Community Development Programs, Patrick Henry Community College, Martinsville, Virginia

Johnny Buck and William Baptist, two longtime friends from Martinsville, Virginia, never imagined that the nonprofit business they founded as a labor of love would evolve into full-time paying jobs for both of them.

Buck and Baptist founded Rooster Walk Music and Arts Festival in 2009, an annual outdoor event held on Memorial Day weekend on a beautiful farm in southern Virginia. From a small grassroots venture, it has grown to feature award-winning musical acts, numerous artists and vendors, a kids’ area, a 5k race, and more. The sixth Rooster Walk in 2014 drew more than 3,500 people and roughly 40 bands.

Over the past five years, the Rooster Walk organization has donated more than $70,000 to local and regional charities from the proceeds of its festivals, including a scholarship fund for seniors at Martinsville High School.

Besides, the festival has already infused thousands of tourism dollars into the local economy. Because Martinsville-Henry County’s economy has been undergoing a major transformation over the past two decades, seeking new industry to replace thousands of lost manufacturing jobs. Rooster Walk has continued to manage contingencies by selling advance tickets at a discounted rate to encourage early sales.

Buck and Baptist started with what they knew (Bird-in-hand). Their circle of friends included several musicians and people connected to the music scene. Late-night brainstorming sessions led to the idea of using the event to raise money for a scholarship at their high school. The two started by using their connections with friends to find bands willing to play for free or a reduced cost (Crazy quilt). They also reached out to high school friends, families, and community members to contribute funding to get the event off the ground. Edwin Penn had been an Eagle Scout, and so the local Boy Scout organization was more than willing to provide volunteers for the event.

Buck and Baptist’s Affordable loss was primarily time and effort. Planning took many late nights after the two had worked full-time jobs. They tried to keep the festival costs close to the amount of money they raised through donations and sponsorships, which meant trying to obtain as many free services and performers as possible. This also helped them control the outcome (Pilot-in-the-plane, Lemonade).

For this reason, they also emphasized advanced ticket sales. Despite pre-concert jitters, Baptist and Buck pulled off a highly successful Rooster Walk debut.

In its first year, Rooster Walk made enough money to pay its bills and launch the Penn-Shank Memorial Scholarship Fund - and had money left over to start work on the next festival. The first $1,000 scholarship was awarded to a graduating Martinsville High School senior during Rooster Walk 2. Since then, the fund has grown, and five students have earned scholarships.

SUSTAINED GROWTH

The festival continues to grow in the number and quality of bands and total number of attendees. It has also expanded from one day of music and camping to four days. In 2013, the concert became too large to manage with volunteers and a paid, full-time staff person was needed. With the support of his family (Crazy quilt), Johnny Buck quit his job at Patrick Henry Community College and took a gamble on taking his music festival to the next level. He didn’t know if the festival would make enough money to continue paying him. It did. The next year, William Baptist also joined the staff, and a third staff person was recently hired to help plan Rooster Walk.

The organizers have tried to keep growth slow, organic and sustainable as part of their calculation of Affordable loss. They have continued to manage contingencies by selling advance tickets at a discounted rate to encourage early sales.

It takes an extensive Crazy quilt of co-creators contributing funding, in-kind donations, and manpower to pull off an event this size. Rooster Walk’s Crazy quilt includes a volunteer pool of more than 225 people who work 12 hours or more at the festival in exchange for free admission.

Martinsville-Henry County’s economy has been undergoing a major transformation over the past two decades, seeking new industry to replace thousands of lost manufacturing jobs. Rooster Walk has already infused thousands of tourism dollars into the local economy. Because of this, the Tourism Department of the...
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• **ACCESS TO MEMBER AMBASSADORS** - NACCE membership allows for colleges to work with the NACCE Member Ambassador Program which connects, educates and develops the NACCE community.

• **NETWORK OF ENTREPRENEURS** - NACCE membership provides a national network of practicing entrepreneurs and community college practitioners who are available to assist with growing your entrepreneurship program. Connect with key contacts using our searchable member database.

Need help logging in? Call NACCE headquarters! 413-306-3131
Technology Transfer: Community Colleges Filling the Gap

By Russell S. Donda, Director, Office of Community Technology Transfer
Lorain County Community College, Elyria, Ohio

As community colleges, we have a mission to enable affordable education, facilitate a bridge to baccalaureate degrees, and move students fairly quickly into well-paying technical careers. On the other hand, were we research institutions, we might boast about the research dollars - federal and private - that we receive, and more. We may also trumpet our technology spin-offs and our success in advancing technology from the laboratory to the commercial arena. But, this “tech transfer” has nothing to do with community colleges, does it? After all, we have no research dollars and very little if any experimental research underway within our community colleges.

For sure, research universities create exciting environments for their technology spinouts and regularly receive royalty incomes and sometimes even bigger pay-offs. But the big news is this: genuine creativity and inventiveness exist beyond the four walls of the research university.

Our own experience at Lorain County Community College, as well as data from the U.S. Patent and Trademark Office, suggests that two to three times more innovation may exist in the wider community, outside of research institutions. This includes faculty and students at our schools and those at other four-year colleges plus physicians, nurses, business professionals, engineers, machinists, technicians, computer whizzes - all sorts of occupations that harbor creative genius. Unlike university innovations, these community-based inventions may be every bit as clever and creative, but may simply not involve the extensive research enabled through a university environment. Really?

