

MEP 2014 DIGITAL EVOLUTION

Claremont Graduate University | Getty Leadership Institute

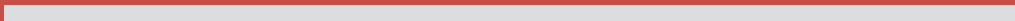


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EXECUTIVE SUMMARY

Project Background and Design Approach



AN INTRODUCTION TO MEP

The Museum Executive Program (MEP) through the prestigious Getty Leadership Institute is a unique intensive designed to enhance the leadership of experienced museum professionals and strengthen institutional capabilities. Through this program, we have devised several learning objectives for the participants to accomplish in order to reach a goal of agile, effective, and aligned leadership in the museum executive community.

In order to gauge the progress of these relationships, participants will contribute to cyclical self-assessments and skills evaluations as a process of aligning the program with participant strategic needs. At the heart of the content, the MEP will implement a series of subject modules which will cover a range of topics important to new museum leaders, including fundraising and strategic development. Group activities and interactions with faculty experts help to facilitate an exclusive community of “thought leaders,” allowing MEP participants to develop, expand upon, and execute actionable items which will contribute to their success as new museum executives. Lastly, case studies from notable sources like the Harvard Business Review provide methodology and real-world examples for executives to critically analyze and provide a framework for evaluating and managing their own organizations.

Self-Assessments

Self-assessments are an important form of measurement for this program because they provide the organization and the participants with information about progress, met learning

objectives, strengths, weaknesses, and overall alignment with course subject matter. Self-assessments within the MEP will help to measure improvement in executive performance, knowledge and skills. They assess the most important concepts covered in the course and can be used to guide you while learning more about the MEP program.

Self-assessments are necessary to providing a skills timeline of where the individual is are now, what goals they have for the future, and how they plan to achieve them. It is good to make these plans and take assessments regularly, especially after completing important milestones in the MEP program and in individual careers because executives are able to track progress, learn from mistakes and improve abilities and skills. Using self-assessments can also increase efficiency and productivity by enhance learning capabilities (Boud, 1995).

Self-assessment tests are highly dependent upon the executive’s own judgment and ability to objectively evaluate themselves. They are done in order to guide the executive, therefore entering inaccurate statements or estimates will be of no benefit, on the contrary – it will mislead learning process and develop unrealistic future expectations. Therefore we stress on the importance of unbiased answers to the self-assessment questions.

Evaluations & Rubrics

Developing evaluations and rubrics is important because they delineate the most important aspects of the learning process and

AN INTRODUCTION TO MEP

point out the areas executives need to improve upon. Measuring progress throughout the course can help the GLI better address individual needs and tailor content according to the participants' requirements and expectations. Feedback matters to the GLI and that is why it is our hope to engage judiciously in both self-assessments and evaluations this year.

Evaluations are grouped into several categories. First, GLI wants to know about individual levels of knowledge on certain topics that will be covered in this program. This will give a better understanding of the audience and the interests of the participants. Second, opinion on the different course elements and modules are valued in order to adjust the presentations of the different learning topics. Third, it is expected that all executives will discover learning habits and competencies. Finally, we are open to any comments or suggestions you may have for improving the course. It is important to learn more about each of the participants so that we can respond to existing requirements and expectations.

We propose such an evaluation to be done at least three times. The first one should be done in the beginning of the online portion of the MEP program. Output from it can be used as an input for the activities during the in-person mode. The second evaluation should be completed at the end of the two-week on-campus period. It will be compared with the first one and some inferences will be made about the success of the course and the improvements on an individual basis. The third evaluation should be sent to all participants between 4 to 6 months after completing the

course to evaluate the long-term benefits of the education.

The rubrics used for developing sample surveys for evaluation were based on established practices and methodologies. We referred to instrument design and developed guidelines from Duke University and knowledge surveys created at Macalester College and the University of North Dakota. We used them as references to build upon. We suggest using a Likert scale for many of the questions because it is easier to understand and data processing.

Lectures & Faculty Interactions

A centerpiece of the training will consist of faculty-led lectures on various topics of interest to assist in thought guidance and build leadership skill sets. These lectures will gravitate more towards peer reviews and discussions as opposed to a solely academic one-way passing of information. Discussions of these topics allow participants to demonstrate knowledge gained in the program through readings and other program activities, share previous experiences that relate to the topics, and reinforce practiced skills learned in the program.

Other faculty interactions with executives will take place throughout the program as well as after the three-week program has ended in the form of mentorship. These interactions will include face-to-face discussions, online activities and communications. Face-to-face interactions will take place during the two residential weeks that participants will spend in the

AN INTRODUCTION TO MEP

program and will be training related as well as social in nature. Both types of face-to-face interactions will allow the executives to build relationships and beginning networking with fellow participants as well as faculty members. Online interactions will begin during the online program week and will continue throughout and after the program ends. These interactions will allow participants to begin getting to know their colleagues and faculty and continue to share information and network after the program ends.

