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Welcome to The Entrepreneurial Private College!

About Me

Hello everyone, my name is [Jim Hunter](#), and I have the privilege of serving as the professor for OLPD 5845, The Entrepreneurial Private College.. I currently work at a higher ed solutions company called [Emerge Education](#) which is based right outside of Harrisburg, PA. I serve as the Chief Academic Officer and Senior Vice President for Business Development.

Prior to joining Emerge I spent 17 years in higher education, serving in various roles including Men's and Women's Soccer Coach, Director of Athletics, Graduate Academic Advisor, Director of Adult & Graduate Enrollment, Dean of an Online & Graduate School and Vice President for External Relations, at three private colleges and universities. Along the way I earned a Master's Degree in Organizational Leadership from Crown College and a PhD in Organizational Leadership, Policy and Development with an emphasis in Higher Education Administration from the University of Minnesota. My dissertation research, "An Integrated Framework for Understanding the Financial Health of Small Private Colleges," sought to uncover the internal and external factors that impact independent institutions from surviving to thriving in the 21st century.

I have been married to my wife, Michele, for 17 years and we have four children, two boys and two girls, JD (12), Ryan (10), Lexi, (8) and Sophia (6). They are currently playing football, soccer, field hockey and definitely keep us busy weeknights and on the weekend.

I look forward to getting to know each of you throughout the next eight weeks!

Jim



James M. Hunter, PhD
Chief Academic Officer and Executive Vice President for Business Development
Emerge Education

How to Contact Me

I will visit the course site regularly and will respond promptly to the questions posted in the discussion forums. If you have any private questions or concerns that aren't appropriate for the public forums, I encourage you to contact me directly via email (hunte218@umn.edu or if you need an immediate response please contact me at jimhunter@emergeedu.com).

Frequency of site visits: I will generally visit the course site at least once a day to respond to your messages and postings.

Contact: Please use the Dialogue with Instructor tool in the Moodle site.

Phone (emergencies only): XXX-XXX-XXXX

Contacting Instructor: Please first contact via the Dialogue Tool to schedule a time to talk via phone.

Office Hours: by appointment only

Course Tour

Course Tour Video - <https://www.youtube.com/watch?v=05rvETGpOng&feature=youtu.be>

The screenshot displays the Moodle course interface for OLPD 5845. The header includes the University of Minnesota logo and the course title. The main content area is divided into several sections: 'SECTION LINKS' (1-7), 'STUDENT HELP' (Student Help Site), 'ONLINE USERS' (James Hunter, last 5 minutes: 1), 'PEOPLE' (Participants), and 'QUICKMAIL' (Compose New Email, Signatures, View Drafts, View History). The central area features a banner for 'Private College Leadership' and 'OLPD 5845 The Entrepreneurial Private College'. Below this, there are sections for 'Essential Information' (Meet Your Instructor, Syllabus, Calendar) and 'Course Communication' (News and Announcements, Course Q and A, Dialogue with your instructor, Virtual Office Hours, Text: Principles of Entrepreneurship, Text: The Use of Institutional Culture). A video player in the top right corner shows a man, likely the instructor, speaking.

Module 1

Purpose

In this module you will learn about your cohort and the course online system. You will also learn the contextual factors and issues influencing private institutions.

Learning Outcomes

Upon completion of this module, you will be able to:

- Identify environmental factors influencing private institutions
- Categorize the stages in the turnaround process
- Define the role of entrepreneurship in private institutions

Learning Resources

Required Resources

- MacTaggart, T. J. (2010). *Academic turnarounds: restoring vitality to challenged American colleges and universities*. Lanham, MD: Rowman & Littlefield. Chapter 1
- Holden, Jeanne (2007). Principles of Entrepreneurship. Clark, George & Neely, Midred (Eds.). Washington: U.S. Department of State, Bureau of International Information. Parts 1, 2, & 3
- Martin, J. (2009). Turnaround: Leading stressed colleges and universities to excellence. JHU Press. Chapter 1
- Porter, S. R., & Ramirez, T. J. (2008). Why do colleges fail? An analysis of college and university closings and mergers, 1975-2005. Working Paper – Iowa State University, 1-24. Retrieved from <http://www.stephenporter.org/papers/closure.pdf>

Learning Evaluation

Assignments:

1. Introduce Yourself in Flipgrid
 - Introduce yourself to your classmates with: name, career path, and what you hope to gain from this course. Then tell us about an entrepreneurial process you have been involved with and whether or not it was successful. After posting, respond to two peers with commentary on their observations. Please rehearse/organize your response!
 2. Public Reflection 1
 - Please share your thoughts in response to the following question: To what extent does today's competitive higher ed environment positively or negatively impact an institution's ability to be entrepreneurial?
-

Module 2

Purpose

In this module you will learn the varied financial challenges impacting private institutions and the key financial indicators to monitor as higher ed leaders. You will also engage with entrepreneurial opportunities and solutions that inform successful turnarounds in the private college sector.