COMMUNITY INVENTORS ARE IN YOUR COMMUNITY
Yes. Consider these inventive and novel examples from community inventors: a portable wound treatment device especially helpful for in-home care; a tool and process to improve welding in inclement weather; an insulin-delivery methodology over injection means; a small, simple device to effectively relieve musculoskeletal pain; a sensor-based means of detecting concussions; and more.

For faculty at U.S. research institutions, the path toward patenting and commercialization is well established. Faculty discoveries are disclosed to the tech transfer office, and tech transfer staff file and pay for the patent application. It is a no cost, trouble-free process for the faculty inventor. The university then works to license the invention to either an existing corporation or to a local startup spinoff formed specifically to commercialize the invention. This startup option is the popular choice today because, when successful, these startups create jobs in the local economy, wealth for the university through royalties and owner’s equity and, ultimately wealth for company founders and investors. However, if you are an inventor somewhere in the community, who helps you?

We believe the answer lies in a community college-based tech transfer office. The Office of Community Technology Transfer (OCTT) at Lorain County Community College in Northeast Ohio was specifically created to fill the invention gap between research institutions and the greater community. Acting like a university tech transfer office, the OCTT receives and reviews invention disclosures, examines all prior U.S. and foreign patent databases, and files and pays for provisional applications. But, it goes beyond the usual tech transfer process. Using specific tools from both equity investing and startup company management, the OCTT vets the commercial merit of each invention disclosure, and upon the decision to proceed, initiates a proactive, startup launch program to drive the community-born innovation to commercialization.

ACTIVITY AT OCTT ON PAR WITH RESEARCH INSTITUTION
The OCTT process is what one would expect from a community college: it is readily accessible to the community through a web-based invention submission form and offers a straightforward and efficient process. In less than one year from the OCTT’s public launch, it has received thirty-five invention disclosures and formalized two new startup companies and undertaken additional licensing activities.

The Association of University Technology Managers annual surveys of approximately 300 U.S. research institutions over a five-year period (2006 – 2010), indicate the number of new, university IP-based, startups totaled 2,332 firms – about two new startup companies per year, per university surveyed, or about 500 new firms annually for the survey group as a whole. Those startups relate directly to the patent filings made by the institution, which, in turn, come from inventions disclosed by its faculty. How does this compare with the activity level at our OCTT? We—at a community college—are on par with the startup metrics of the average research institution.

In the community college world of budgetary pressures and funding scarcity, the OCTT’s lean practices, inspired by real-world startup experience, allow for reasonable, yet frugal OCTT budgets, while setting the sights on future earnings via successful commercialization outcomes. The OCTT income model is similar to that of research universities: royalties and small equity positions in its startups. Unlike so many other college

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Meet NACCE’s New President & CEO

EDITOR’S NOTE: In January, the NACCE Board of Directors announced the appointment of Rebecca Corbin as NACCE’s new President and CEO. She comes to NACCE from Burlington County College in Mount Laurel, New Jersey where she served as Vice President of Institutional Advancement and Executive Director of Foundation since 2009. She also served as Acting Dean of the Corporate College during her tenure at BCC. Corbin is very comfortable wearing a number of hats, an ease that derives from her multi-faceted roles at BCC and her rich and diverse professional experiences, having worked for New Jersey Public Television, the United Way, and as an adjunct professor and an entrepreneur. She is “captivated by NACCE’s mission and energy” and looks forward to working with the board, staff and members to continue growing the organization. A native of Ohio, she has lived in different areas of the country, including Wisconsin and North Carolina. Currently, she and her husband and two children live in southern New Jersey. Here’s a brief interview with Rebecca Corbin.

NACCE: For the past five years, you’ve been involved in institutional advancement and fundraising. How will this background help you as the President and CEO of NACCE?

RC: For nearly six years at BCC, I’ve been fortunate to work initially on expanding the Foundation Board and developing new sources of revenue. Establishing effective working committees, meaningful relationships with donors, and collaborating closely with a passionate and committed team of staff members and consultants has been our recipe for success. In the past few years, I’ve taken on more responsibilities for other departments in the college including the grants office, high technology and business incubators, workforce development programs, continuing education, and volunteer services. It’s been rewarding to witness the synergy that occurs by leveraging relationships across these areas.

NACCE: As you look ahead, what do you envision for NACCE and its members?

RC: The opportunity to work with the NACCE Board and staff members to serve the membership and to promote entrepreneurship is exciting. As a senior leader at a community college, we struggled with flattening enrollments, challenges with increasing graduation rates, and doing more with less. NACCE promotes a mindset change that encourages college and high school employees and students to look through a different lens. This is empowerment and where real change will begin! In the next few years, I look forward to working with an enthusiastic and committed team to build on NACCE’s tremendous track record of success by expanding the number of members, revenue streams from a variety of sources, and expanding programs and services for members.

NACCE: What are you looking forward to most in your new role?

RC: I am a mission-driven person who enjoys working with people who have different perspectives and gifts. It has been wonderful to meet the NACCE Board members through the interview process and also to begin working with Heather Van Sickle, the staff members and consultants on the transition. They are talented individuals who have invested heavily in NACCE’s success. I am looking forward to a bright future.

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NACCE: How do your teaching and entrepreneurial experiences (plus your educational pursuits) enhance your ability to lead an organization like NACCE?

RC: My experience in all of these areas has provided me with numerous opportunities to read and learn about best practices in higher education and leadership. Understanding data, finances, human resources, and effective decision-making has helped me to be more effective. Most importantly, my work with students and my work as a doctoral student in organizational leadership and innovation has caused me to be much more reflective and appreciative of an environment that fosters creativity and progress. I am a big believer in the concept of servant leadership that researcher Max DePree wrote about and that many successful companies follow.

