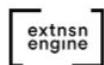


Building online capacity at a liberal arts college

Dr. Scott Moore
Principal Learning Strategist
Extension Engine



Dr. Cynthia Kosso
Provost
Moravian College



0:02 Scott Moore/Extension Engine: Alright, folks, it's that time. Welcome. Thanks for coming. Super excited to see all you here because there's nothing worse than giving a talk and not have anyone show. You know, it's just one of those things. So really excited to share a story, so just to make sure you're in the right place, you're in Treasury. And this will be us talking about how Moravian College has gone online, and how we work together to make that happen. So if that's not the right place, then now would be your time to make your escape. All right.

So I'm Scott Moore. And first one to make sure that you interrupt. All right, so ask questions all you want, I might tell you, "we'll get to it later." But please feel free to ask questions.

This session's speakers



Dr. Scott Moore
Principal Learning Strategist
Extension Engine



Dr. Cynthia Kosso
Provost
Moravian College



I majored in math at Furman University, then I got an MBA at Georgia Tech. Then I got a PhD at Wharton. And then for 20 years, I was at the University of Michigan Ross School of Business [as] faculty and then head of the undergraduate business program. And then I was dean at Babson College. And for the last four and a half years, I've been working at Extension Engine, talking to Presidents, Provosts, and deans about going online.

2

1:23 Cynthia Kosso/Moravian

College: And I'm Cynthia Kosso. I'm the provost at Moravian College. I've been there about five years. My academic background is in classical archaeology and classical history and philology, and I went all

state school. And here I am at a little private, liberal arts school now, but I started at Montana State University for my undergraduate degree. I got a couple of master's degree at the University of Minnesota, and then my PhD at the University of Illinois and I then went on to work at a moderate sized public institution in Arizona in Flagstaff at NAU [Northern Arizona University], and I moved from there 20,000 undergraduate students to Moravian College. It'll tell you a little bit more in detail about in a minute. It's different. Yeah, it's considerably different.

2:08 SM/EE: So, what we're going to talk today is this is mostly going to be Cynthia talking, since that's the name on the program, right? And telling the story of their journey. And so it's pretty straightforward. We're going to start in the past, go to the present, and shockingly enough, going to go to the future after that. So it's pretty easy to follow along.



2:32 CK/MC: So we're Moravian College, a really different kind of school than the one I came from prior to that time. Like I said, I've been there just about five years. So I think that makes me, I'm like hitting the average for Provost life, right? Yeah. We are a very mission driven institution. In fact, our mission is—I'll say it for you because I'll come back to it a couple of times as we're talking.

Moravian College is a liberal arts education that prepares each individual for a reflective life, fulfilling careers and transformative leadership in a world of change.

And those words, and the way that we deal with those words have a lot to do with how we develop and work with our curriculum, our access to students, what we hold dear, and also led us to join the New American Colleges and Universities group—and we have a couple of representatives from there. Thank you guys—because they really also embody that mission of both liberal arts education, professional career development, and civic engagement and engagement with our society. We have a long, long history at Moravian College; we're the sixth oldest college in the country. It was founded in 1742, primarily to educate girls to start with, it expanded to boys in 1743. And then it grew from there. In the 1950s, the two colleges—the girls college and men's college—combined to be a co-educational facility, and combined with the seminary as a separate graduate program. So really throughout our history, as soon as graduate programs start to appear, we were participating in those as well. So we integrate the Liberal Arts and Sciences with our professional studies, and our civic engagement. Content is important, but skills have also been very important for us. It's not that we don't have many faculty who are interested in knowledge for knowledge sake and building a better human being in that way. But learning stuff, being able to do stuff with it, has been very important to us.

We've been very engaged since I've been there, and since the President Bryon Grigsby has been there, in technology. We're an Apple school. So every single one of our students gets a MacBook like this and an iPad. Every one of our faculty has one as well and most of our staff have them too. So everybody is walking around with the same equipment. And this is, I think, really important for what we're talking about today.

We're both forward thinking then but also very deeply engaged in our past. We talk a lot about the sort of founding ideas. The founding ideas for us have come out of a particular educational approach

exemplified by Comenius. Comenius was a European educator around the 1600s. He was interested in educating all—rich and poor, young and old, men and women. So that has been part of our ethos for however many years it is now since 1742. A lot, a lot of years, 278.

5:43 SM/EE: Technically, that's a lot.

5:44 SM/EE: That's technically a lot. Exactly. We have about 1800 undergraduates and roughly 400 graduate students on our campus at this time and not as many adult completion students yet as we would like, but working with them [Extension Engine], we're hoping to change that as well. We're located in Bethlehem, Pennsylvania, and we are in the Lehigh Valley region that's about an hour north of Philadelphia, and about an hour, more or less, west of New York. So it's beautifully situated for all kinds of things. We have several master's degrees. We have one doctoral program at present, we're working on others. We now have a very fully online program and a second one that's almost fully online. That's the DAT [Doctorate of Athletic Training] program that I'll talk about later. We're also an Apple distinguished school. In addition to having these iPads we won that designation from Apple.

And this is something I always want everybody to know. We are the national home of the National Honor Society for first generation college students. If you have questions about that, that's separate from this, but it's also a really important thing that we have done. We founded it at Moravian College, Tri Alpha. We're also one of the 30 schools in Pennsylvania to have received the designation as a National Guard friendly school. So I think you can see all of those things combined to give you a sense I think of our mission and who we are.

7:09 SM/EE: Super. Alright. So now that's who you are. And now let's talk about your process, your journey.