Group Activities

Participation in this program will include many group activities, some online and some face-to-face. As part of the learning objectives are to increase the relationship of the executive with themselves and their peers, the MEP has incorporated plenty of activities for participants to network around important topics that affect the museum industry today, and possibly in the future. These activities will include discussions of the topics that your training will cover, small group assignments and meetings, online group meetings, and social events. Conducting thorough analysis and discussions with MEP peers will help to discover innovative perspectives, share ideas, and to untangle challenges in diverse team environments. Although all of the participants will hail from similar industries and backgrounds, each attends the MEP for their own strategic challenge; it is important for participants to share these challenges with each other to encourage creative thinking about their unique home issues.

Modules

The modules of MEP are a guiding mechanism created to ensure that executives are able to master each subject by following key steps. These steps may include completing case study readings, providing feedback, watching videos, participating in discussions or video conferences, and group activities. The module tasks are not meant to constrain, but rather to increase confidence and leadership skills in these particular areas. The ordering of the modules will help to guide the executive through a cycle of learning, applying, and reflecting, similar to the “build-measure-learn” cycle as described in *The Lean Startup* (Eric Ries.)

Each day in the MEP will consist of a new topic and task. “Week 1 - Online” for example, will begin with introductory videos from GLI staff and faculty, and self-assessments. By following the different steps outlined in the primary modules, executives will achieve a firm understanding of the MEP program, current skill levels and professional goals, and how the MEP will contribute to these skills and goals. Although the majority of this week will be introductory, this will by no means be a “slow” week. Subject modules begin as early as Wednesday and will include greetings from faculty, discussion boards, and case studies. The Subject Modules are: Strategy, Fundraising, Thought Leadership, Strategic Challenges Planning: Managing Resources, Mergers & Alliances, Innovation, Brand Marketing / Social Media, Strategic Alignment, Tribal Leadership / Leadership Teams. These subject modules have been carefully chosen to cover topics which will make the executive an

AN INTRODUCTION TO MEP

effective leader upon returning to their home museum. Following each subject module is an opportunity to reflect on your original strategic challenge and how any newly acquired skills are aligned with the ability to tackle this challenge.

Case Studies

Learning by the “case study method” is a proven effective way to analyze real-world issues and solutions in existing companies. There is an enormous amount of information to be gathered from case studies; especially in areas of problematic leadership. The case study allows readers to dissect how the leadership, organizational design, and strategy of an organization are aligned with their goals from a birds-eye view, and allows room for discussion and multiple solutions.

The case studies chosen by the faculty and staff of GLI are specifically designated to help visualize and discover perspectives on a given topic. The majority of the subject modules will feature a case study from the Harvard Business Review and a chance to discuss complications and methods in the case with faculty and peers. Many of the case studies will challenge preconceived notions of common business principles; this is a great example of the need for leaders to be agile and creative in their thinking process. Executives will find that the case studies to their corresponding subject module are excellent points for discussion and analysis, and will motivate them to consider the challenges affecting their team and organization.

MEP 2014 Learning Outcomes

- The 2014 Museum Executive Program is aimed at helping executives become better leaders. Program participants increase their skills and knowledge in four core areas.
- Self-Knowledge: Participants gain an in-depth understanding of their individual leadership styles and learn how to hone their strengths and maximize team dynamics.
- Management Skills: Participants sharpen their business and financial knowledge and understanding of best practices in key subject areas of Marketing, Alliances, Fundraising, Financial Planning, Strategy, and Leadership.
- Pragmatic Practice: Participants understand core strategic steps, action plans, and measurement tools to solve complex organizational challenges; and implement best practices through their individualized strategic challenges.
- Leadership: Participants develop design thinking skills, and assess and generate new museum thought- leadership to effectively build cultural infrastructure.

Source: GLI2014 Museum Executive Program (PDF)

DESIGN APPROACH

In this section, we examine how the concepts of Lean Startup can be incorporated into an interactive build of the collaborative learning management system needed to support the hybrid MEP delivery for 2014 and beyond.

Vision

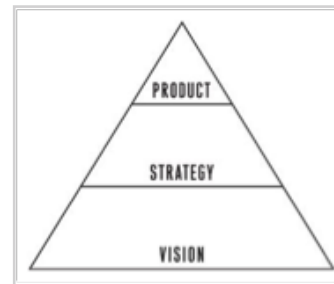
The Lean Startup philosophy of “measuring progress in the context of extreme uncertainty” works well for the MEP project (Ries 2011). The residence has traditionally been three weeks long. Upon arrival, students are issued a printed binder with all the materials they will need for the course. Several questions arise when discussing what to build for MEP in order to support the residence with technology.

1. Will this be a simple digitization of the printed materials?
2. Will there be a public as well as private facing aspect to the site content?
3. Will there be a need for students to collaborate and work socially through the materials?
4. Will there be a need for post-institute follow up in terms of activities, content and alumni connectivity?