NACCE: How do you envision building internal and external teams at NACCE?

RC: My experience has been that building and maintaining strong relationships is the key to success in any business or nonprofit venture. Donors, employees, the business community and our students need to trust that we have their best interests in mind and at heart. I am truly grateful to have lasting friendships that have emerged from work in the nonprofit and higher education sectors. Building internal and external mutually beneficial relationships occurs when you have shared values and you follow-up on the small and big items that contribute to success.
The Positive Effects of an Entrepreneurial Mindset

By Tom Kindred, Entrepreneur in Residence, Indian River State College, Fort Pierce, Florida
2014 NACCE Intuit Impact Award Winner

I spent over 20 years owning, operating, and managing a multi-store retail operation. Each year, along with my field sales staff, I would attend training sessions in which factory experts would teach, explain, and highlight the features and benefits of our products. One comment was sure to be heard, “I wish our customers could be here to see this. We would never lose a sale.”

During this year’s NACCE conference in Phoenix, an event filled with passionate and intelligent professionals teaching, explaining, and highlighting the positive effects an entrepreneurial mindset can have on our local communities, I could not help feeling the same way. I sure wish my entire community were here to witness the passion and understand the common sense benefits and impact entrepreneurship can have on our local marketplaces. We would have no empty seats at our entrepreneurial events.

We must take what we learned in Phoenix and return to our communities and commence selling the features and benefits of effectuation and entrepreneurship. NACCE’s leadership and partners have provided our movement with powerful resources such as HP LIFE e-Learning, the Entrepreneurial Method, and Ice House Training, to name just a few. Coupled with our existing entrepreneurial assets and programs, the resources here at Indian River State College (IRSC) and at other community colleges, allow us to offer our communities a robust one-stop shop for business assistance. However, if communities are unaware or lack understanding and access to these resources and assets, we may lose the sale.

UNLIKELY ENTREPRENEURS ARE IN OUR COMMUNITIES

I believe our campuses and surrounding communities are filled with “unlikely entrepreneurs” who seek the education, support and guidance that will bring about a better financial future for their families. We must become ambassadors for an entrepreneurial awakening and movement within our communities.

Our mission is a long-term approach to economic building. Entrepreneurs, companies, citizens, instructors, and students who participate in our entrepreneurial programs will generate new employment opportunities, improve the economy, and enhance the sustainability of our marketplaces.

To achieve success, our programs must deploy strategies and tactics that permeate our community with an entrepreneurial spirit and “buzz.” Creating this buzz will require us to broadly disseminate as much information as possible regarding our programs and other resources that exist within our individual colleges.

Once our communities are aware of these powerful resources, our colleges can then leverage traditional education programs and arm these unlikely entrepreneurs with the proper planning, and real-world experience they will require to achieve business success. I also believe that these unlikely entrepreneurs may seek to deepen and broaden their business acumen through traditional college coursework, increasing registration in accounting, business management, human resources, and customer service classes.

THE ENTREPRENEURIAL METHOD WORKS

My own strategy at IRSC was to use the entrepreneurial method to build specific programs and supporting marketing campaigns. Briefly, here’s how I applied the method to my work as an entrepreneur in residence:

Bird-in-Hand

I started by surveying and inventorying resources that could be leveraged and used to produce programs, trainings, and events. I also conducted the same survey in regards to resources that could be used to help support our marketing campaign. I discovered an abundance of resources that were readily available to help launch multiple events, such as our Pioneer Pitch Panel, the Annual Entrepreneurship Conference, and Pioneer Tech Camp.

Crazy Quilt

I tapped into my network of friends, contacts and business associates to populate our pitch panel, sounding and mentoring panel, focus groups, and team of business competition judges. We have also worked with local media, including multiple radio stations, local cable access TV stations and print media outlets to help construct a coordinated marketing campaign to support our events and

Continued on page 30
Want to Be an Entrepreneur? Have Grit!

By Ron E. Thomas (with Taylor Thomas)
Former NACCE Chairman

We often hear that Thomas Edison made a thousand, five thousand, or ten thousand prototypes that just “didn’t work” before he landed on the light bulb. No matter the number; his perseverance was remarkable. That same persistence is present in every entrepreneur who has tried to launch a new product or business. Entrepreneurs are the backbone of the U.S. economy, birthplace of an estimated 500,000 start-ups each month. It’s up to teachers and leaders to guide students who want to take part in the market and start their own businesses. We’ve already helped thousands of student entrepreneurs with community college programs, and with the incredible growth of organizations like NACCE. However, as a former NACCE Board Chairman, a now-retired college president who championed entrepreneurship, and as an entrepreneur myself, I wonder if there’s one characteristic that makes entrepreneurs successful. Understanding this success will help improve curriculum. Make no mistake: I believe it comes down to the person, not the business. Oversaturated markets can still yield success, unique products can fail, and the existence of a business plan doesn’t always guarantee a fruitful venture. It all depends on who guides the ship.

PREDICTING SUCCESS
Dr. Angela Duckworth, a professor of psychology at the University of Pennsylvania, has conducted research on what personal characteristics can predict success. By studying groups like West Point cadets and National Spelling Bee participants, she found the best predictor of success was not inherent ability or skill, but “grit” - a person’s tendency to sustain effort towards very long-term goals. The grittier you are, the more likely you are to succeed.