Moravian considered its options

- A bit of background (goals, staffing)
- Scanning landscape
- OPM negotiation
- Internal staffing inventory
and then...
- Research into market alternatives



5

7:18 CK/MC: It was a journey. So I came from NAU, as I mentioned, and we started Extended Campuses in around 1990 there. When I arrived at Moravian College, we did have a few classes that were online. But there was definitely a resistance to the very notion of online teaching, that the idea of liberal arts education was one that really felt to the faculty at the time that it had to be face to face, there was no other alternative.

So we had a few courses online, we actually had rules against online, use of online for certain things. For example, in my very first year on the promotion and tenure committee when we were doing teaching evaluations, looking at the teaching evaluations, that part of the portfolio, I noticed that everybody's portfolio looked different. Some people had tables, some people had narrative. The numbers didn't seem to match. I really couldn't figure out what was going on. I asked, I said, "so how do we compare across colleagues or across departments?" And the group said, "well, we don't." And I said, "well, how is it that I mean, how are these numbers being entered into the system here?" "There is no system," I was told. I said, Well, so what's happening? So here's what's happening. You do your student evaluation, the student does, they hand it to the professor afterwards, the professor collected them in a pile and then took them back to their office and inputted information themselves. They either did it as a table or they did it as a narrative. But "oh my goodness"—that's not what I said. But it was a really, really a surprise to me.

So I recognize really early that we have a lot of work to do. That was the first thing I did was convince the Promotion & Tenure committee that this was not a healthy way for anybody to run an evaluation system or assessment system. And so we began to move towards an online student evaluation form and process which is fully implemented now. So that was the first thing.

The second thing was we didn't really have any kind of [online] system. When I got there we had Blackboard. About six months after I got there, we switched over to Canvas or agreed to switch over to Canvas which has been better for us and the faculty then would use these for online or hybrid things as they chose. It was willy nilly. We had some summer courses, a few online summer courses.

Around that same time, we began to participate in a CIC grant through the Mellon Foundation to get humanities online. So some of you guys, if you're from any of the CIC schools will know a bit about that. We had two people that were willing to participate. One of the philosopher in the group, Bernie Cantens, was absolutely hundred percent all in. He wanted to learn how to do the online, he was really going for it. He's also an excellent online teacher now. The other person I think went into it to prove that it was going to be awful, and you should never do it. She has since been convinced that it's not awful, and that you should do it.

We also then set up a task force to talk about online teaching and to set some guidelines. This was an important move for us. That was probably a year long process of setting up those guidelines. We agreed to do it, we voted on those and they sort of set the standards for us and set some parameters for online for us.

We also then began to think about putting some particular programs online, this was at the urging of our president. We started by looking at an OPM... So we began to talk about what it would mean to be online. And we worked with a very nice company that came to us, talk to us about setting up online programs, and we were looking at perhaps nursing, perhaps business, we didn't quite know. And this was an OPM, and this is a way of helping people build online programs, that is more in many ways more structured, and more contractually difficult for a school like us. So we would have to guarantee them a certain number of programs over the course of 8-10 years. The commitment was really long.

We also felt like we would lose control over the courses and course development. It felt like we would look like them rather than us. And Moravian College is deeply committed to its traditions. And so that wasn't working for us. We ended up talking to them for close to a year, before we moved into agreeing as even the president agreed that we couldn't we couldn't work with them. We just couldn't sort of sell our souls I guess, in a way. And we chose not to.

So somehow or another, I remembered him [Scott Moore] from running into him at a conference or whatever. But I said to Scott Dams, now our VP for enrollment in marketing. I said contact Extension Engine, and let's talk to them about how they do this process. So much of what we're going to talk about now is about what that process was like for us and how that worked for us.

12:54 SM/EE: Yeah, so it was great...when I first started talking to them because I was really excited that they understood their alternatives. Right? They'd done an internal staffing survey and whether they could do stuff or not. And they realized that they had a bunch of holes. I'm going to talk about that in a bit and so will Cynthia. So we started the exploration of the relationship. And I'll just let you take it from there.

13:24 CK/MC: So we didn't have capacity to do online courses ourselves. Individual faculty had some capacity to think about it, but we didn't have instructional designers. We didn't have educational technologists. We figured that we would need them but we really didn't even know what we would need. So when we started working with these guys [EE], one of the things that was helpful to us is that because

of the experience that you've [EE] had building programs elsewhere, they could ask us the hard questions, you know, give us in a sense, a direction to go.

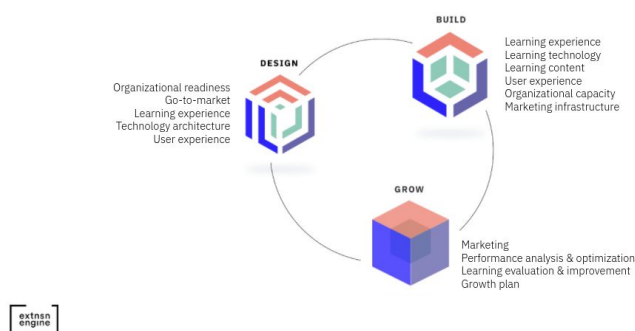
One of the things that I think we also really learned from them is project management. And I'll talk about that off and on over the course of this while that we're together. And we really needed somebody that would be a project manager—who's the responsible person for this, who's going to keep it going.

They also helped us think about how long it would take us to do course and program development. And I think a lot of faculty think that you can just take your course, you've got it, it might even be in Canvas, and you just move it into online and it's all good. But it doesn't work that way. And I think in many ways, that's one of the things that makes it appealing to faculty later on, when they recognize it's both pedagogically a different thing, and a valuable thing. And it's hard and we kind of like things when they're hard, it makes them seem legitimate. Right? So that was good.