The authors describe the three aspects of startups and how they play out over time. The vision of what will remain more constant over time. The strategy may need to evolve, or pivot, as we build

and learn about what works and what our customers need. The product will experience the most change as we build new features and optimize existing features to address new requirements.

Validated learning will allow our team to demonstrate progress during the build phase. The authors note that while learning can often be an excuse for failing to meet project expectations, being proactive about putting a measurement system in place early allows us to demonstrate positive results empirically (Ries 2011).



Source: Ries 2011.

The vision for MEP is to create a digital experience that facilitates collaboration and sharing before and during the residence. Moving forward, this same environment would become both a platform and catalyst for ongoing engagement between alumni and with the outside world. The MEP digital presence would therefore become a thought leadership hub where new art leaders can be inspired, and potentially become GLI and MEP attendees, and where MEP alumni can grow and expand through social engagement, mentorship and collaboration with other museum thought leaders.

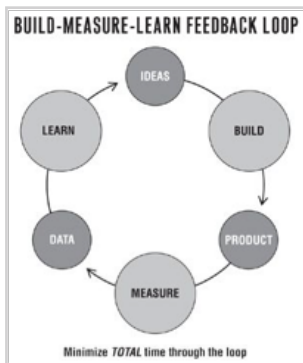
Leveraging the concepts of Lean Startup, an iterative approach would begin with building the basic digital engagement path that includes the following:

DESIGN APPROACH

- Create an account and build a profile other cohorts will view.
- Upload PDF documents for students to download.
- Create web pages for other non-PDF content.
- Create a small set of short videos introducing students to the MEP and topics to be covered.

A more robust strategy as we build and learn from the initial effort is to manage curated news feeds, social sharing and commenting, and ways for students to engage beyond the institute.

Steer & Accelerate



Source: Ries 2011.

The Build-Measure-Learn feedback loop is an instructive approach to measuring our progress along the way. As we build out each of the components of the digital engagement, we can employ techniques for gathering qualitative as well as quantitative data about how well our design meets user needs. Breaking down the overall app into smaller components enables our team to use testing approaches (e.g., Five Second Test), surveys and analytics to determine how easily users are able to complete the associated tasks. Our measures would eventually lead us to the question of whether our strategy is the right strategy. If we find

that a digitization of printed materials, for example, is good but users are expecting something more social and supplemental, then we would need to pivot our strategy and determine what those new requirements are.

This measure is done on what is called the Minimum Viable Product – the smallest unit of working product needed to deliver and measure results towards the product vision. Involving the client through requirements gathering sessions and demos will be critical to testing our concepts even before we have built code. As we build functionality, the learnings will become richer and more informative as we move towards creating a digital platform to support the future of MEP.

SITE STRUCTURE

Platform and Information Architecture



ARCHITECTURE OVERVIEW

With the idea of integrating Google business hangout for MEP's first week, GLI is all set to introduce yet another hardware technology in their learning system-Google Chrome book. Priced at \$299, the GLI authorities/administrators believe that providing this device to their students will save the MEP executive's accommodation costs and time by incorporating virtual learning for the first week. With user technology interface group being assigned to understand its user's mind and requirements and integrate these with technology, we put forth an agenda of ideas that need to be considered while designing MEP's blended learning system.

MEP Documents

Specific MEP documents need to be created to ensure that students are able to troubleshoot any technological problem that they encounter when they login in to their account. MEP documents such as help instructions for login into Canvas, downloading Google documents to access materials in offline mode, instructions to print the uploaded material on the portal for offline access, link to FedEx, etc.

Video

Integrating introduction videos of the faculty, alumni or any other course related material should be included on the first page of the website. These videos help the students establish a relationship with their instructors and generate excitement to know more about the environment in which they would be present in the next

few weeks. We recommend that a channel called MEP TV should be created on YouTube. This channel will be dedicated only to the MEP and its content that the MEP administrators would like to share with their students. Every student can login to the MEP TV with the same Gmail username and password, which will be created by MEP for the channel's subscription. The MEP TV will include videos only those uploaded by MEP. Essentially, every video will begin with the MEP trademark trademark.

Alumni

Dedicating a specific page on the Canvas to the Alumni and including a short biography will help the students know more about them and GLI. As we know, Alumni are the brand ambassadors of the institution and they promote it when the prospective students ask for information. Based on last week's meeting, the lean.org user's biography design is excellent to capture the user's eye for the website.

Google Chrome Books

One stop solution to include Google business hangouts, YouTube videos, Gmail as email server, etc. However, all the possibilities such as the number of people for the hangout, internet connection and troubleshooting in case of failure should be considered before additional design decisions are made for MEP 2014.