I interviewed four small business owners in the Birmingham, Alabama area. This was not a research study, but I wanted to see if a group of entrepreneurs all exhibited grit. After the interview, I asked each entrepreneur to take Dr. Duckworth’s grit test, which would give him or her a score between one and five. Scores of five connote exceptional grit; scores of one connote the least grit.

Here are the entrepreneurs I interviewed:
1. Jonathan has had a successful house painting business for 16 years. He has a college degree in music, never wrote a business plan and did not receive assistance when he launched the business. Jonathan’s grit score was 4.2.
2. Abby helps clients of her successful business manage nutrition and diet issues. She has college degrees in nutrition, food and dietetics, and reports she never received any special assistance to start her business. Abby’s grit score was 4.2.
3. Eddie has a successful business that hangs pictures or whatever a customer may need installed. He also has a college degree in music, and the only special assistance he received was two weeks of relevant training. Eddie’s grit score was 3.8.
4. Rebecca has a college degree and provides rental church pews for wedding services. The only special assistance she received was when her husband, an economics major, requested she complete a business plan prior to launching. Rebecca’s grit score was 4.0.

SHARED TRAITS
The four entrepreneurs shared these similarities: college degrees, no significant assistance and, most importantly, are successful entrepreneurs. It was obvious during the interviews that each person had grit, was hard working, persistent and insightful. For example, Jonathan told me that he faced challenges in finding reliable workers when first starting out because he wanted to protect his business’s brand equity. That meant he did a lot of hard work on his own in those first years until he found the right employees. That dedication to his long-term goal in the face of obstacles paid off when his business survived, and even grew, during the recession.

These interviews suggest that grit should be included in business curriculum. Grit training could focus on developing long-term, achievable goals. That would inform how students approach entrepreneurial opportunities; moreover, since many are college-educated, that indicates educators have a great opportunity to reach entrepreneurs in the classroom. No doubt Angela Duckworth has additional insight on grit and the successful entrepreneur, but at the very least, if you want to be an entrepreneur, grit helps.

Contact: ronedwardthomas@gmail.com
The Innovations conference is the premier event for professionals dedicated to improving organizational teaching and learning, and discovering new approaches for enhancing the community college experience. The conference provides a tremendous 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.

Join us in Boston for a wonderful blend of stylish sophistication and historic New England charm. Walk the famous Freedom Trail, dine in trendy new and historic restaurants, explore a museum, discover unmatched shopping opportunities, or take a tour. The possibilities are endless!

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

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The Fundamentals of an Entrepreneur in Residence Program

NACCE: What are some of the critical elements in forming an EIR program?
CZ: Having the right people and leadership are critical.

NACCE: What are some of the common pitfalls?
CZ: Not having the right people in place to work with individuals, lack of execution and idea killers.

NACCE: Idea killers?
CZ: Idea killers are people who try to dismiss or shut down a person(s) idea at the early stage and say it’s been done before or won’t work, bad idea, etc. I recommend you push the person(s) to go out and test their idea and leave the building and execute their idea and see if there’s a market and listen to the market for feedback. For example, Samsung, a world leader in electronics, at first focused on trade export, selling dried Korean fish, vegetables and fruit to Manchuria and Beijing. The lesson: Ideas and concepts change once you hit the market, and get out of the building and launch your business. Listening to the market and adapting took Samsung from dried Korean fish to eventually become a world leader in electronics and more.

NACCE: What makes a good EIR?
CZ: The EIR needs to have integrity, be optimistic, inspire action, support, facilitate and guide individuals and teams and challenge individuals to step outside their comfort zones and leave the building to test their assumptions.

NACCE: Can you highlight the process for launching an EIR program?
CZ: The EIR program will partner a serial entrepreneur with a community college to leverage the entrepreneur’s experience and skill sets to help startups, founders and their teams, educators, business leaders and the entire ecosystem create and grow transformational, innovative and industry-leading companies in communities all over the country. To advance this mission, the entrepreneur in residence will mentor innovation-led, scalable startups from the community as well as from the student and faculty populations. The entrepreneur in residence will also advise and assist in the development and implementation of various programs and activities contributing to the entrepreneurial ecosystem of the college’s greater community, including workshops and training events, competitions, hackathons, curricula, club activities, and coaching and advisory resources. Program success will be assessed by the number of new businesses created in the community, the growth and success of those ventures, the enhancement of the entrepreneurial ecosystem, and the professional development of current and aspirational entrepreneurs.

The entrepreneur in residence will work with the president and senior workforce leaders at the college on projects and programs to enhance the overall value of the college as a “front door” to entrepreneurship in the community. Each college will have a core team of the president, an EIR, as well as a college lead who will coordinate the integration of the EIR into the culture and activities of the college.

NACCE: What is the natural outgrowth or hoped-for outcome of an EIR program?
CZ: Help individuals attain economic independence by advancing educational achievement and entrepreneurship. Kauffman believes that entrepreneurs can increase their chances of success with practical, experiential and customizable education and training resources; that enabling innovation is key to entrepreneurial growth; that strong ecosystems foster successful entrepreneurs; and that startup-friendly policies can boost job creation.

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initiatives, the OCTT promises long-term sustainability.

Today, we are at an interesting juncture of two seeming opposites, and this unique confluence may play a role in expanding our community college mission to include tech transfer. What is the juncture? A slow overall economy occurring simultaneously with the rise of innovation and technology startups. Compared to all prior recessions since the end of World War II, the current period ranks worst in terms of the number of jobs lost, and the second worst in the percentage of economic decline. We know now that economic recovery is most likely to come in the form of newly created, technology-based jobs; without young companies, net job creation for the American economy over the last several decades would be negative in all but a handful of years.