They also helped us establish a variety of things like what's the normal course stipend for the development of an online course? What kind of agreements do you have to have in terms of intellectual property? And also what kinds of internal capacity were we going to have to develop in order to succeed at this effort. So they helped us with all of those things, including miniscule questions about Canvas.

15:14 SM/EE: Scott Dams, the person who I worked with a lot, when we first started the design and planning stage, which is usually a six to 10 week engagement, where we help figure things out what needs to be done. Scott was quite adamant, and he'll agree now that he was maybe overly adamant, that it would take two to three weeks no more, because they really understood. It was a great process of mutual discovery. Did that sound really, really PC? Perfect? Yeah, so it was just understanding what you knew and what you didn't and what needed to be done and what hadn't been done and the decisions that need to be made, the people that needed to be talked to and who you needed to hire and what organization you need to put together. It was all, it was all there. And it's a long process.

Engaging with Extension Engine



So the process we were going through and getting ready to go through, we talked from like November to basically March, well actually is more like till mid January when we decided to contract. Contracting always takes longer than you think it will. So then that was, you know, another six weeks. And then here we were in March.

And then there's this process of designing what it is that they wanted. It's not what we want. We bring the expertise on online learning, but we

don't know who you are. That's part of this process of going through the design process. What does success look like? How are you going to measure it? What's everyone agreed to? In many cases, that “what is everyone agreeing that needs to be done” is one of the real values of bringing someone in to talk about these things that are difficult to talk about. And to find out that all these eight people all had a different vision of what success would look like and what needs to be done. So we get that all written down.

And then we come up with this design. And then after we've talked about what's your organization, what's your go to market plan for your marketing? Okay, do you have this handled? Great, fine, let's see it. What's your vision? Or not? Okay? So we might want to do that so that you have someone sitting in

your virtual seats, taking those virtual classes. Learning experience—what it going to be like from the students point of view? Who is Moravian? What is a Moravian course like? What are your learning experiences like? How do they typically get that in your face-to-face classes? Well, we're not going to film a play and call it a movie. Right? It's going to be different when you're online, but that doesn't mean the outcomes can't be effective, right and successful. So what's that going to be like?

Technology architecture—what technology do you have for marketing? What technology do you have for your classes? What do you need? Figure it out. And then the user experience.

So we do go through this whole design phase.

And then there's the building. All right, so we presented the plan, and I'll get to that in a little bit. And then they decided to go on [to implementation].

So just to be clear, to be clear, we're not an OPM, right? It's a month to month contract. So you pay us to—this might sound somewhat familiar—but you pay us to work and we work and you stop paying us and we stop working. Pretty, pretty straightforward, right? That's how I work.

So then it's that you decide to continue, because you're happy with us. We have two missions. I'm going to come back to this over and over. The first mission is to get your thing online. Whatever it is, right to help you along that path. There's all this work that has to be done. The two hardest things in academics, hiring someone and firing someone. Right? So it takes a while to get up to speed. So we help you fill in all the pieces, project management, learner experience, creative, video, marketing, strategy, all this stuff, right? Well, eventually you'll be able to do it.

And that's, that's mission two, which is we want to build your capacity so that you can do it. And we can work our way out of a job. So that we can walk away and you'll be able to run the program. That's our goal. Sounds strange? What do we get out of it? We get a friend. And we get someone who will go to us for conferences and tell a story and provide good references. That's what we're looking for. We do not want to run your school. We want you to run your school in your way...

Yeah, so then we build and then we grow, right. And it can last as long as you need it to build the classes. And we'll talk about that in a little bit and then build the technology that's needed. We've designed the go to market strategy and execute the marketing if you need us to do that. We do that and then grow. All right, what are the results? Did you get the enrollments you wanted? The faculty? Were they happy? Were students happy? ... Okay. Alright, so that's, that's us. And that's what it's like to work with us.

Mind the (capacity) gap

Business planning

- Strategic objectives
- Financial model
- Competitive landscape
- Go-to-market
- Growth planning

Capacity building

- Change management
- Governance & policies
- Performance metrics
- Resource planning
- Technology, LX / instructional design infrastructure
- Staffing

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And mind the capacity gap. This is when we come back to so there's the usual thing you think about when you work with a company that helps you go online, there's, well do the courses, all right, do the program.

But then there's also all this other stuff that has to be done, which isn't always really obvious. There's some of the stuff you can do and some of this stuff you can't do right now. And we help you think about what that organization feels like, looks like,

what jobs should there be now and later. And so you can build it over time. So you can handle all the business stuff so that it can pay for itself. Again, we're not taking a cut of your revenue. You're just

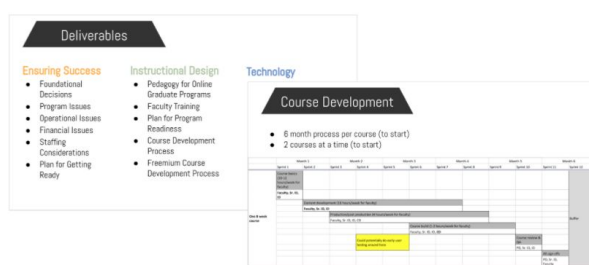
paying us to work. Just we send you a bill every month of the number of hours we worked. And there's a number and you have to pay. But then after that all the revenue is yours.

And then capacity building change management. I know I remember working with Scott, about hiring videographers, and hiring learner experience folks, we help write the job descriptions so that they can go hire staff. And of course, that meant we were getting paid less but whatever. We want you to be happy. That was always our goal. So that's what working with us. We talked about capacity gap.

