2015–2016 Series

Innovative Concepts to Achieve Campus Transformation

Editor:
Dr. Marylouise Fennell and Dr. Scott D. Miller

Foreword:
Dr. Muriel Howard and Dr. Richard Ekman

Publisher:
Aramark
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It is hard to believe that a decade has passed since Dr. Scott Miller and Dr. Marylouise Fennell first conceived of Presidential Perspectives. In this tenth anniversary edition, it’s appropriate to recognize how far this online series of essays has come. With always fresh, candid, and thoughtful opinion pieces by highly respected presidents of both public and private institutions, the series has been a helpful stimulus in planning by hundreds of colleges and universities. Now robust under the editorship of Fennell and Miller and with financial support (and no editorial influence) from Aramark, this valuable resource deserves both praise and congratulations from all of us.

This year’s special edition takes as its theme “Innovative Concepts to Achieve Campus Transformation”—as inclusive in its phrasing as this edition is in its contents. During the past decade, colleges and universities have experienced challenges to fundamental and long-standing practices, received much more scrutiny from the public and from government, and contended with intensified competition. The lesson for all institutions of higher education has been to take seriously the many new models, some transformational, of approaches to teaching and learning and to apply them when appropriate.

The ten well-respected authors of the essays in the 2015–2016 edition are all college or university presidents who have been active members of the Council of Independent Colleges or the American Association of State Colleges and Universities. Editors Fennell and Miller asked the authors to focus on several key questions:

• How do you define transformation?
• What is your perspective on the role of innovation in the transformation of higher education?
• How is your own campus innovating (or transforming)?
• Which are the key concepts that higher education should embrace in order to achieve campus transformation?

Authors were asked specifically to discuss such innovations as hybrid learning, partnerships with private enterprise, flipped classrooms, sustainable physical spaces, competency-based certification, and others. Authors were also encouraged to bring to light newer concepts that have not yet been developed fully.

We hope that you will find these essays helpful in envisioning what higher education will look like in another decade, and we hope that you and your institution will benefit from these thoughtful and stimulating explorations of campus innovation and transformation.

Thank you,

Dr. Muriel Howard and Dr. Richard Ekman
Dr. Muriel A. Howard was named president of AASCU in April 2009. She is the first African-American to lead one of the six presidentially based higher education associations in Washington, D.C. She is also AASCU’s first female president.

As AASCU president, Dr. Howard is an advocate for public higher education at the national level, working to influence federal policy and regulations on behalf of member colleges and universities; serving as a resource to presidents and chancellors as they address state policy and emerging campus issues; developing collaborative partnerships and initiatives that advance public higher education; directing a strategic agenda that focuses on public college and university leadership for the 21st century; and providing professional development opportunities for presidents, chancellors, and their spouses.

Formerly the president of Buffalo State College, State University of New York from 1996 to 2009, Dr. Howard led a campus of more than 11,000 students, approximately 1,700 faculty and staff, and a financial operation of more than $214 million. Prior to joining Buffalo State, she was the vice president for public service and urban affairs at the University at Buffalo, State University of New York, where she served in various leadership capacities over a 23-year period.

As a college president, Dr. Howard was an active member of AASCU for many years. Her volunteer involvement with AASCU includes serving as chair of the board of directors (2006–2007) and committee and commission memberships that include the Voluntary System of Accountability Presidential Advisory Committee, the Millennium Leadership Initiative, the Commission on Public University Renewal, and the Alliance for Regional Stewardship. Dr. Howard also served as a faculty member for AASCU’s New Presidents’ Academy.

Her professional and scholarly interests include educational leadership, women and minorities in the academy, and a long-standing personal commitment to public service. Dr. Howard serves on a number of boards including Air University; the Nonprofit Leadership Alliance; National Advisory Board of the National Survey of Student Engagement; Merchants Insurance Company; and Association Mutual Health Insurance Company.