OAuth

Some key benefits of OAuth include the ability for users to

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authorize third party application access without sharing their private credentials, and for app owners to authenticate users without having to manage a complex user authentication system (Wikipedia, OAuth page). OAuth 2.0 is the current standard and is being used by applications from Google and Facebook to name a few (Wikipedia, OAuth page). The challenge for the MEP project was to determine how we can leverage OAuth to secure the course materials, which must be accessed only by registered students attending the current session. WordPress login was an alternative, however, since Google plays a key role in the services used to deliver content, it made sense to explore OAuth instead.

Using Google Cloud Console, app owners register the apps or sites that require login. A client ID and client secret are generated that are used to authenticate users and validate that the site requesting authentication is a trusted site. Additional options for redirect URLs and the consent screen can also be managed here. This process can be completed by embedding the necessary information into a URL string that then calls the Google OAuth process. Below is the Google documentation for forming the string.

Integration with Canvas LMS

As it stands, the optimal flow is to have users login to Google then immediately login to Canvas. Until Canvas has Google login AND assuming CGU would enable Google login for university resources, students will have to login twice. Using the user access

Forming the URL

The URL used when authenticating a user is <https://accounts.google.com/o/oauth2/auth>. This endpoint is accessible over SSL, and HTTP connections are refused.

Endpoint	Description
https://accounts.google.com/o/oauth2/auth	This endpoint is the target of the initial request for an access token. It handles active session lookup, authenticating the user, and user consent. The result of requests of this endpoint include access tokens, refresh tokens, and authorization codes.

The set of query string parameters supported by the Google Authorization Server for web server applications are:

Parameter	Values	Description
<code>response_type</code>	<code>code</code>	Determines if the Google OAuth 2.0 endpoint returns an authorization code. For web server applications, a value of <code>code</code> should be used.
<code>client_id</code>	the <code>client_id</code> obtained from the Google Cloud Console	Indicates the client that is making the request. The value passed in this parameter must exactly match the value shown in the Google Cloud Console .
<code>redirect_uri</code>	one of the <code>redirect_uri</code> values registered at the Google Cloud Console	Determines where the response is sent. The value of this parameter must exactly match one of the values registered in the Google Cloud Console (including the http or https schemes, case, and trailing '/').
<code>scope</code>	space delimited set of permissions the application requests	Indicates the Google API access your application is requesting. The values passed in this parameter inform the consent page shown to the user. There is an inverse relationship between the number of permissions requested and the likelihood of obtaining user consent.
<code>state</code>	any string	Indicates any state which may be useful to your application upon receipt of the response. The Google Authorization Server roundtrips this parameter, so your application receives the same value it sent. Possible uses include redirecting the user to the correct resource in your site, nonces, and cross-site-request-forgery mitigations.
<code>access_type</code>	<code>online</code> or <code>offline</code>	Indicates if your application needs to access a Google API when the user is not present at the browser. This parameter defaults to <code>online</code> . If your application needs to refresh access tokens when the user is not present at the browser, then use <code>offline</code> . This will result in your application obtaining a refresh token the first time your application exchanges an authorization code for a user.
<code>approval_prompt</code>	<code>force</code> or <code>auto</code>	Indicates if the user should be re-prompted for consent. The default is <code>auto</code> , so a given user should only see the consent page for a given set of scopes the first time through the sequence. If the value is <code>force</code> , then the user sees a consent page even if they have previously given consent to your application for a given set of scopes.
<code>login_hint</code>	<code>email address</code> or <code>sub identifier</code>	When your application knows which user it is trying to authenticate, it may provide this parameter as a hint to the Authentication Server. Passing this hint will either pre-fill the email box on the sign-in form or select the proper multi-login session, thereby simplifying the login flow.

Source: <https://developers.google.com/accounts/docs/OAuth2WebServer#formingtheurl>

ARCHITECTURE OVERVIEW

token approach brings up two complications: (1) Each student would have to be instructed on how to generate the token and who to email it to, and (2) we would need to create a separate Canvas login page for each student in WordPress to ensure the credentials match the access token. But the access token does seem to be working and returns a query string with a bunch of details for the MEP student. With full OAuth, the site would generate this token for us automatically, hence we would only need one login page.

After further research, it turns out there is a WordPress app in the Canvas App Center. Here are the instructions and a link to the plugin: <http://www.edu-apps.org/index.html?tool=wordpress>

However, it still requires the secret, which we do not yet have due to limitations of who can generate the client secret based on our current installation format. The app also requires the plugin be installed before other plugins, and that multisite is enabled. This is a much more complicated process than with other WordPress plugins, however, it is still promising that a plugin exists and could make management of page content easier for GLI.

In conclusion, full API implementation alongside a CGU install of Canvas seems to be the best long term option. CGU would have more control over who is using it and how they access Canvas resources. If there's a sitewide API, then the WordPress plugin may or may not be needed...but I'll leave that to IT to confirm. For phase 1, using the assignment URL approach we tested last week

in class is probably the most doable option for 2014.