At the end of the process of the design and planning stage, we presented this in July. There was some time off because of vacation, so it really wasn't four months. But it was all about [presenting] the plan. This is what it's going to take, this is what you said that you wanted. And this is what we'll do. And this is

what you are supposed to do. Right? So it was right there on the table and then an estimate, plus or minus 15%. We don't know exactly how much it's going to be because you'll change your mind. Right? And you'll say, we want something else...

Plan presentation & vision (07.2018)



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22:29 CK/MC: And that happened. A lot of things happened actually. So that you've got that plan up there. But what we ended up doing is hiring a couple of IDs, you know, instructional designers. We hired an Ed-tech. We didn't have any of this staff prior to

our relationship with these guys. And the plan that they shared with us was so complete and well worked out and they I think did more in that planning stage than they had done in the past. We had worked with [Scott Moore] specifically on a variety of details. And the detail and the clarity of these plans were critical in getting board support for the investment in this program.

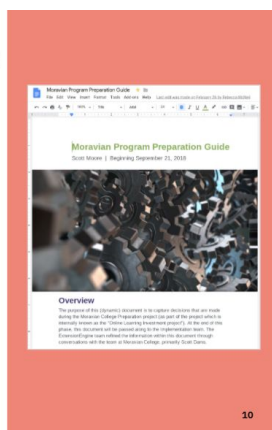
So one of the things that because of the work—this sort of discovery work that we did with faculty, with staff, with [Extension Engine]—I was able to go to our president and the board with a fully fleshed out really complete set of proposals, goals and costs. And we were able to convince them that it was worth a significant investment. And the board approved the significant investment and we've been working with them since. And I will say also, that because of their flexibility, we've come in under budget, in all the categories of work that we've done with them. So that's also been really helpful for us and helpful for me in talking about continuing the relationship in other programs, which is what we'll talk about as well. It was really a complete plan, very helpful and really compelling to the faculty as well. So they could really see what we were doing, what the costs were, what the investments were, with that in terms of new faculty hires, and there were a couple of those as well, in order to make this program work.

Also, this was part of the process of choosing the program. We had two programs that we were considering when they came to us; one was in business, our masters in predictive analytics and the other was in nursing. The faculty in the masters of predictive analytics were more invested and involved in so that was the one that we went with first. And then now we're talking nursing.

24:50 SM/EE: So at the end of that stage, so then they said yes. They went off for six weeks and deliberated. You know, talking to the board, talking to all the layers of the organization all the way up and all the way down, however you want to go up and down. Everyone needed to be talked with to make sure everyone was in agreement. And then they were, and then it was time to go.

Preparation phase (9-12.2018)

- Organizational change
- Program selection & sequencing
- Program decisions (target market, size, differentiators, etc.)
- Operational issues (faculty, IP policy, financing, staffing, etc.)
- Learner experience design (in-course, out-of-course)
- Course evaluation



Well, it wasn't quite time to go. There were a lot of decisions at the administration level that needed to be made. Basically I came up with this document with a list of questions. And...it had to do with all of those things [in the slide]. And then so Scott and I got together every week and worked through another set of those questions, to help make sure that once it was time in January to start making, creating courses, that they would actually be ready to succeed, not just create the courses. That's

something different than succeeding. So then, I was working with Scott and then from your end...

25:51 CK/MC: I was working with the members of the business and economics program, but also all kinds of the administrative staff. So with our vice provost, the deans, working with the faculty generally, you know, you needed to make sure that they felt like this was a legitimate move within the context of our mission. And I think that in the end, they feel it is and still to this day, it took some work, and there were some difficult points there at the beginning. But we worked through all of those, I think successfully. I think we're really happy with the product of the Masters in Predictive Analytics. It looks really great. And I think also that we now have, I'm kind of skipping ahead as a historian, I probably shouldn't go back and forth in time but I do it anyway.

26:43 SM/EE: I had it all laid out; past, present, future.

26:48 CK/MC: I know, one of the philosophers that I just talked to you about a few minutes ago, he's going to be leading our online effort. He's going to be leading off online program development for adult and completion degrees. But also for our graduate degrees, he's really got invested in it. He's one of the most respected faculty members on our campus. He has been there for a long time. He's a, you know, a genuine faculty intellect. And once we had him on board fully in this way, and I think we've really crossed some kind of line here now. We're in a really different place.



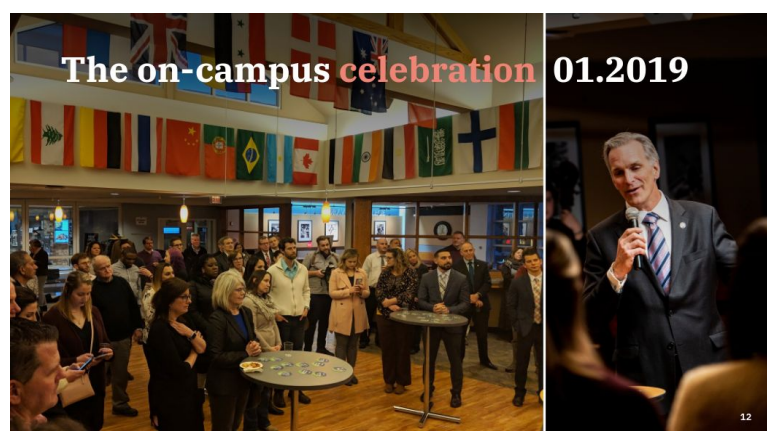
27:25 SM/EE: Alright, so then we start going through this process, and we kept asking questions like: Okay, so how do you envision your online experience? What do you think that'll be like? And we got lots of blank stares. It wasn't that they didn't want to respond. It's just they didn't know what their choice set was. And so in November—[pointing to the screen] Kim, and I'm behind the camera here. And then Scott, Cynthia, the names you've heard before you see in front of you—we went down to I have an

afternoon session workshop on talking about the online experience.