Learning Outcomes

Upon completion of this module, you will be able to:

- Name the financial challenges facing private colleges
- Identify two solutions to help private colleges move past the identified financial challenges

Learning Resources

Required Resources

- Ferrall , V. E., Jr. (2008). Can Liberal Arts Colleges Be Saved? Retrieved from <https://www.insidehighered.com/views/2008/02/11/can-liberal-arts-colleges-be-saved>
- Heisler, J., & Hougland, Jr., J. G. (1984). An ecological explanation of factors associated with the demise of independent liberal arts colleges. *Research in Higher Education*, 20(4), 427-443.
- Lapovsky, L. (2005). The economic challenges of liberal arts colleges. In, *Liberal Arts □Colleges in American Higher Education: Challenges and Opportunities*. American Council of Learned Societies, Occasional Paper, No. 59, 50-69. □
- Martin, J. (2009). *Turnaround: Leading stressed colleges and universities to excellence*. JHU Press. Chapter 3
- Peruso Jr, D. F. (2011). Fit, Fat, or Failing? The Financial Health of Private Higher Education. *Juniata Voices*, 11, 54-73. Retrieved from <https://www.juniata.edu/offices/juniata-voices/media/peruso-fit-fat.pdf>

Recommended

- Sherman, S. (2016). Predicting College Closure: Improving Upon the Federal Financial Responsibility Composite Score with Financial Ratio Analysis and non-Financial Indicators. Retrieved from <https://doi.org/10.18130/V3228N>.

Learning Evaluation

Assignments:

1. Public Reflection 2
 - Please share your thoughts in response to the following question: Provide an example of a financial challenge facing a private college and an innovative solution to solve that challenge. Provide some descriptive context of the institution in relation to the challenge.
2. Entrepreneurial Interview
 - Identify a higher ed professional to interview and set up the interview date and time.

Entrepreneurial Interview - Full Assignment

During the course you will have an informational interview with someone outside the class who has played or plays a part in entrepreneurial innovation in the private college. Using the course readings to date, discuss the challenges your interviewee experienced and how they sought to mitigate those challenges.

- **Part 1:** Select an interviewee (an private college professional) and conduct a short informational interview on a entrepreneurial innovation. Questions you might consider asking:
 - i. How did the interviewee seek to innovate?
 - ii. What was the context for the innovation?
 - iii. What kind of leadership or agency was employed?
 - iv. What challenges did s/he encounter?
 - v. How did this quest for innovation affect their institution?
- **Part 2:** Using Flipgrid, you will then report back to the class. Prepare and dress as you would for a professional presentation! Rehearse what you want to say and dress appropriately; speaking from notes is recommended. Your presentation should be no more than 3 minutes in length and close with a distinct conclusion recapping of your key points.
- **Part 3:** Respond to two of your peers about their posts. Ask questions, make recommendations.

Module 3

Purpose

In this module you will learn the varied business models and approaches private colleges can implement for relevancy in the 21st century. You will also learn the role of institutional culture and identity and the extent internal factors play a role in the challenge and opportunities private colleges face.

Learning Outcomes

Upon completion of this module, you will be able to:

- Name and explain the key components of a business model relevant to private colleges
- Explain how this business model enhances the understanding of a private college operation

Learning Resources

Required Resources

- Holden, Jeanne (2007). Principles of Entrepreneurship. Clark, George & Neely, Midred (Eds.). Washington: U.S. Department of State, Bureau of International Information. Parts 11 & 12
- Martin, J. (2009). Turnaround: Leading stressed colleges and universities to excellence. JHU Press. Chapter 4, 5, 6, & 7
- Toma, J. D., Dubrow, G., & Hartley, M. (2005). The use of institutional culture: Strengthening identification and building brand equity in higher education. San Francisco: Jossey- Bass, p. 1-105.
- Lapovsky, L. (2013). *The higher education business model: Innovation and financial sustainability*. New York: TIAA-CREF Institute.
- Townsley M (1993). A strategic model for enrollment-driven private colleges. *Journal of Higher Education Management*, 8(2): 57-66.