BENEFICIAL INNOVATION & JOB CREATION

For research universities, the tech transfer process brings beneficial products to the world, boosts local economies, and creates wealth for them and startup company founders. However, while the nation’s research universities play a critical role in job creation through technology startups, this activity has been limited to the university’s own intellectual property. In the meantime, innovation from our communities has been essentially ignored and unsupported from an institutional point of view - until now.

The time has arrived for community colleges to join the ranks of research universities, play a vital role in bringing beneficial innovation to the world, and help create local jobs and wealth. Community colleges, through an OCTT, can capture the inventive nature of the nation’s general population. By building onto the proven technology transfer framework with specific, private industry tools, the OCTT concept can enable community colleges to support the ingenuity of their regions. More than any other type of institution, we are strategically positioned to offer technology transfer to community-based innovators.

Contact: russ@glideit.org

THE OFFICE OF COMMUNITY TECHNOLOGY TRANSFER (OCTT) AT LORAIN COUNTY COMMUNITY COLLEGE IN NORTHEAST OHIO WAS SPECIFICALLY CREATED TO FILL THE INVENTION GAP BETWEEN RESEARCH INSTITUTIONS AND THE GREATER COMMUNITY.
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Pioneering Partnerships Between Incubators and Small Business Development Centers

By Paige Shacklett, Marketing Assistant, Center for Entrepreneurial Innovation, Phoenix, Arizona

An incredibly powerful and often underutilized resource within the business incubation community is the Small Business Development Center (SBDC). Deploying an SBDC analyst with a strong technical background as an onsite business counselor in an incubator as well as the development of a jointly operated student incubation program presents a tremendous opportunity to amplify both organizations.

The Center for Entrepreneurial Innovation (CEI), a technology-based business incubator in Phoenix is one such organization that has pioneered an innovative partnership with the statewide Arizona Small Business Development Center (AZSBDC). According to CEI Executive Director Jeff Saville, incubation programs can benefit in numerous ways, including:

- Both SBDC and incubators obtain high-value exposure to one another’s audience – which includes strategic partners, economic development representatives, and leading industry professionals – during workshops, conferences, presentations and other networking events.
- SBDC has access to high technology startups, thus broadening the SBDC client base while increasing their overall economic impact.
- Incubator and SBDC clients have increased awareness of and access to business development programming, workshops and more.

Saville believes there are several tactics to initiate any type of strategic partnership. Specifically:

- **Start with a conversation:** Invite all relevant parties very early on in the development of a program or initiative to gauge interest and explore new ideas.
- **Learn strengths:** Identifying the strengths of an organization as well as their key players can spark innovative solutions to the challenges faced by both entities, so take the time to get to know one another.
- **Understand and respect the mission:** How does their organization benefit from participating in your efforts? That is the question an incubator should ask and emphasize in the development of a collaborative initiative to engage support.

SBDC business analyst and CEI onsite business counselor, Tom Swann, confirms that his participation in the incubation process plays a crucial role in the development of startups.

“It’s a proximity thing: I run into people and have five-minute meetings in the hallway, and it makes things progress,” Swann said. “I’ve spent time getting to know the client companies and building trusting relationships that extend beyond their graduation from CEI.”

Swann also counsels emerging entrepreneurs from the Maricopa Community Colleges as part of Fahrenheit Labs, the CEI student incubation program.

To learn more about the CEI-SBDC partnership, download the full presentation from the NACCE 2014 Conference: www.slideshare.net/ceigateway/pioneering-partnerships-with-your-local-sbdc.

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The CEI is a business incubator that provides services, space and support for emerging and startup companies. CEI client companies span a wide array of industries including emerging technology, software development, bioscience and renewable energy. Clients benefit from the Center’s proactive business counseling and mentoring, as well as its state-of-the-art facility to commercialize businesses. CEI leverages the resources of the Maricopa County Community College District to support its clients and increase the number of student entrepreneurs. For more information about CEI, visit: www.ceigateway.com.
NACCE MEMBERS: DON’T FORGET TO VISIT NACCE’S WEBSITE!

NACCE.COM is loaded with information about how to lead a community college with an entrepreneurial mindset and has curriculum and guides to help faculty increase their role in supporting job creation and entrepreneurship in their local ecosystems. Be sure to log in (upper right-hand side of home page*) to access “Member Only” content!

FACULTY!
Review case studies, curriculum guides, and how to’s.

ADMINISTRATORS!
Read the latest white papers, data and statistics about entrepreneurship.

Additional NACCE website offerings:

- Purchase NACCE’s Quick Start Guides via the online store
- Learn more about NACCE’s Presidents for Entrepreneurship Pledge
- Peruse the latest blogs & blog search engine
- Read Member Spotlights and the latest Member News
- Get information about Lifetime Achievement and other awards
- Review the online quarterly journal plus archived editions
- Learn about funding opportunities
- Sign up for E-news

Keep your calendar up-to-date with news about NACCE’s Annual Conference, regional summits, webinars and competitions - and the many other resources available to members on NACCE’s website.

Find the latest articles, research, and news available for furthering entrepreneurship at your college. Go to www.nacce.com to learn more.