28:05 CK/MC: And so we met in this room and we were like locked in by him for a long, long time. But there was food and beverages. I think somebody brought a lot of candy, which is probably a great idea

and a lot of post it notes. And so we sat together and just talked about what it is we envisioned for this program. And the faculty members in the two faculty members that you see in this picture are Liz Kleintop standing and then Katie Desiderio who's sitting. They were both early faculty members involved in the creation of these courses. Katie is our executive director for graduate studies in business and economics, and oversees the online work in business. So we sat there with post it notes and with whiteboards and with pieces of paper, thinking about what this should look like, what is the vision for Moravian online education. We came up with a bunch of lovely little pithy sayings, and we made coasters out of them. But more important, they came up with an idea for the underpinnings of the courses that they would create for the business program.

29:15 SM/EE: Yeah, it was a great day. That was a real, that was a real important day to get the faculty started thinking about that.



And then we had this on campus celebration, which was the craziest thing that I'd seen because it hadn't launched. Right. I've been involved with plenty of celebrations at the launch. Well, this was a good solid eight months early, as far as I was concerned, but from their point of view, it wasn't early.

29:41 CK/MC: At Moravian College it's never too early for a party. It's very important to them. Moravians like beer and they like parties.

And so in the you know, ethos of the system, we decided to have one. But really it was that we were at homecoming, me and Scott Dams were talking at homecoming and we ran into our board chair, Ken Rampola, and he pulled out his big cigar, smoking a cigar, which is another thing. But anyway, so he's got this big cigar and we're real excited. Scott and I are talking to him about, you know, "thank you for being willing to invest in the online programs." We're really excited, we're going to have a celebration. Ken said, "No, you're not. You can't have a celebration until you launched it or at least met some of the goals."

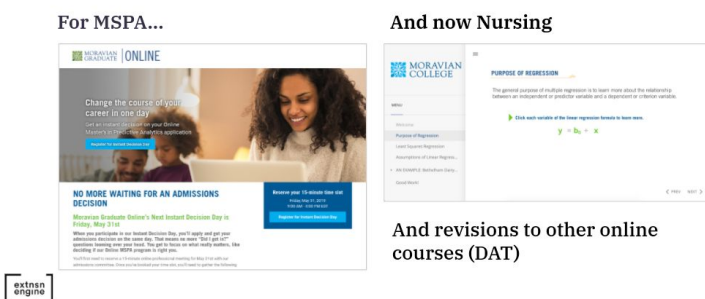
And because this is my nature, I said, "yes, we can. And we're going to" and so we did. So I talked to Bryon about it, our president, and he agreed that a celebration, it seemed like a great idea. Ken did show up at the celebration as did many of the other members of the board. So we put together an on campus celebration, all kinds of faculty came. And most of the people that you see there [pointing to screen] are faculty and they're from faculty from all across the institution, not just in Business and Economics. Administrators were there, staff members were there. You [Extension Engine] were there. And Bryon I thought did a really nice job introducing what we were doing and why we were doing it, the president of our institution. And we really had a lovely evening. And I think it also generated some excitement.

31:14 SM/EE: You've been working for almost two years, at least from our perspective, you know, to get to this point, and there was a real commitment. Courses were going to be created. Okay. We've been talking, talking, talking, talking and filling out documents, wooh, that's exciting stuff, but actual courses were going to be made. And I think looking back, it just made it just a ton of sense to actually celebrate the crossing of that threshold.

31:36 CK/MC: Yeah. And it was a big, I mean, think about us. 277 years old at the time, or 276 years old at the time. Two years before it was against the rules in the faculty handbook to do an online student

evaluation. And we're embarking on a fully online program. That's a lot of movement in a very little amount of time.

Multiple streams of our relationship: Course & program creation



31:58 SM/EE: Yeah. So we're basically up to the present now. So what we did was starting January, we started creating courses with the faculty for the Master of Science in Predictive Analytics. That's the MSPA on the left, so we start working on that. And we essentially worked all of 2019 on courses but now we're essentially done. And all those courses are being created. And that doesn't mean we're done with all 12 courses, or 16, or 27, or whatever it is. We did, I think four or six courses,

something like that. And now it's been handed over. They've hired learning experience, project management, and they have vendors in the area that they do for their video. And we are checking in doing some reviews of the courses and make sure things aren't—not that they would go off the rails but just to make sure that they aren't. So that's the MSPA. That was last year, and now really since sometime and I think it was November, we started doing the design and planning for a nursing degree and working with a completely different set of faculty, right, and just staff and everything. And so that's been what we've been working on recently for the courses.

33:14 CK/MC: Right. And we're really at the end of that discovery period. And so next week, we'll be talking about what that looks like. And it is a really different group of faculty, in some cases I think probably going to be harder to work with, in some cases is going to be much easier. We do have a person. Yeah, there's going to be, you're going to do more courses. There is at least one faculty member who started an online program at another institution. We didn't have that, you know, in the business program. Nobody had ever done anything in that. And so that I think is going to be a real advantage and she's very committed to making this happen.

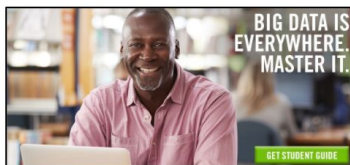
And the other thing that I guess I would say a little bit I mean, we haven't really finished this discovery piece in the nursing is that the [EE] proposal as I'm seeing it develop is very different than the proposal that they came to us with for the Master's in Predictive Analytics, which says some good things to me about working with them. It's not only do we learn to build capacity, but so do they, and they responded really well to the different personalities and the different needs of the different programs. So we'll see how that plays out.