Looking Forward

As outlined in this status update, our team has taken a comprehensive approach when examining delivery of MEP both online and in person. Our goal is not just to digitize the current paper documentation, but also to create an environment that encourages the behaviors needed to take leadership capabilities to the next level. For example, online document access, digital collaboration and video modules break the barriers of digital many leaders will face as they interact with their potential customers and donors. As we have analyzed the content delivery process, we have gone beyond just PDF deliver of the materials. We have examined the content flow of the courses, the inputs and entry points into the content and how the outputs from students can be effectively managed with an LMS tool such as Canvas.

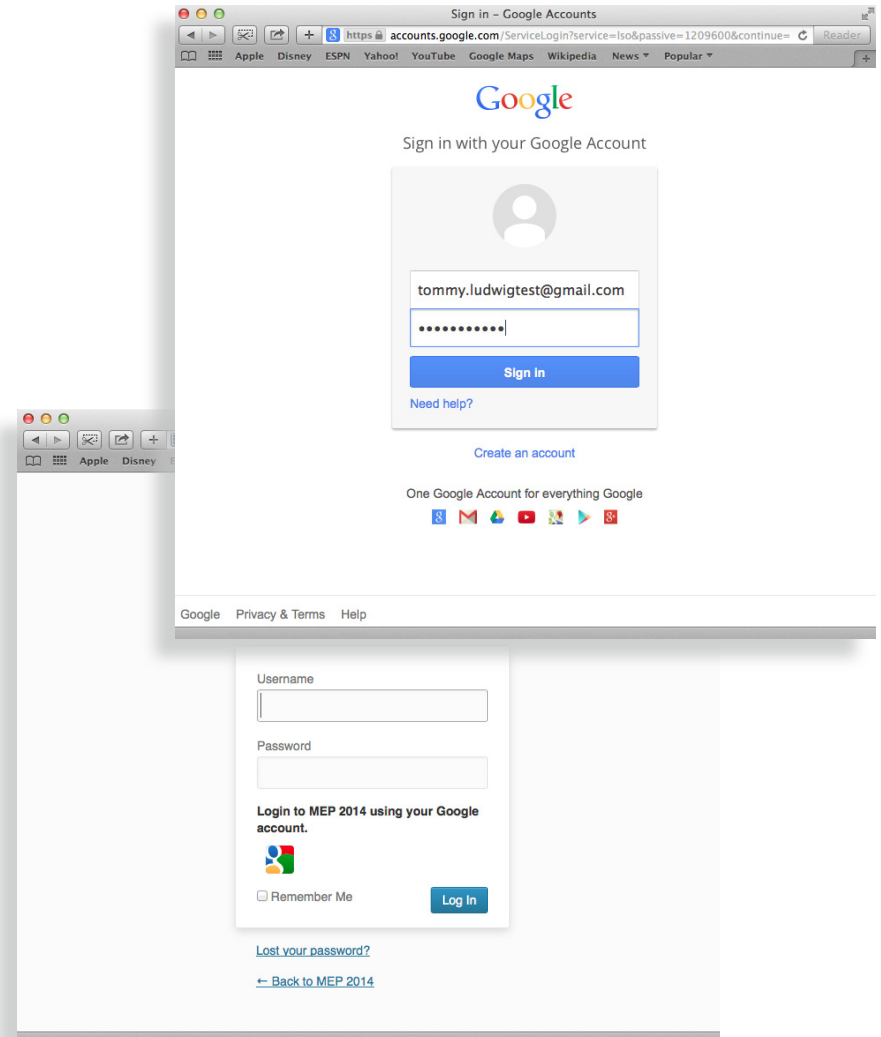
There is also the added emphasis of continuing the online collaboration after MEP. This is where our focus on alumni perspectives enters the design discussion. Part of what builds a quality leadership brand is the people and the long-term networking opportunities they are able to access. Through this digital platform, attendees will walk away feeling empowered to collaborate on key strategies and industry challenges online. The current barriers of distance or lack of comfort with digital tools is something we seek to address in this project.

As we continue to build and learn iteratively, our team looks to

ARCHITECTURE OVERVIEW

highlight the platform opportunities of this project for GLI. By creating a reusable structure, the GLI team can quickly enhance the course materials year over year to address changes in the market thus further enhancing MEP's relevancy. A flexible CMS also enables MEP and its instructors to enhance the learning experience in real time. This is a forward thinking view that moves away from traditional systems development to create a richer environment capable of customizing learning modalities to suit the unique aspects of each entering class. Additionally, other GLI learning seminars and courses can benefit from this platform, thus further enhancing the Getty brand as forward thinking and responsive to the many opportunities digital can provide.

Finally, there is a broader opportunity to reach out to the creative community at large. As we engage alumni to generate ongoing content, share their knowledge and mentor future art leaders, the platform must scale to deliver a public facing experience. Many factors feed into the quality of a brand. Leveraging the digital experience of MEP as a content generation opportunity and alumni showcase helps to drive this aspect of brand engagement and reputation. Beyond delivering a seemingly simple digital delivery, our team has taken on the challenge of looking more broadly into how digital can have a powerful impact both on the learning experience as well as the long term leadership potential of MEP graduates to be published thought leaders.