*Can’t recall your log in information? Call the NACCE headquarters at 413-306-3131 or email Guin Griswold at griswold@nacce.com for assistance.
Entrepreneurship Across Disciplines at Middlesex Community College

By Luciano Sappia, Associate Professor of Business & Entrepreneurship, and Entrepreneurship Program Coordinator, Middlesex Community College, Bedford, Massachusetts

Heading to NACCE 2014, Middlesex Community College (MCC) had a mission to kick-start the “Expanding the MCC Entrepreneurial Ecosystem” project with the help of the NACCE community and the Coleman Foundation through the ECIA grant. The project is aimed at three of the Presidents for Entrepreneurship Pledge action steps:
1. Create or expand internal and external teams dedicated to entrepreneurship
2. Increase entrepreneurs’ engagement in community colleges
3. Create buzz and broad exposure of your college’s commitment to entrepreneurship

The core of the project has three major deliverables:
- Establish a cross-disciplinary internal team of faculty dedicated to broadening student understanding and engagement in entrepreneurship opportunities
- Expand the entrepreneurship in residence program to a network of entrepreneurs on-site
- Sponsor major entrepreneurship events each semester.

SOWING THE SEEDS

Upon our return from NACCE 2014, we began sowing the seeds for self-selection and co-creation. We did this by announcing in every encounter and official meeting the news of our success in Arizona during the conference. Our glee was meeting with equal amounts of support from our fellow college community members and the external partners who began to get wind of our project moving forward.

One of the first things we did was to announce it during a faculty and staff association meeting. A number of faculty and staff members contacted me after the meeting to offer their support and willingness to collaborate. I have to admit, I was not expecting so many members of the staff to be so interested! I can’t wait to hear more about their ideas about how they can help shape this project from their corners of the institution.

That was the beginning of reaching out to our “bird-in-hand.” We followed up with meetings with the assistant deans of every academic subdivision to identify and invite their faculty to raise their hands to become one of our entrepreneurship champions. We also engaged in conversation with our professional development office to begin creating a workshop series to develop the “entrepreneurship champions” understanding of the entrepreneurial method.

Taking these first steps to announce the project and invite the community to get involved in any capacity that feels comfortable and allows for co-creation, has proven to be very effective. You can almost feel the project transforming from an Entrepreneurship Program Initiative to a college-wide collaborative initiative.

LESSONS LEARNED
- Everyone you meet is a good audience to share what your project is. You never know where you’re going to get that connection, flash of inspiration, or innovative thought that will steer the project in a better direction.
- You don’t what others are willing to do or give, so don’t limit your possibilities with questions that predefine the outcome.

FINAL TAKEAWAYS
- Our colleges have many initiatives that tend to exist in silos. Break the silo, let go of the ownership of the project, and let it be the college’s collective project.
- Stay true to the “why” you are engaging your community college in the project and let the “what” you do to get it accomplished be shaped by those who take an interest in fulfilling the “why.”

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You don’t know what others are willing to do or give, so don’t limit your possibilities with questions that redefine the outcome.
Positive Effects  Continued from page 21

To create funding for our programs and events, we developed partnerships with local lending institutions and businesses. We strengthened our crazy quilt by building relationships with internal colleagues, professors and students who provided specialized skills and services to meet our program goals and objectives.

Lemonade and Affordable Loss
We beta tested each new program and event with a targeted audience, allowing us to generate, collect and analyze feedback. From the feedback, we were able to create and launch large scale, multi-campus events tailored to the specific needs of our entrepreneurial marketplace.

Pilot in Plane
Based on my own entrepreneurial experience, I realize that each new endeavor succeeds or fails based on my efforts and ability. This experience, coupled with my involvement with NACCE, has allowed me to be the pilot of the entrepreneurship plane in our community. Together, IRSC and NACCE have given me the resources, knowledge and support to help our local entrepreneurs make the sale.

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Operating Like a Business  Continued from page 14

To ensure that I stayed the course and remained on top of budget issues, I knew the development of strategies of intentional practice would be necessary beyond just asking the right questions. I needed to formulate business acumen with a “habits of mind” approach so that in addition to leading as a scholar, a student advocate, a curriculum developer, and an instructor, I could lead from a business-minded perspective. To continue to frame my thinking as a leader of an institution I committed to the following:

CONTINUOUS LEARNING

To ensure that I stayed the course and remained on top of budget issues, I knew the development of strategies of intentional practice would be necessary beyond just asking the right questions. I needed to formulate business acumen with a “habits of mind” approach so that in addition to leading as a scholar, a student advocate, a curriculum developer, and an instructor, I could lead from a business-minded perspective. To continue to frame my thinking as a leader of an institution I committed to the following:

Read widely and particularly non-educational business venues.
I look at the Wall Street Journal differently now, particularly the Marketplace section. Many of the best business practices are found in non-educational venues and perusing the classified ads, the editorials, or the business section can yield great insight. An article that details how business leaders want more critical thinkers can translate to packaging curriculum that addresses problem solving/critical thinking that can then be marketed to businesses for increased revenues.

Consult with business leaders and take advantage of these persons on your boards.
Most higher education boards have distinguished business leaders who have great ideas and perspectives. Take advantage of their expertise and import their advice as warranted to improve business practices. One board member served as the chief operating officer of a major retail business. Visiting his warehouse showed how business practices implemented successfully there could be implanted at the college for enhanced efficiencies.