But the other thing that's on that slide is revisions to other online courses. And we have a doctorate in athletic training [DAT], which is now online. But the courses are being revised looking at the courses from the Masters in Predictive Analytics. So one of our instructional designers, David, has been working so closely with [Extension Engine] on the predictive analytics that he's gone back and is working with all of the faculty in the doctorate of athletic training program, to redesign their courses, to bring them up to the same standards that we have for the masters in predictable analytics, they're looking really good too. I just recently looked at them. So very happy about that.

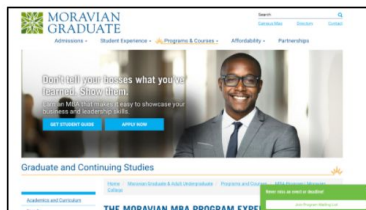
35:07 SM/EE: Another stream is related to marketing. So this really very much had to do with capacity on their end. So they had very similar to pretty much every school I've ever talked to where you have a marketing department that's really good at “Go Team” school stuff. But in terms of putting virtual butts in virtual seats, for specific programs, less good thinking about how to do that. And not just less good,

Multiple streams of our relationship: Marketing

For MSPA



For All Graduate



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14

but just they're busy, right? They're not sitting around with 30% of their day, nothing going on.

So we came in, and basically we had a plan, and they're like, hey, that looks like a great plan. And we said, well, we can execute it and they're like, well, fantastic. And so we did. But then after that, then we got to be involved in doing the marketing for all their graduate programs. Again, it was just the capacity, we had the results. And then they're like, all these people aren't so bad and decided to work

with us. And we've, we've helped them take their name out into the world.

36:13 CK/MC: And that's been very successful for us. I'm not a marketing person. As you can imagine. I'm a classical archaeologist, so I wouldn't be a marketing person. But it is the case that all of our graduate programs have increased in numbers, every single solitary one of them since this marketing has begun.

36:30 SM/EE: So just to be clear, that's what they want. Yeah, we don't care. I'll say that all the time. We just want you to succeed.

36:38 CK/MC: Yeah. So I don't know how many, you know, small private schools we have in the room here. But if you are one, you know that there are demographic pressures on us at the undergraduate level, which has been a very important, you know, we're tuition driven in the same way that many of you are and, well, that demographic is difficult, either not growing, you know, staying stable or decreasing. The importance of our graduate programs and our adult programs are financially significant for us. And so far this has worked in the ways that we had hoped it would to give some stability to our budget.

Multiple streams of our relationship: Organizational & leadership

Provost consultation

- How to increase efficacy & efficiency in the Provost's office
- How to close critical gaps in resources & skills
- How to streamline the organizational structure

And in the future?

- Online decisions for scaling & growth
 - Management structure
 - Program choice & sequencing
 - Competitive positioning
 - Faculty training
 - Online operations
 - Outsourcing versus insourcing

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15

37:22 SM/EE: And then the third stream is related to organizational and leadership and I'll take you take the rest.

37:30 CK/MC: That's, that's Gerry [Digiusto; EE's VP of Strategy who was in the audience], who's also here in the center. And so all of this stuff that you are taught, we were talking about all of these changes, and I think if you take away nothing else, you'll take away that Moravian College has undergone some pretty

dramatic changes over the course of just a few years, which is not a natural state of happiness for faculty, nor staff for that matter, of the changes were significant. So there was a lot of stress. We also had some troubles one unit with the management of one particular unit that was very closely aligned with all the other stuff that we were doing. There were all these organizational changes. And as we develop these other capacities, we needed people to manage those things. And so we were giving

people titles like, you know, director or executive director or this or that. And so it felt like we were getting more administrators and it was just very stressful.

So I was at another meeting—it was an EDUCAUSE meeting—when the person that I just mentioned resigned, long distance on the phone. I got the phone call, I'm standing there at their booth, and I get this phone call. And I'm like, “oh my God. This person just resigned. Now what?” and so the stress has just increased. And we asked Gerry to come in and help us work through the organizational stresses that we were feeling. There have been changes since the report that [Gerry] shared with us. But I think just the fact of bringing him in that expertise in organizational management helped people that's like there was somebody there listening to them that they were upset about this or they were stressed by that, or they didn't feel heard about this or they wanted to move in that direction. He met with faculty, met with staff, he met with all kinds of people. And we are still responding to the report that he shared for us. And in fact, one of the things he said was that there were two things that we needed. One was some kind of manager of the online project. Another was a manager of the corporate and other partnerships, academic partnerships. And in the report, and I don't know if you remember this, you said they will emerge, and they have done so. They have both emerged and we're working on that now. So that was

just an added bonus help to us and it's made, I actually don't know that I have fewer direct reports but, but there's more sense to the ones that I have. And so that's been helpful.

Future for Moravian & our relationship

- Wrap up and transition course creation for the MSPA program
 - Workshops & faculty training on online pedagogy
- Continue to do whatever is needed
 - Get the Nursing program plan in place and then execute it
 - Help Moravian build more marketing capacity
 - Maybe more technology (possibly mobile?)
 - And eventually: move on as Moravian can handle these challenges



16

40:09 SM/EE: So, future. So we're wrapping up the course creation and really it's been wrapped up so that Moravian is doing the work. We've helped all along, make sure that the faculty who are coming into the program know what they're in for what the experience is like, know what they're going to have to do. It's

going to be work, and then how they're going to be supported and where they can go for questions. And then continue to do whatever is needed.