Learning Evaluation

Assignments:

1. Public Reflection 3
 - Please share your thoughts in response to the following question: To what extent does an institution's identity enhance or hamper its ability to be entrepreneurial in today's competitive environment.
2. Analysis Paper

- Students will complete one short analysis paper (1,500-2,500 words) that focuses on readings related to a specific session covered in the course. For example, papers may focus on the relationship between institutional identity and financial challenges, the role of leadership in redefining and reinventing private colleges and universities or the challenges that private colleges faces in the changing higher education landscape.
- An analysis paper is **not** a summary report of your readings from the first two weeks of class. Substantiate your opinions about the issue with evidence from readings on your topic. For example, compare and contrast several sources and explore how these sources add to or detract from your understanding of the topic, the arguments, etc. **No additional sources are needed than the ones provided for class but you are welcome to include readings if you choose.**
- You may want to consider the following suggested options when framing your logical written exploration of a topic:
 - i. Is there a particular theme that cuts across the readings that you can assess critically?
 - ii. Are there a few readings that particularly address some of the critical components surrounding the issue? You may want to compare and contrast these readings.
 - iii. What is not considered in the readings that would enhance the arguments around or understanding of the issue?
- Remember to let your reader know up front—in a concise manner—what you are exploring or analyzing in your paper (the “what” in critical thinking). Present your arguments in a logical way so that the reader can follow your discussion of the readings and issues easily—remembering to consider why this analysis is important (the “so what” in critical thinking). And, remember to explore what needs to occur to further our understanding of the issue or, why your argument is significant, etc. (the “now what” in critical thinking).

Module 4

Purpose

In this module you will learn internal strategies leaders can employ for sustained viability in the 21st century. You will also be introduced to innovative solutions that lead to successful turnarounds.

Learning Outcomes

Upon completion of this module, you will be able to:

- Name at least two retrenchment strategies that private colleges can employ
- List the benefits and drawbacks of the named retrenchment strategies

Learning Resources

Required Resources

- Martin, J. (2009). Turnaround: Leading stressed colleges and universities to excellence. JHU Press. Chapter 2
- McKnight, O., Paugh, R., Waltz, J., & McKnight, J. (2015). Retrenchment in higher education: Public perceptions and marketing implications. Proceedings of the Marketing Management Association, Spring 2014 Proceedings, 125-132.
- Klein, M. F., & Salk, R. J. (2013). Presidential Succession Planning A Qualitative Study in Private Higher Education. Journal of Leadership & Organizational Studies, 20(3), 335-345.
- Levy, D. C. (2013). The decline of private higher education. Higher Education Policy, 26(1), 25-42.
- Mehaffey, G. L. (2012). Challenge and change. EDUCAUSE Review, 47(5), 25-42. Retrieved from <https://er.educause.edu/articles/2012/9/challenge-and-change>
- Stevens, R. E., Loudon, D. L., Oosting, K. W., Migliore, R. H., & Hunt, C. M. (2013). Strategic planning for private higher education.

Learning Evaluation

Assignments:

1. Public Reflection 4
 - Please share your thoughts in response to the following question: What are the potential positive and negative aspects of internal retrenchment strategies implemented by institutional leaders?

Module 5

Purpose

In this module you will learn about new and alternative revenue generating mechanisms and examples of success from private colleges and universities across the country. You will also delve into varied elements of entrepreneurship and marketing strategies.

Learning Outcomes

Upon completion of this module, you will be able to:

- Name the steps to plan a fundraising campaign.
- Name three streams of potential revenue generation.

Learning Resources

Required Resources

- Bastedo, M. N., Samuels, E., & Kleinman, M. (2014). Do charismatic presidents influence college applications and alumni donations? Organizational identity and performance in US higher education. *Higher Education*, 68(3), 397-415.
- Carey, A. B. (2014). On the Edge: A Study of Small Private Colleges That Have Made a Successful Financial Turnaround. *Christian Higher Education*, 13(5), 306-316.
- Workman, J. (2014, January 6). Alternative Revenues in Higher Education. Retrieved from <https://www.eab.com/research-and-insights/business-affairs-forum/resources/alternative-revenues-in-higher-education>
- Holden, Jeanne (2007). Principles of Entrepreneurship. Clark, George & Neely, Midred (Eds.). Washington: U.S. Department of State, Bureau of International Information. Parts 7, 8, 9, 10, 13, 14, & 15
- Martin, J. (2009). Turnaround: Leading stressed colleges and universities to excellence. JHU Press. Chapter 9 & 10

Recommended Resources:

- Alstete, J. W. (2014). Revenue Generation Strategies: Leveraging Higher Education Resources for Increased Income. *ASHE Higher Education Report*, 41(1), 1-138.