A graduate of the City University of New York’s Richmond College, Dr. Howard holds a master’s degree in education and a doctor of philosophy in educational organization, administration, and policy from the University at Buffalo. She earned a certificate from the Institute for Educational Management at Harvard University. She has also received six honorary degrees and many awards for her contributions to public higher education, for service to the community, and for her commitment to diversity.
Dr. Richard H. Ekman, President, Council of Independent Colleges

Before being appointed president of CIC in September of 2000, Richard Ekman served as vice president for programs of the Atlantic Philanthropic Service Company. Ekman served from 1991 to 1999 as secretary of The Andrew W. Mellon Foundation, where, in addition to his overall administrative responsibilities, he focused especially on issues in higher education, technology, libraries, area studies, and faculty development. He earlier served as director of the division of education programs and of the division of research programs at the National Endowment for the Humanities. Among his accomplishments at NEH was the redesign of the organization’s education programs so that they addressed core institutional issues—such as the strengthening of introductory courses and revision of general education programs.

His campus experience includes appointments as vice president and dean of Hiram College, where he was also a tenured member of the faculty in history, and as assistant to the provost of the University of Massachusetts at Boston. At Hiram, he led efforts to develop a series of dual-degree programs with private universities throughout the country that responded to students’ growing interest in combining the benefits of an undergraduate liberal arts education with advanced professional preparation in selected fields.

Dr. Ekman has spoken publicly and written extensively—in such journals as Change and Liberal Education—on the uses of technology in research and teaching, curriculum reform in the humanities, the future of foreign language and area studies, the moral dimensions of academic administration, collaboration between colleges and public school systems, and the future of libraries and scholarly publishing. He currently serves on the boards of the Yale-New Haven Teachers Institute, Stanford University Press, and the Pew Learning and Technology Program, and has previously been a member of the boards of the American Association for Higher Education and the Society for Values in Higher Education, among other organizations. He has testified in Washington on government support of the arts and humanities and on the expectations of public/private cooperation in support of culture. Prior to being named president of CIC, Ekman had just been appointed chairman of the Advisory Panel of the Consortium for the Advancement of Private Higher Education, an operating unit of CIC.

Ekman received his Ph.D. in 1972 in the history of American civilization and his A.B. degree in 1966 from Harvard University. In 1995, he was awarded an honorary L.H.D. degree by Ursinus College and, in 2000, he received the W.E.B. Du Bois Medal from Harvard University.
Preface and Acknowledgements

Dr. Marylouise Fennell, RSM, Senior Counsel, The Council of Independent Colleges and
Dr. Scott D. Miller, President, Virginia Wesleyan College

When Presidential Perspectives was conceived almost ten years ago, little could we envision the changes
that would impact higher education. The “Great Recession,” rising competition, increased public scrutiny,
advancements in technology, social media, and an increasingly demanding clientele have dramatically changed
our industry over the past decade.

Nor could we have envisioned this series it would receive such widespread popularity and acceptance.
Presidential Perspectives is now widely distributed to other institutional leaders and boards of trustees.

We have been fortunate to have an abundance of interest from authors with unique perspectives, experiences,
and solutions. Their willingness to share their ideas and perspectives for others is ultimately the reason for the
success of Presidential Perspectives.

Much credit must also go to Aramark, the publisher. Experts and thought leaders in education in their own right,
Aramark also recognized the need for a leadership forum to discuss solutions to an ever-changing education
landscape. They have been an invaluable partner in both the design and execution of this series. We are
fortunate to have Aramark as our partner, sponsor, and publisher of this series.

As we launch our tenth year, we tackle the theme of “Innovative Concepts to Achieve Campus Transformation.”
Factions inside and outside the academy seek a transformative model of obtaining an education—either for
their own institutions or for the broader industry. We sought authors that have embraced transformation
on their own campuses. We asked for their views on defining transformation and the role of innovation in
transforming higher education. The challenges facing institutions have caused many to develop innovative
programs, operating practices, and approaches to remain relevant and competitive. We trust you will enjoy their
perspectives.