Understand the differences between return on investment and subsidies.
When looking at institutional centers from a profit/loss perspective it became apparent that some of the centers were struggling and as such, would not and could not be self-sustaining under the current structure. Consequently, centers that were being subsidized by other program revenues were asked to develop plans to do one or more of the following: a) develop a strategy for entrepreneurship that could bring funds to the center; b) develop an ambitious recruitment plan to reach the maximum enrollment potential for the program; or c) reduce costs of operation with specific planned strategies.

Balance what is truly meant by deferred maintenance.
Maintenance that is delayed can eventually cost the institution more. Deferred maintenance should always be a red flag that costs will escalate and must be budgeted, even if in the long run. Options for deferred maintenance include staged maintenance with incremental improvements that are less taxing on the institution. Often a three-year plan is preferable for planning purposes and to produce more exact budget projections.

Gauge the impact of “soft money” flow.
Institutions take great pride in acquiring external grants to support programs and students. Nevertheless, grant funds – or soft monies - have a beginning and ending cycle, and if not watched carefully, the ending cycle may result in absorbing previous grant costs without the additional revenue. The general rule is that institutions should not count on grant funds to operate the institution but are best used to augment and enhance opportunities beyond what the operational funding base can provide.

SUMMARY
Leading an institution entails developing a smart business sense and a concerted willingness to learn how to maximize resources. While initial strategies may be outside the comfort zone, it is critical to develop confidence that transcends to effective practices and a healthy institution. I still enjoy writing but reviewing budgets can create a narrative that tells an interesting story.

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IT’S EASY TO USE NACCE TO BUILD BUZZ!
• Submit your news to our E-news
• Write a journal article
• Tweet using @NACCE
in neighboring institutions. Although this approach often results in effective trainings that address gaps in the surrounding entrepreneurial and business development environment, it usually does so with little fanfare or impact, sometimes at the risk of finding out at the very end that a similar program already exists.

As part of the project with ARC, NACCE chose to take a different approach, working directly with schools and their communities to develop entrepreneurial ecosystem maps that inventory available resources, sources of financing, corporate intrapreneurship programs, and other entrepreneurial events. Highlighting best practices and leveraging opportunity leads to the best possible programs.

GAPS AND OPPORTUNITIES

Mapping events at Northeast State Community College in Tennessee, and Hazard, Big Sandy, and Southeast KY Community and Technical Colleges in Kentucky resulted in community-centered maps that detailed a surprising amount of entrepreneurial activity, along with several gaps that the colleges are well placed to fill. Over and over the same opportunities for leading a cultural shift toward entrepreneurship were identified by participants at the different conferences, from underutilization of natural resources and adventure tourism, to a lack of online presence for existing businesses and few ongoing entrepreneurial events to get people in the region involved.

Other problems like a lack of county-level collaboration or regional approach to tourism were also mentioned, as were things like a lack of tech talent and training limited youth entrepreneurship education, and limited plans for reclaimed coal land.

Categorizing these gaps as problems, however, is not to imply that they require a government intervention to solve them. In the world of entrepreneurship, problems are opportunities. The first person to figure out what to do with the abundance of coal land in the region, for example, or how to design regional tourism initiatives that receive a nationwide draw is going to make a lot of money. The opportunities are there for community colleges to play a leading role in solving, but they need to embrace the mindset themselves first.

Funding sources exist at every level to help anyone interested in starting a business get their idea off the ground. The region has developed a network of Community Development Financial Institutions (CDFIs), angel investors, and state-level grants for tech startups that are there to support people from the ground up. What they need are more investable ideas.

SUCCESS STORIES

It’s important not to lose sight of the fact that several schools have made strong starts in the area with relatively limited resources. Elizabethtown CTC in Kentucky, for example, has developed a rotating schedule with the Kentucky Innovation Network where students can pitch their ideas in front of funders and startup consultants. Southern West Virginia set up an e-commerce training that helped existing businesses in the local adventure tourism industry establish online scheduling and reservations systems to attract out-of-state customers.

Southeast Kentucky CTC did something similar, launching its “Selling to the World” event last spring with several hundred attendees interested in establishing stronger markets for their products outside of eastern Kentucky. Northeast State Community College in Tennessee also successfully engaged a significant portion of the region’s business community during their “Developing a Curriculum” (DACUM) outreach, which used a storyboard process to uncover what successful entrepreneurs do in terms of duties, tasks, knowledge and skills to help them develop a new entrepreneurial training program.

NEXT STEPS

The beginnings of an entrepreneurial culture are there to be built upon, and we are pleased that ARC is strongly considering continuing the NACCE project for an additional year. Continuing to map entrepreneurial environments in the region with other schools that are eager to take part, and expanding on the work done over the past year in building out college’s internal teams, connecting them to entrepreneurs and other groups outside the college, and holding more entrepreneurial events and activities on campus is all part of a longer term strategy to ensure sustained economic growth in the region.

One of the most important steps will be applying the principles of effectuation to begin teaching college faculty and administrators how to become “intrapreneurs,” identifying opportunities and combining them with a willingness to assume risk and implement change at their schools. Schools that want to be engaged and push forward with small business development as a core of their campus mission, need guidance when it comes to setting goals, outlining strategy, and implementing best practices in a field that many of them are new to. These skills aren’t learned overnight, but many leaders are there to make a significant impact at their schools in the years to come.

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Development Through the Arts

Continued from page 16

Martinsville-Henry County Economic Development Corp. has been a key co-creator from early the early stages.