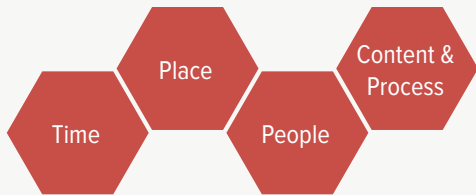
PLATFORM ARCHITECTURE

COLLABORATION



Links out to social media properties for GLI, MEP and individual participants

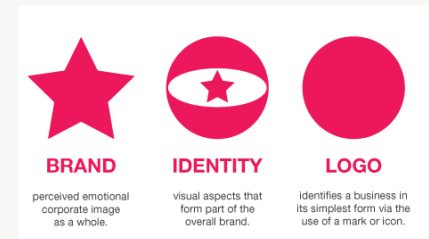
PRESENTATION



Information architecture realized through content, website layout and WordPress plugins.



Responsive website layout and design.



BACKEND



WordPress plugins for advanced feature implementations.



Wordpress installed on CGU-GLI web hosting account.



Unidirectional API connectivity from social media to the website.

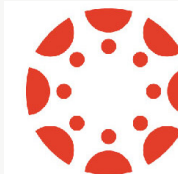


Calendar, Hangouts, Drive, Gmail.



Videos from participants.

Bidirectional API connectivity for managing course modules, tasks and grades.



canvas

Faculty and staff managed assignments, grades and deadlines. Setup for executive submissions.

DEVICE CONSIDERATIONS

The Acer C720

Fast, light, portable.
Starting at \$249.

Buy now >



iPad Air

Just what they wanted. But way more than they imagined.

From \$499 >



iPad mini with Retina display

A great gift. By any measure.

From \$399 >

You can add free custom engraving to any iPad.

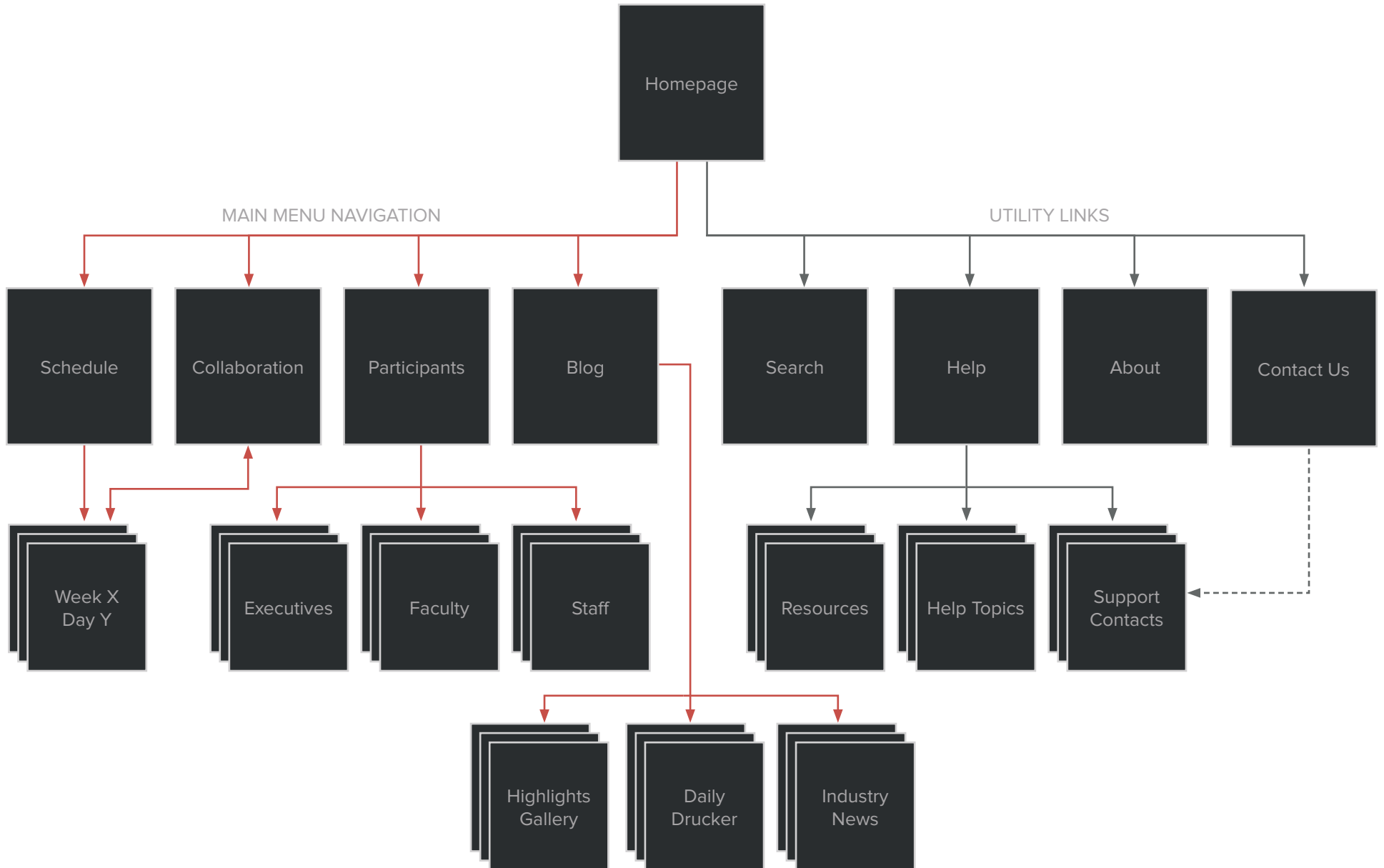
What comes preinstalled on the device?