You know, it might be that we're done. And it might not be that we're done. It's always about whatever, whatever you need, and continuing support that way, just like Gerry's engagement just sort of arose because that was what needed to be done. And it was at her request that we came in to do that. And for all I know he'll get called in later. We might do more marketing, we might do less. It's always an evolving up and down kind of relationship.

Challenges & lessons learned

Challenges

- Gaining faculty trust and acceptance
- Doing something new at Moravian
 - Change management
- Finding the money
- Coordination across multiple people & organizations



Lessons learned

- Over-communicate with clarity around all aspects of project
- Confirm BOT and Cabinet level support for project
- Effective communication is key!

17

And that's how that's how we arrived. And now, challenges and lessons learned and always the most fun.

41:19 CK/MC: So that list of challenges—you all know those, every one of you know that whatever it is you're doing on your campuses right now, those are all the things right that we're dealing with all the time. And you know what, we're faculty with a set of old traditions, a deep love of

the face to face experience, small liberal arts college, even with the other aspects to it. The relationships are critical. Relationships between faculty and students, between faculty and faculty, between faculty and staff and administrators. The relationships are absolutely critical. And so it was a lot of important work to do to make sure that the faculty understood exactly what we were facing, exactly why we were facing it, and the role that they had to play in that.

So that's an ongoing thing, right? That's not something that "Okay, got their trust so we're all done now." It's a continuing thing. I don't know how many of you were at the keynote by the president, who talked just now about the importance of trust. And so that was something that was very important.

Also doing new stuff. You all know we're at a moment in higher ed, where change happens faster than we're all comfortable with. Many of us, especially in my age group, you went into this job thinking that you know, you had a mission you were going to do these things, you're going to help students. You went into it knowing you were going to get paid less money too because there was going to be a stability to it, right, it's going to be solid and that stuff is no longer the case. There isn't the same kind of stability to it there that there was when I started and when many of you started. So changing, what does that mean? And how does that look? It'll be different on each of your campuses.

Finding the money, there's always a challenge. That was a challenge for us. And that was something that we needed the board to be fully committed to.

And then this isn't something that the faculty do alone. This is something that every part of the organization, every part, including Student Affairs, the business office, [instructional] technology, informational technology, the enrollment team, you name it. Everybody was involved in it. So making sure that everybody became a part of it.

You can't over communicate. That's one of the things that I have learned in my job generally, but also in this process. Yeah, you just can't. There's no way to do it.

You also do need support from the highest levels of your administration. Obviously, you need the support of the faculty, without that it simply won't happen. But on the other end, that's true as well. It won't happen if you don't have the administrative and board support for that. So effective communication is really critical. And so in order to communicate effectively, you have to actually know what you're talking about. So you really need to plan carefully. You have to have the details. And we did, we had those details.

44:28 SM/EE: Yeah. So the project management portion of it and the engagement management portion of it—you can call me sales, you can call me business development... I'm talking to Scott [Dams] every week to make sure that I hear stuff on my side and he hears stuff on his side. We're not doing the work but we're hearing about the work and making sure that's good. And then I know about other stuff that's happening at Moravian. I'm also talking to Cynthia at different times. And then Scott [Dams] was also the marketing guy at that time. And so I was getting the story about marketing.

So there's this, this [high] level that's going on, but then there's the [EE] project manager who's talking daily or every other day. Then there's the [EE] instructional designer working with faculty every day, all the time, you know. So there's all these touch points, and we're talking to each other, and they're talking to each other, but then we're talking across. There's no way to talk enough because I would hear stuff that she didn't know about, and she's like, really—but then it would happen back the other way too. And so we could address these things, right? Every relationship, we would have troubles right?—they would have troubles, we would have troubles—but you're talking, you're talking and just making sure it works.

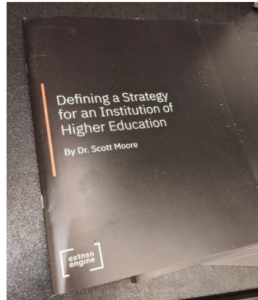
46:03 CK/MC: I think through most of the process, we talked every other week.

46:05 SM/EE: Yeah, yeah. Yep. Yep. And I was talking to Scott [Dams] every week. Yeah.

46:11 CK/MC: If there were still speed dial, he would be on it.

My most recent **white paper**

- What a strategy is and why you should create one
- Explain the foundational strategy research
- Define a model based on that enables specific conclusions to be drawn for defining an institution's strategy
- Provides a basis for fully specifying an institution's strategy



46:16 SM/EE: So that's really the end of that. I wanted before I forgot to let you know that I have this paper. I wrote my paper on defining a strategy for your organization. If you want it, come up here. Give me your business card if you have it, or send me an email, and I'll send you the PDF, but it's really expensive to print color.

46:36 SM/EE: So take one. So questions?

46:39 SPEAKER 3: Yeah, questions.

Great story, congratulations on your success.

46:45 CK/MC: Thanks.

46:45 SM/EE: And who are you?

46:47 SPEAKER 3: So my name is [inaudible] and I went to Westminster College.

46:49 CK/MC: Oh, yeah.

46:51 SPEAKER 3: Great story. Thank you. I'd like to know a little bit of the backstory and all this one thing that wasn't clear from both your comments was, what was your primary motivator. For you moving into online delivery, was it enrollment challenge and the desire to generate revenue primarily, was it primarily to add another pedagogy dimension to your programmatic offerings that you felt would enhance your mission. What is the backstory?

47:24 CK/MC: The backstory is our president so the president of Moravian College is Bryon Grigsby, he is an alum, actually, of Moravian College. And but one of the things he also is somebody who's very, very engaged in the context of Higher Ed, so very well versed in the challenges that we're facing. He wanted us to go online and he wanted us to go into new graduate programs because he felt like that was going to be what we needed to do in order to be sustainable for the long term, in the future. So this was his idea which, as you all know, is playing out in real time for us.