An economic impact survey conducted in April 2014 showed that 67 percent of Rooster Walk ticket buyers were visitors to the area, and 97.14 percent said they would return to the community. Attendees spent an average of 3.75 days and about $126 per person while in the area. Multiplied by about 3,500 attendees at Rooster Walk 6, this equals nearly half a million dollars in economic impact - from one year alone!

From a tragedy sprung two accidental entrepreneurs and a highly successful event. Rooster Walk attracts thousands of visitors annually, funds charitable ventures, creates jobs, and continues to contribute to the local community.

Contact: kbuck@patrickhenry.edu
Fostering entrepreneurship, innovation and growth at every stage of business.

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The Maricopa County Community College District is an EEO/AA institution and an equal opportunity employer of protected veterans and individuals with disabilities.
NACCE welcomes Dr. Steven Schulz to its board of directors. Dr. Schulz has been president of North Iowa Area Community College (NIACC) in Mason City, Iowa, since December 2013. Prior to coming to NIACC, Dr. Schulz served as provost at Des Moines Area Community College, Carroll campus. He was the 2 + 2 coordinator at the University of Northern Iowa/Des Moines Area Community College in Carroll, Iowa. A lifelong educator and coach, Dr. Schulz has also served as a superintendent, principal, and public school teacher before moving into higher education. He has a doctorate in educational leadership and policy studies from Iowa State University. Dr. Schulz is a native of Geneva, Iowa.

Welcome to Our New Members

NACCE welcomed these new members in the fourth quarter of 2014:

• Blue Ridge Community College- Weyers Cave, VA
• Prince George’s Community College- Largo, MD
• Burlington County College- Mount Laurel, NJ
• West Valley College- Saratoga, CA
• City College of San Francisco- San Francisco, CA

Sam’s Club Shared Vision

The cornerstone of their 2014 project was a four-part marketing series for micro and small business owners called “Marketing Made Lean.”

The series was launched in the spring and continued through the year. There were four key segments of the series. The first segment focused on assisting the participants in defining their business purpose and reconnecting with the vision of the business. The second segment discussed the positioning and development of marketing channels. This session was followed by a class on developing customer relationship strategies. The final segment of the series pulled everything together with sessions on the return-on-marketing investment as well as on the strategic plan implementation.

The “Marketing Made Lean” series was very successful and will have lasting impact on their service markets. There were several things that they attribute to the success of the program. Fox Valley understands that they must always be marketing their programs. They want to always be visible in the marketplace. They have learned that free sessions also attract the curious person and give the college the opportunity to demonstrate the value of the training programs.

The college also understands the importance of harnessing their internal and external resources. Big things cannot be accomplished without strong partnerships. They believe that to be successful they must be listening to their partners and potential customers. The college has learned that it must be able to pivot when the market dictates a change is needed.

LISTEN TO THE MARKET NEEDS AND THEN DELIVER

A final very important focus of all the Fox Valley programs is the emphasis on making their sessions an experience for their customers. The college believes that if they can create a memorable experience then it will have a more lasting impact on the participants.

In our last two editions of Community College Entrepreneurship, we have highlighted four colleges from different markets and they have demonstrated that if you customize your programs to the needs of your customers you can have a significant impact. One of the biggest takeaways of this year’s Sam’s Club Shared Vision project is that we must listen to the market needs and then deliver on those needs.

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THE KEY IS UNDERSTANDING THE BUSINESS OWNERS AND THE SURROUNDING COMMUNITIES’ NEEDS AND TAILORING A PROGRAM THAT ADDRESSES THE INTERESTS OF THE TARGET AUDIENCE.”
MEMBER SPOTLIGHT

Charles Eason

RESIDENCE
Fairfield, California

ORGANIZATION
Solano Community College

OCCUPATION
Small Business Sector Navigator

FIRST JOB
If you don’t count a paper route or mowing lawns, I worked briefly as a dog groomer.

PHILOSOPHY
Your environment is not what shapes you; it is how you react to your environment that is the key to achieving what you want.

FAVORITE MUSIC
Classic Rock

FAVORITE MOVIE
October Sky

FAVORITE BOOK
Rich Dad, Poor Dad by Robert Kiyosaki

WHAT GOT ME INTERESTED IN MY WORK
After being laid off as an aerospace engineer in the early 90’s, I decided to go back to my entrepreneurial roots and ended up buying a business. That led to me becoming a business broker and then to a career as a Small Business Development Center Director, which has allowed me to work with literally hundreds of entrepreneurs.

GREATEST ACCOMPLISHMENT
Securing Small Business Technology Transfer (STTR) funding through the National Science Foundation (NSF) to work on commercializing an innovative rapid prototyping technology. The project allowed me to tap into both my technical and business background and skills.

SUCCESS IS...
Helping others achieve what they want in life.

FAVORITE QUOTE
“It is the set of the sails, not the direction of the wind that determines which way we will go.” - Jim Rohn

CURRENT PROJECT(S)
As part of the “Doing What Matters for Jobs and the Economy” framework that the California Community College Chancellor’s Office launched, we are working to embed small business and entrepreneurship modules into the existing Career Technical Education (CTE) programs at the 112 community colleges across the state. Another project we have coming up is a set of regional business plan pitch competitions that will roll up to a statewide business plan pitch competition.

HOW HAS NACCE IMPACTED YOUR WORK?
NACCE has helped me learn about how other community colleges across the nation are promoting and developing entrepreneurship. It has also provided me with some great connections to programs such as the Entrepreneurial Learning Initiative (ELI), HP LIFE e-Learning, Kauffman FastTrac, and individual projects being developed by faculty here in California.
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