- Minimum 2 updated internet browsers to support Canvas / Google Hangout requirements.
- Connect Google Drive to Desktop + Include PDF documentation on using Google Docs for note-taking, spreadsheet creation etc. (Will minimize drive space used and accessible from anywhere) .
- Change all backgrounds to MEP image + note in bottom corner for emergency Geek Squad contact information - Welcome to MEP video (With captions).
- Documentation on configuring the Chromebook (as needed - Do not close top to turn off, configuring Outlook? Hard drive information and capabilities).
- Documentation on MEP Canvas (File management, best practices, where things are generally speaking).
- Folder of Pre-MEP Case Studies to enrich thinking (ie. MLI2012 Files --> May4) - Self-Assessment Rubrik + Information access through duration of MEP program.
- Email account setup for each attendee.
- Time sensitive case study information (i.e., case studies that will not become available until a certain date).

INFORMATION ARCHITECTURE INVENTORY

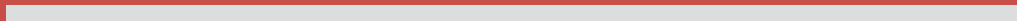
Time	Place	People	Content & Process
When are events scheduled When are tasks due How often do events occur	Where do I need to be Where do I go to find a task Where can I connect with MEP	Who is in my class Who is on my cohort team Who are the faculty and staff	How do I get started How do I complete tasks How do I get help
Calendar	Google Hangout	Name	Course modules
Date	Google Drive	Photo	Course overview and learning objectives
Start time	Google Calendar	Title	Faculty teaching the course
End time	Gmail	Museum	Materials to download
Duration	Canvas	City	Videos to watch
Due date	WebEx	State	Content viewing
Time zone	Other video or chat platform	Country	Document downloads
Synchronous	MEP2014 website URL	Bio	Assignment submissions
Asynchronous	Other website URLs	Media (images, videos)	Assessments
Event type	Physical location address(es)	Category: Executive, Faculty, Staff	Satisfaction surveys
Task type	Tour the physical location(s)	Email	Help topics
	Airport	Phone number	Setup and getting started
	Transportation and parking	Google account	Tutorials
	Driving directions	Social media links	Frequently used links
	ADA accomodations		Sitemap
			Contact us

SITEMAP



CURRICULUM

Content Design and Rubrics



WEEK 01 / ONLINE SESSION

Friday Apr 18	Saturday Apr 19	Sunday Apr 20	Mon Apr 21	Tuesday Apr 22	Wed Apr 23	Thurs Apr 24	Fri Apr 25	Sat Apr 26	
Electronic Check in Open 9am - 7pm	Electronic Check in Open 9am - 7pm	Electronic Check in Open 9am - 7pm	Introduction	Self-Assessment & MEP Hangout Prep	Strategy	Fundraising (Melody)	Thought Leadership	Refining Strategic Challenges	
			Self Assessment	MEP Business Hangout (12:30pm)	Online Discussion Board Monitoring by GLI (11:00am - 3:00pm)				
				Self-Preparation	Strategy	Fundraising (Melody)	Thought Leadership	Refining Strategic Challenges + Submission	
					Group Hangouts	Group Hangouts	Group Hangouts		

CANVAS MODULES / WEEK 01

Week 1 - Online - Monday: Introduction to MEP & Group IceBreakers

- Welcome to MEP Video with Melody Kanschat
- GLI 2014MuseumExecutiveProgram.pdf
- GLI 2014 Powerpoint.pptx
- Dates for 2014.docx
- IceBreaker Group Check-In Schedule
- Online Discussion: Think Piece Submission 0 pts

Week 1 - Online - Tuesday: Your Self - Assessment

- Welcome to MEP Day 2 Video
- Hangouts Instructions
- What is self-assessment?
- Self Assessment: Strategic Challenge Apr 25, 2014 5 pts
- Self-assessment: Leadership Apr 25, 2014 5 pts
- Online Discussion: Self Preparation
- Self Preparation

Prerequisites: [Week 1 - Online - Monday: Introduction to MEP & Group IceBreakers](#)