Finally, we are especially indebted to:

• Aramark
  » Mark Nelson, President, for his support and sponsorship of this thoughtful leadership series
  » Bruce Alperin, Senior Director of Marketing, for his vision, guidance, program management, and his
    understanding and knowledge of higher education
  » Lauren Sheppard, Marketing Intern, for database management and website maintenance

• Mort Gamble, Executive Assistant to the President at Bethany, Stephanie Gordon, Administrative Assistant
to the President at Bethany, and Martha Gaffney, Weezie’s special assistant who regularly read our minds

• Annie Miller, Scott’s wife of 30 years, a dedicated supporter of education, who has loyally served as “first
  lady” of four colleges

• The Sisters of Mercy, Weezie’s Religious Order, dedicated to education throughout the world
Dedication

The creation of the 10th anniversary edition of Presidential Perspectives has been an incredibly rewarding process and a unique opportunity not only to look back but to explore and contextualize many of the important issues and insights we have addressed in the series. This entire project would not have been possible without the invaluable input of our publisher, colleague, and friend Bruce Alperin, Senior Director of Marketing at Aramark Higher Education, to whom we dedicate this volume. Bruce’s knowledge and understanding of the issues surrounding and shaping higher education made this a true 10-year partnership as well as a learning experience. We are immeasurably grateful for Bruce’s continued support and contributions to this effort and to higher education in general.

Dr. Scott D. Miller

Dr. Marylouise Fennell
About the Editors

Dr. Marylouise Fennell, RSM, is an internationally recognized management consultant in higher education. Dr. Fennell specializes in independent higher education as a mentor, counselor, search consultant, and consultant to presidents, administrators, and boards of trustees of colleges and universities, and to for-profit businesses who serve the nonprofit sector. She is a partner in the search firm Hyatt-Fennell, LLC.

Dr. Fennell brings a unique perspective to her specialty—namely, an intimate knowledge and respect of the presidency and higher education administration. She has served as President of Carlow University and as Assistant Dean of the Graduate Division of the University of St. Joseph; also, she has been a tenured faculty member, Department Chair, Division Chair, Founder and Director of the Counseling Institute, Director of the Pastoral Ministry Institute, and Founder and Director of the Cross Cultural Counseling Symposium. Prior to these assignments, she served in teaching/clinical positions at the University of Hartford and Boston University. Dr. Fennell is the first graduate of the University of Hartford to be named a college president. In 1999, Governor Tom Ridge named Dr. Fennell a Distinguished Daughter of Pennsylvania.

Dr. Fennell received her degrees in Education and Counselor Education from the Diocesan Sisters College (B.A.), University of Hartford (Master of Education) (Certificate of Advanced Graduate Studies), and Boston University (Doctor in Education).

She is the Senior Counsel for The Council of Independent Colleges and has been the chief consultant for the Association of Private Universities of Central America. She has assisted the Central American Universities in the establishment of an accreditation system and is the author of the Central American Accreditation Guidelines for Excellence in Education. Dr. Fennell served for 12 years as the Executive Director of the Interamerican Consortium of Higher Education (CIDES). She is a consultant to numerous associations, colleges, and universities.

Honors bestowed on Dr. Fennell include the Peace Through Education Award from the SAGE Scholarship Program, the Distinguished Alumni Award of the University of Hartford, the Athena Award, Pittsburgh Leadership Award in Education, The Mercy Higher Education Colloquium Leadership Award, Pennsylvania Hardworking Women Award, Pittsburgh Women of the Year Award, Pittsburgh Woman in Education Award, Outstanding Black Catholic Service Award, Pi Lambda Theta Distinguished Research Award, Award of Service to Women and Children, and the Boston University Outstanding Alumni Award as well as approximately 45 honorary doctoral degrees and numerous awards from universities and colleges throughout the world.