Learning Evaluation

Assignments:

1. Public Reflection 5
 - Please share your thoughts in response to the following prompt: Based on your own scan of the current environment, provide an example (and source) of an institution that has successfully developed an innovative revenue stream. Analyze the generalizability of that instance to the rest of the private higher education sector.
2. Revenue Generation Audit Proposal -

- Proposal Due: Module 5 and Report Due: Module 6
- You will work in a pair to conduct an audit of an institution of their choosing to provide analysis, critique, and recommendations about revenue generation opportunities to enhance the mission and effectiveness of the university. As a pair, you will examine evidence about the institution's revenue generation strategies by analyzing documents (web based, hard copy reports), gathering data from database sources like IPEDS to understand trends over time and if possible interviewing leaders (not required), and conduct observation/site visits (not required). If possible, students are encouraged to attend a meeting or other campus event that may inform their analysis (e.g., executive leadership meeting, board of trustees meeting, admissions or advancement strategy session, etc.)
- Throughout the course, students will have opportunities to consult with classmates and instructors about the progress of their audit, and pose questions, insights, and recommendations pertaining to the project. Consultants rarely have a clear understanding of the scope of a project and often must discuss the project scope, time allowed for the project, and other expectations. This process of clarification will occur throughout the course. The instructor is available to meet with you to discuss the audit proposal and report structures.
- You and your partner will construct a report that is user friendly and likely to be read by clients (e.g., president, leadership group, board of trustees). The report should be brief, informative, well organized, and provide concrete recommendations for their independent institution. A specific format is not required, however, all reports should provide 1) an executive summary, and 2) an appendix indicating data sources used. All reports should reference course readings and literature where appropriate and used in the audit. Visuals and supplemental reading materials may be included to add to the quality of the report. Reports will be evaluated by the depth and breadth of data collection (extent to which multiple sources are used to conduct the audit) quality of analysis, utility of recommendations for the host institution, and overall quality and organization of the report.

Module 6

Purpose

In this module you will learn the importance of varied enrollment strategies and approaches to generating net tuition revenue at tuition dependent private institutions. You will also learn about the implications of tuition discounting.

Learning Outcomes

Upon completion of this module, you will be able to:

- Identify two enrollment management strategies
- List benefits and drawbacks of the identified enrollment strategies

Learning Resources

Required Resources

- Pollack, K. (2012). SEM leadership. *College and University*, 87(3), 24–32.
- Bergerson, A. A., (2009). College choice and access to college: Moving policy, research, and practice to the 21st century. *ASHE Higher Education Report*, 35(4), 1-141.
- Bryant, P. (2013, November 20). Nine strategies for successful enrollment management in today's higher education environment [Web log post]. Retrieved from <http://blogem.ruffalonl.com/2013/11/20/strategies-successful-enrollment-management-to-days-higher-education-environment/>
- Rine, P. J. (2016). A Shell Game by Any Other Name: The Economics and Rationale behind Tuition Discounting. Minneapolis, MN: jCENTER for Innovative Higher Education. Retrieved from <http://www.cehd.umn.edu/OLPD/PCLN/Rine-WhitePaper.pdf>

Recommended:

- Wilkinson, R.B., Taylor, J. S., Peterson, A. (2007, November). A practical guide to strategic enrollment management planning. Retrieved from <http://www.educationalpolicy.org/pdf/SEM%20Guide.pdf> [Google Scholar](#)

Learning Evaluation

Assignments:

1. Public Reflection 6
 - Please share your thoughts in response to the following question: How has the tuition discounting enrollment management strategy impacted the financial health of private colleges?
2. Revenue Generation Audit Report
 - See full assignment above in Module 5 above. Report due this week.

Module 7

Purpose

In this module you will learn about the forces of innovation throughout higher education and in private colleges specifically. You will learn about varied institutional identities and how institutional identity impacts private colleges, how to navigate institutions through turbulent and competitive time period and how some institutions have created cultures of entrepreneurship at private colleges.

