



Embracing Challenge as an Edupreneur

Bart Patterson sees the educational challenges posed by the pandemic as yet another opportunity for growth.



Bart Patterson, president of Nevada State College, is the kind of man who looks at a deficit and sees opportunity. He has approached his work with an edupreneurial mindset, building programs that have made it the second-fastest-growing college in the country.

So it should come as no surprise that he sees the educational challenges posed by the pandemic as yet another opportunity for growth.

“It’s a time to think, and expand, and find that inner kind of creativity and imagination that is a spark in really all areas of life.”

Sandi Herrera and the Educator Dynamics programs have contributed to Patterson’s success with NSC, and he believes they can help others now.

When Patterson came to Nevada State College, he found a young school with an unusually diverse student population. NSC lacked the foundations

and pedagogical traditions to be found in older, more established schools. Undaunted, he seized the chance to do things differently.

He used his business background and experience with Nevada education systems to build from the ground up.

“We started to develop some pretty innovative programs that have received some national recognition in how we’ve gone forward in working with this diverse, first-generation student population that we love.”

He only hopes that NSC can stay “hungry, creative, innovative” as it—and its bureaucracy, “which can really stifle all of those qualities”—grows in size.

At NSC, Patterson has worked with Sandi Herrera and a variety of programs under the Educator Dynamics umbrella. He thinks Herrera’s well-deserved reputation owes a lot to her talent and knowledge-base, but goes further.

“Sandi’s sincerity about what she’s trying to accomplish, the passion that she has for making a difference—you know, improving the education system, improving the morale of educators, and more recently, really working with kids to help them find their own inner genius—all of those things are really important.”



“Relationships with both students and colleagues should be full of this passion and support for each other to be creative.”

Their work encouraged Patterson to think about his personal core values while developing institutional ones. He also found the material on Talent Dynamics helpful, and he has labored to put together well-rounded teams that make good use of individual strengths.

He considers full team engagement to be necessary as we respond to the current crisis. “I would say that this experience with COVID-19...has kind of exposed the lack of strong support networks.”

In fact, a community of mutual inspiration and support is at the heart of Patterson’s definition of an edupreneur. “I think it is applying innovation to teaching or to leadership...But I think another part of it is how to spark that, specifically in others.”

According to Patterson, edupreneurs coming out of the Educator Dynamics programs will have developed values and tools they can apply to a range of situations. Through the programs, they gain

- Self-awareness
- Confidence
- Inspiration and the desire to innovate

And he can’t wait to see the effect these qualities will have on the kids. “I think maybe the most exciting thing about the edupreneurship’s role in the future of education is that we have the opportunity to really spark some, you know, incredible creativity in kids, the kind of creativity that will solve many of the issues we see developing.”

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