Dr. Fennell is presently serving or has served on numerous boards including Huntington Bancshares Incorporated, Clarke College, Robert Morris University, Mercy College of Ohio, The Art Institute of Pittsburgh (Chair), The Art Institute of Los Angeles (Chair), The Art Institute of Charlotte (Chair), The Art Institute Online (Chair), The Art Institute of Seattle (Chair), Asher School of Business (Chair), Bradley College of the Visual Arts (Chair), The Art Institute of New York City (Chair), The Art Institute of Portland (OR), and New England Institute of Art (Chair), and has been Vice Chair of the McGillick Education Foundation, and Chair of the Western Pennsylvania Health System Foundation, and Educational Management Foundation. She has been a Director of SKY Financial Group (OH), Standard Mortgage Corporation (GA), Frontier Financial, Three Rivers Bancorp, and Omni Staffing Service, as well as a past trustee of more than 60 boards. She was the first woman to be elected to the Board of Directors of the Duquesne Club, which was founded in 1873. Dr. Fennell has written or co-authored more than 90 articles on higher education and has co-edited 11 books covering numerous subjects in higher education including one that has been translated into Spanish.
Dr. Scott D. Miller is the President of Virginia Wesleyan College, a national liberal arts college located in Norfolk/Virginia Beach, Virginia.

Respected as one of the most entrepreneurial higher education executives in America, Dr. Miller is in his 24th year as a college president. Dr. Miller has dedicated his career to the opportunities available through education. He especially values the small, classical, liberal arts college environment that offers students personalized pathways to life and career success. Previously, he was President of Bethany College (2007-15), Wesley College (1997-2007), and Lincoln Memorial University (1991-97). Dr. Miller was also Executive Vice President (1988-91) and Vice President for Development (1984-88) at Lincoln Memorial University and Director of College Relations and Alumni Affairs at Rio Grande College (now University) in Ohio and a former journalist.

Dr. Miller earned his B.A. degree in communications from West Virginia Wesleyan College, M.A. in educational administration from the University of Dayton, Ed. S. in higher education administration from Vanderbilt University, and Ph.D. in higher education administration from The Union Institute & University.

During his career, he has earned a number of professional accolades including three Council for Advancement and Support of Education (CASE) “Circle of Excellence Awards.” He was one of 17 presidents profiled in a Kauffman Foundation-funded book, “The Entrepreneurial College President” (American Council on Education/Praeger Series on Higher Education, 2004, pp. 132-133). He was featured as one of 22 presidents nationwide profiled in a new book “#Follow The Leader - Lessons in Social Media Success from #HigherEdCEOs,” (EDUniverse Media, 2015, pp. 108-110), one of six transformational case studies profiled in “Weathering Turbulent Times” (NACUBO, 2009, pp. 204, 242-246); one of four transformational case studies profiled in “The Small College Guide to Financial Health” (NACUBO, 2001, pp. 126, 192-194), “The First 120 Days: What a New College President Must Do to Succeed” (Jerold Panas, Linzy & Partners, 2009), and was noted in “Born, Not Made: The Entrepreneurial Personality” (Praeger, 2007, p. 133).

Dr. Miller was included in “Who is Writing the Op-eds? The Presidents Behind the Words,” by Roland H. King of PhairAdvantage Communications, as one of the “Top 14 Presidents Publishing Op-eds” in 2014. Dr. Miller ranked third in the survey behind Wesleyan University in Connecticut’s Michael Roth.

A highly sought presenter, mentor, and author on higher education topics including financial sustainability and presidential performance for national conferences and trade journals, Dr. Miller is a regular columnist for “The Huffington Post,” “College Planning and Management,” and “Enrollment Manager.” He is the author of a widely distributed e-newsletter, “The President’s Letter,” a daily blog “Dialogue,” and a campus-wide morning message “Nota Bene.” In addition to serving as the co-executive editor of “Presidential Perspectives,” he has co-published three volumes of “President to President: Views on Technology in Higher Education.”