Learning Outcomes

Upon completion of this module, you will be able to:

- Define multiple types of innovation
- Address differences in institutional identities and how those identities enhance and limit entrepreneurship
- Name three challenges facing private colleges
- Identify effective leadership strategies to gain campus “buy-in” for change

Learning Resources

Required Resources

- Christensen, C. M., & Eyring, H. J. (2011). *The innovative university: Changing the DNA of higher education from the inside out*. San Francisco: Jossey-Bass.
- Martinez, M., (2013). *Perspectives in innovation in higher education. A framing document for the Jandris Center for Innovative Higher Education*. Minneapolis, MN: jCENTER for Innovative Higher Education. Retrieved from <http://www.cehd.umn.edu/OLPD/PCLN/WhitePaperOct2013.pdf>
- Weerts, D. J., Freed, G. H., & Morphew, C. C. (2013). Organizational Identity in Higher Education: Conceptual and Empirical Perspectives. *Higher Education: Handbook of Theory and Research*, 229-278.
- Barber, M., Donnelly, K., & Rizvi, S. (2013). An Avalanche Is Coming. *Higher Education and the Revolution Ahead. Voprosy obrazovaniya / Educational Studies. Moscow*, (3), 152-229.
- Gibb, A., Haskins, G., & Robertson, I. (2012). Leading the Entrepreneurial University: Meeting the Entrepreneurial Development Needs of Higher Education Institutions. *Universities in Change*, 9-45.
- Martin, J. (2009). *Turnaround: Leading stressed colleges and universities to excellence*. JHU Press. Chapters 15 & 16
- Smith, G. (2009). *An examination of entrepreneurial activity in independent colleges and universities in New York State: A presidential view of entrepreneurial leadership*(Unpublished doctoral dissertation). St. John Fisher College, Rochester, NY. Retrieved from http://fisherpub.sjfc.edu/education_etd/80.

Learning Evaluation

Assignments:

1. Public Reflection 7
 - Please share your thoughts in response to the following question: Provide a rational argument with support for private colleges to maintain the status quo.
2. Public Reflection Forum 8
 - Please share your thoughts in response to the following question: If you had the opportunity to sit down with a private college president, what one innovative strategy, model, or case study would you present to move the institution from surviving to thriving?
3. Professional Engagement Plan
 - Due: **Sunday, one week after** the end of Module 7
 - We recognize that students may have specific goals for the course-- using innovative and entrepreneurial themes to develop a research agenda, incorporating innovation into revenue generating practices for particular independent colleges and universities, departments or units, etc.
 - This assignment is for the practitioner seeking to incorporate concepts of innovation/entrepreneurialism in a particular unit where they work (e.g., college, department, division, etc.) or within their own professional practice (e.g., executive leader, dean, admissions officer, fundraiser, etc.) to increase the revenue in their specific context. Specifically, students will use course materials, readings, and exercises to develop their own plan for advancing innovation and revenue generation within their sphere of influence. For example, an enrollment administrator may consider how the principles of revenue generation apply to the financial health of the independent college and university. Resource generation plans will be evaluated based on the comprehensiveness of the plan, attention to course literature, discussions, and exercises in developing the plan, and overall organization and cohesiveness of the plan.

Grading Rubric

	Excellent	Good	Fair	Poor
Research and Synthesis	The writer demonstrates a understanding of course materials and outside research with adequate citation. Facts are synthesized with a solid analysis of needs of the	The writer demonstrates an understanding of course materials but may struggle with a minor aspect of cited sources. Facts are synthesized with an adequate analysis of the	The writer demonstrates a partial understanding of course materials and outside research with adequate or wavering citation. Facts are synthesized but may not address institutional needs in	The writer is unable to demonstrate an understanding of course materials and/or lacks outside research. Facts are only partly or poorly synthesized and do not address institutional needs in a nuanced fashion.

	institution.	needs of the institution.	a nuanced fashion.	
Conceptual Framework	The points or claims are fully explained and supported. The writer provides helpful examples or details. When necessary, the writer anticipates or refutes counterarguments.	All important points or claims are adequately explained and supported with some extra detail.	Most points or claims are adequately explained and supported but with minimal detail. Some minor points may be left unexplained or unsupported.	Many of the points are unexplained or unsupported, or inadequately explained or supported.
Theoretical Framework	The writer employs appropriate word choice, style, and content based on audience and genre. Tone is academic-professional.	There is some attempt to address the specified audience, but the writer's tone wavers..	The writer tends to forget the audience and simply writes about the topic. Overall the language is general or the writer simply writes for the teacher.	The writer ignores the needs of the audience and the conventions of the genre.
Writing Mechanics	Document is proofread and in APA format. Document should also be read for coherency and syntax.	Document contains minor error (grammar or format errors) but is still comprehensible and well-written.	Document contains multiple significant errors in grammar or syntax that impede the reader's understanding.	Document contains many errors that render it incomprehensible.



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