He also has, just like the institution had an access mission. And if you think about adult learners, going to Moravian College at 8am for class is not going to be the way that they're going to succeed. They need online. And we didn't have that to offer them. And in order to achieve that part of our mission, which is which is in our mission, and in our history, if we didn't go online, we wouldn't be able to achieve that. So it was mission driven.

But it was also about long term financial stability and sustainability for a smaller college in an extraordinarily competitive environment and in Pennsylvania on top of that. If any of you guys have been doing reading, you know that Pennsylvania is really separate think about the schools and there's a jillion of them in the first place.

48:59 SPEAKER 4: Did you have capacity with this online, or shift because I'm wondering how you deal with the staff, you had to hire?

49:06 CK/MC: We hired. We hired two IDs, instructional designers; we also hired an educational technologist. So we hired three staff people. We're actually in the process of hiring a new member of the faculty for the Masters in Predictive Analytics. So we are also adding faculty not as not as many as we added staff, but we are adding faculty too.

49:38 SPEAKER 5: ...So yeah, my question also was about sort of faculty retooling. So you didn't do a lot of hiring you must have done a lot of faculty development. And when you were doing that, did it involve course releases, was it done in the summer...what are the model?

49:53 CK/MC: Cash, we give them money. Yeah, so we gave them money. So that was because you know, we have a limited supply time, we have limited supply of money, but they're compelled by that, as we all are. Right?

50:06 SM/EE: And we would ask that they not have, you know, if they're teaching a six course load, don't have it be their "4 course" semester. Right, you know when they're teaching for, right, so I've just whatever it is, know that it's that they have to sleep and all these things and whether you give them money or not, they still need space to think because this is hard. They're having to recreate and think about pedagogies that they hadn't thought about before in many cases...

50:39 CK/MC: Blended. Absolutely. Yeah. Absolutely. We've talked a lot about that about programs that are not quite ready to go fully online doing some sort of blended...

50:48 SM/EE: The nursing will probably end up being that way at some level.

50:52 SPEAKER 5: Yeah, yeah. It gives the folks an opportunity. I guess this is one of the things that my colleague is interested in to meet the other students in the class online discussion experience with students and looking at their projects and things like that. We'll actually be able to meet face to face for that week. And, you know, have this intensive...

51:09 CK/MC: I actually did, I did an online postgraduate certificate in enrollment leadership. And I did it through USC in California. And I wasn't there. And it was fully online. But we went out there three times, once in the fall once over the break, the winter break, and then once in the spring, so we got to meet one another. And that was really it was helpful. It wasn't blended, but it was a wonderful opportunity to see the faces in real life.

51:43 SM/EE: Yeah, I would encourage all of you to think about when you're thinking about going online or doing online or putting a program online, whatever you want to. However you want to phrase it, to think about not just the courses but the sort of adjunct courses right, adjunct to the actual academic experience—the connections to alumni connections to Career Services, connections to the local community, connections to each other, connections to mentors. So whatever it is, don't just think about the course, the in course experience, think about the whole experience.

52:18 Gerry Digiusto, VP of Strategy at EE: I can just add to that, I would say we're well past the point now in the market where just being a substitute for the face to face experience has a chance of being competitively successful. So it's got to be true to your mission as an institution, but also respond to the markets. We always think across our teams, we think in terms of what's that experience, what's true to you. And that's how you can differentiate. And that's pretty authentic in the market, those programs to tend to do better, but also then someone mentioned that pedagogical dimension, it tends to enrich what's happening, and it tends to that trickle down effects, which are so important...

52:51 CK/MC: Any other question?

52:52 SPEAKER 6: I'm wondering, if you solicited input from the learners in the process, how you did that and what you found out in the process of unfolding your relationship.

53:04 CK/MC: We did talk to graduate students and we had some beta testers in those early classes that did help us. Yes.

53:12 SM/EE: Yeah. Got to do that. Yeah, the bigger, better, more accurate those people are, the better the whole program will be.

53:23 CK/MC: Any other questions?

53:28 SPEAKER 7: About the statistics, what kind of student population, how you grew as a result of doing this?

53:36 CK/MC: Well, I'll tell you what our graduate programs are. So we have and these started when I got there AT, OT, speech pathology, we built those, we're about to start PT, we'll start enrolling those in the summer. We have also several masters' programs in business and economics those already existed. We have master's program AMS and completion programs in nursing, those already existed. And we have master's programs in education, and those already existed.

54:10 SM/EE: They're all like 20 to 40. Yeah, something like that. [To be clear, these are the total enrollment numbers, not the *increase* in enrollment numbers. The dialogue seems a bit confused on this point. But Moravian did see increases in every single program.]

54:12 CK/MC: Yeah. Additional, additional students, we have additional actual butts in seats and virtual butts in seats. So there are, you know, in some programs more than others, the adult completion programs where, you know, we maybe have a dozen more than we had before. So that's not yet numbers that we're really enthusiastic about but when we set up, for example, the athletic training, occupational therapy and speech pathology, we did our business plans. There's a limit to the cohorts in those programs that are established by the accrediting agencies. So that's not something that we can trifle with. And for example, in [unclear] for physical therapy, they won't even let you admit more than five more than their cap. So our original plans our targets were lower than the cohort caps but we met the cohort caps in all of those programs. So that's been significant for us.

55:18 SM/EE: Okay, we have to be done now. Okay, have to let you go.

55:21 CK/MC: I can answer your question. Yeah, we'll talk to you.

55:24 SM/EE: Okay, great. Thank you very much for coming. I appreciate it.