Both Drs. Fennell and Miller serve as consultants to college and university presidents and boards.
About the Publisher

About Aramark

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2015-2016 Series
Innovative Concepts to Achieve Campus Transformation

CHAPTER 1 Strategy
Strategy

Reverend Dennis Holtschneider, CM, President, DePaul University

Michael Porter has long pointed out the danger for competing organizations to grow into near copies of one another and then have little to distinguish themselves but price. Inevitably, they begin to lose valuable margin as they discount those prices in what becomes a classic bidding war for customers.

Sound familiar? As one business college adds “Big Data” to its offerings, another across town immediately follows. New dormitories at one school are met with new dormitories at another. The latest administrative software is adopted broadly.

The solution, according to Porter, is to think strategically. For him, this means building an organization that is precisely NOT a copy of the rest, but serves a particular market with particular offerings at a particular price point.

No one offered a playbook on strategy when I accepted a university presidency 11 years ago, but here’s a few of the lessons I’ve come to understand about strategy since then.

**Strategies are shaped by market limits and opportunities.**

Regardless of the nobility of their purpose, the quality of their faculty, or the available job opportunities for their graduates, divinity schools have long been financially stretched. They cannot surmount the limitation of a market that does not desire the education they offer. Strategy requires candor about changing markets. Institutions have the freedom to determine their populations served and type of education offered only within a restricted sphere of market opportunity. We find and ride the waves; we don’t control the waves.

**Growth and rankings improvement can be ill-defined strategies.**

Universities commonly seek additional enrollment in pursuit of financial stability and find the result elusive. Deeply discounted tuition may not strengthen the bottom line. New programs and new geographic markets can require capital investments and higher variable costs than expected. Lowered entry standards can harm retention.

“This means building an organization that is precisely NOT a copy of the rest, but serves a particular market with particular offerings at a particular price point.”
The needles that can be moved to improve one's magazine ranking focus on admissions testing, retention rates, a few shifting valuations of institutional spending, and subjective opinion of an institution's academic quality. Rankings' value as a substitute for strategic analysis is limited and can siphon resources that could be invested into more productive paths.

Universities are better served to clarify the true strategic goal they are seeking and then pursue targeted growth and other investments to the degree it helps, for example, new market penetration, a specific operating margin, or a hedge against enrollment volatility in the present program mix.

**Market position and reputation trump pricing.**

Universities typically spend more time talking about pricing each year than any other strategic decision. Most segment their applicants by ability to pay and academic ability and then implement sophisticated discount tactics to maximize enrollment and price point within each segment. This is an exercise in getting the highest return from the status quo.

Any introductory microeconomics course would explain the difference between trying to maximize profit along a given demand curve and shifting the curve to a point that students are willing to pay higher prices or more students desire to attend. Universities can command higher prices when the market perceives they offer something more valuable than before, such as a higher quality academic experience, better job opportunities, and starting salaries for graduates, or a lifelong network or an increased sense of exclusivity valued by students.

Shifting pricing without attending to market position and reputation is risky. By raising the price point, universities can find themselves nudging into smaller markets where students are already highly contested while losing ground in their existing markets. Lowering price might offset the loss of valuable margin with increased enrollment, but could force an institution to cut costs and unintentionally reposition itself as a lower-cost provider.

**Universities don't have one strategy, but many.**

Universities share a challenge with multi-divisional corporations, having a broad array of sector-by-sector strategies that may or may not align. Some academic units, for example, may have higher entry standards than others and face competitors from different geographies. At DePaul, the opera program recruits students internationally, while the sciences draw nationally and the School of Education largely targets graduate students from the Chicago region. It would be a strategic mistake to unify this or tightly control it from the provost’s office, but one wouldn’t want an accretive mess of programs without some coherence and central planning.

What’s critical is to define the brand promise and make it true. At DePaul, programs are expected to provide superb teaching in relatively small classes, hold high standards, keep curriculum noticeably on the cutting edge, and mix theory with a strong focus upon practice. All professional programs are to teach the ethics of their fields. An immersion of the student experience in the rich urban learning opportunities of Chicago—whether with internships, service learning opportunities, or the use of expert practitioners as faculty—is at the heart of the DePaul brand, as is the expectation that students will be socialized into the service ethic of St. Vincent de Paul.

A clearly articulated and commonly understood brand promise, as well as a clear and compelling institutional mission, can provide the glue that integrates many disparate strategic activities into a common strategic direction.
If you aren’t making hard choices, it’s not strategy.

No institution has limitless funds for investment and sometimes strategies undermine each other and cannot coexist, so choices must be made.

DePaul chooses to offer small classes for example—even online—because we believe it is a better education and, in particular, serves our mission of providing first-generation students an elite education. Thus, we forgo income that could be had by educating 400 students in large classes.

We chose to enhance our academic quality through hiring an excellent teaching faculty, investment in upgraded academic facilities, extensive curricular redesign, seeking the highest external accreditation available (and employ rigorous program reviews where it is not), and using Chicago’s extensive resources to enrich learning opportunities wherever appropriate. We rejected tightening entry standards, building additional doctoral programs, or repositioning as a Research 1 institution—all traditional strategies for improving academic prestige—that would have required DePaul to raise its tuition significantly, and thereby undermine our mission-based goals of access and opportunity. By affirming that first-generation students come first at a university with St. Vincent de Paul’s name over the door, we avoid strategic alternatives that would undermine that choice.

Questions of student quality, academic level of rigor, and the balance between liberal arts and professional education all require hard choices at a comprehensive university. All are made in the context of what the market desires and what competitors are already offering. Endowments can sometimes buffer programs against changing market trends, but most universities do not possess that kind of leverage. Choices must be made.

Devising the next strategy never ends.

Since competitors copy successful strategies, strategic advantages don’t last. Having successfully taken the hill on one strategy, one must always be designing the next.

A decade ago, for example, DePaul enjoyed strong competitive position in adult students, part-time students, and those wishing competency-based education. Then, the adult market shrunk as employers retreated from paying for their employees to attend college and online providers began offering more convenient options, thereby reducing our market share and enrollment in that part of our enrollment mix.

To build full-time enrollments, we added 55 new academic majors and minors over a decade in areas responding to market demand, often creating programs that deployed present faculty and added new faculty as enrollments in those programs grew. We improved and added key facilities as well as a host of new student services.

As the economy shifted in 2008, and local students migrated to two-year institutions, we set a strategic goal to increase transfer students and to do it in a way that upheld DePaul’s academic standards. Today we enroll equal numbers of freshmen and transfer students every year, with strong, comparable graduation rates for both groups. This helped the bottom line enormously insofar as transfers filled available campus and curricular capacities. Competitors also realized the value of such a strategy, however, and growth in this revenue stream continues but has slowed.

Seeing analysis that the health economy will grow for the next 20 years, we made the decision to enter a crowded field and compete aggressively. We began by making the investment in new science facilities and new curricula. To gain a faster and high-quality jumpstart, we partnered with two well-regarded graduate medical schools in Chicago to create direct pipelines for our students into their graduate and professional health programs, and better position our students seeking admission to other highly competitive professional programs.
nationwide. We asked all academic programs that have degrees relevant to the health economy to create specialized courses of study so that students could attain jobs in the health sector, (e.g., marketing, communications, law, business, and IT). Within three years, science and health-related degrees are now the largest driver of undergraduate applications to DePaul, and are bolstering not only the academic profile of the student body, but also the proportion of families willing and able to pay a private university tuition.

As online competitors began to eat away market share from certain graduate programs, DePaul was determined to enter the market ourselves. Two of our colleges had previously delivered courses and degrees online, and so we asked the remaining colleges to learn from them. Today DePaul is the largest provider of online courses among private universities in the state with 12 percent of our credit hours delivered online. This continues to grow.

Our strategy of maximizing revenue through classic “high tuition, high aid” has long brought additional revenues to the bottom line, but in the aftermath of the national financial crisis of 2008, that strategy is effectively showing us our price point in the market. Raising the price from this point forward will require us to raise the value proposition.

**Mutual interests can move strategies forward.**

When Cinespace Chicago Film Studios built the second largest movie lots in the United States on a nearby industrial site, we quickly signed a long-term deal to build soundstages for our film students and create internships on every television show and movie shot on the lot. Cinespace got student labor and annual rent from us. In turn, our film program catapulted into the top ranked programs in an area of rapidly expanding market demand.

To strengthen the national brand recognition of the DePaul name, the university will address a competitive weakness in our athletic program and open a new basketball arena in the center of Chicago in 2017. To pull this off as inexpensively as possible, we forged a partnership with the city’s convention center, which also wanted a new facility to complement its present facilities.

Local pharmaceutical labs provide high quality research opportunities for our science majors. Lead chairs in the Chicago Symphony Orchestra enhance their salaries by teaching in our School of Music.

Quite simply, partnerships are a powerful way to execute on strategy.

**Execution is critical, but it’s not strategy.**

In recent years, DePaul has redesigned student advising, retention activities, and numerous university services. We’re faster at implementing new academic programs, more sophisticated at using data, and have created one of the preeminent diversity functions in the United States. This has helped us deliver on our brand promise and plan more effectively, but none of these alone contributes new revenue streams. To the contrary, they add institutional cost and overhead.

Superb execution is valuable in any organization, but it cannot overcome misreading the competitive environment. The foremost challenge for any organization is to be aware of the choices it historically made, understand the ways in which its present activities reinforce those earlier choices, identify changes that might be advised in the new climate, and then choose a coherent, strategic course.

*What will your institution offer a willing market?*
Rev. Dennis H. Holtschneider, CM, is president of DePaul University, the nation’s largest Catholic university and the largest private university in the Midwest, and chairman of Ascension, the nation’s largest Catholic and non-profit health system. Father Holtschneider serves on the boards of the American Council on Education, the Chicago History Museum, and the steering committee of the Illinois Business Immigration Coalition.

Father Holtschneider became DePaul’s 11th president on July 1, 2004 and oversees a $550 million budget, 23,799 students, and 919 full-time faculty on five Chicago campuses. He led DePaul through two successful strategic plans. The current plan, “Vision 2018: Dedication to Excellence, Commitment to Community,” was launched in 2013 and is designed to enhance academic quality and educational innovation, deepen connections to the global city of Chicago, strengthen DePaul’s Catholic and Vincentian identity, foster diversity and inclusion, and ensure the university’s financial strength.

During Father Holtschneider’s tenure, the university developed and completed its “Many Dreams, One Mission” capital campaign, which surpassed its original goal to raise $250 million, eventually raising $333 million, the largest portion of which was allocated for student scholarships to ensure access to high quality education for future generations of DePaul students.

He joined the board of Ascension Health in 2009 and moved to the parent board of Ascension in 2012, where he chaired the audit committee for the $20 billion health care organization consisting of the health care system and an array of health-related businesses.

He studied at Harvard University and received his doctorate in administration, planning, and social policy in 1997 after writing a dissertation on the early history of financial aid in the United States. He earned a bachelor’s degree in mathematics from Niagara University in 1985, studied for the priesthood at Mary Immaculate Seminary in Northampton, Pennsylvania, and was ordained in 1989. He also holds honorary doctoral degrees from Adamson University, Manila; College of St. Elizabeth, New Jersey; Niagara University; St. Thomas Aquinas College, New York; and received the Vincentian Charism Award from All Hallows College in Dublin.