Week 1 - Online - Wednesday: Strategy and Strategic Challenges

- Strategy Webinar
- Self Assessment: Strategic Challenge Apr 25, 2014 5 pts
- Strategic Challenge Revision
must submit the assignment
- Online Discussion: Strategy & Strategic Challenges
must contribute to the content of the page
- Group Hangouts
must contribute to the content of the page

Prerequisites: [Week 1 - Online - Tuesday: Your Self - Assessment](#)

Week 1 - Online - Thursday: Fundraising with Melody Kanschat

- Introduction to Fundraising
must view the page
- Fundraising
must contribute to the content of the page

Prerequisites: [Week 1 - Online - Wednesday: Strategy and Strategic Challenges](#)

Week 1 - Online - Thursday: Thought Leadership

- Introduction to Thought Leadership
must view the page
- Thought Leadership
must contribute to the content of the page

Prerequisites: [Week 1 - Online - Thursday: Fundraising with Melody Kanschat](#)

Week 1 - Online - Friday: Recap of Self-Assessment and Group Think Piece

- Intoduction to Thought leadership by Melody/instructor
- Online Discussion: Think Piece Submission 0 pts
- FAQ session
- Self Assessment: Strategic Challenge Apr 25, 2014 5 pts
- Google Hangout

WEEK 02 / RESIDENTIAL WEEK 1

	Friday	Sat Jun 7	Sunday Jun 8	Mon Jun 9	Tues Jun 10	Wed Jun 11	Thurs Jun 12	Friday Jun 13	
6:00 AM		Breakfast							
7:00 AM		Check - In	PreBrief with GLI Staff and Faculty (Re-Cap Previous Day Events + What to Expect for the Day)						
8:00 AM			PreBrief with GLI Staff and Faculty (Re-Cap Previous Day Events + What to Expect for the Day)						
9:00 AM	Hotel Check In	Orientation	Strategy (Bernie)	Planning: Managing Resources	Mergers & Alliances	Brand Marketing	Strategic Alignment	Coaching	
10:00 AM									
11:00 AM									
12:00 PM		Team Lunch	Team Lunch						
1:00 PM									
1:30 PM		Self-Assessment	Strategy (Bernie)	Planning: Managing Resources	Innovation (Hideki?)	Branding / Social Media	Strategic Alignment	Coaching	
2:00 PM									
3:00 PM		Team Assessment	Strategic Challenges					SA Recap	
4:00 PM									
5:00 PM		Reception / Dinner	Dinner						
6:00 PM									
7:00 PM		Study							
8:00 PM									
9:00 PM									
10:00 PM									

WEEK 03 / RESIDENTIAL WEEK 2

	Saturday Jun 14	Sunday Jun 15	Monday Jun 16	Tuesday Jun 17	Wednesday Jun 18	Thursday Jun 19	Friday Jun 20		
6:00 AM		Breakfast							
7:00 AM		Check - In	PreBrief with GLI Staff and Faculty (Re-Cap Previous Day Events + What to Expect for the Day)						
8:00 AM									
9:00 AM	Hotel Check In	Orientation	Strategy (Bernie)	Planning: Managing Resources	Mergers & Alliances	Brand Marketing	Strategic Alignment	Coaching	
10:00 AM									
11:00 AM									
12:00 PM		Team Lunch	Team Lunch						
1:00 PM			Self-Assessment	Strategy (Bernie)	Planning: Managing Resources	Innovation (Hideki?)	Branding / Social Media	Strategic Alignment	Coaching
1:30 PM									
2:00 PM									
3:00 PM			Team Assessment	Strategic Challenges				SA Recap	
4:00 PM									
5:00 PM			Reception / Dinner	Dinner					
6:00 PM									
7:00 PM			Learning Team Meetings / Study Time						
8:00 PM		Study	Learning Team Meetings / Study Time						
9:00 PM									
10:00 PM									

COURSE RUBRICS

Category	Excellent	Very Good	Good	Average	Bad
Strategy	Can apply 99% of the knowledge to business and anticipate steady progress.	Can apply 75% of the material and anticipate slow and steady progress.	Can apply 50%. Can anticipate in at least one of the areas.	Can apply only 25% to my current business model. Cannot anticipate any progress.	No knowledge gained. Same as previous and no progress.
Designing your own professional agenda	Helped me add valuable points to the current agenda thereby ensuring a consistent growth in the current numbers.	Helped me add value to the current agenda thereby throwing an array of ideas to the current agenda.	Ideas were helpful but need to re-design my current agenda.	Not sure if any value will be added.	Did not add any value.
Marketing strategy	It will help excel my current model thereby working to achieving a globalized network and being a brand.	Can achieve success on a national platform and consider it making a brand.	Can consider building a plan by using learnt strategies and work towards being a national brand.	Did not add any value.	Not worth considering the strategies to change the current one.
Learning team meetings and study time	Built an excellent network of people with similar interests and can expect future partnerships or joint ventures.	Gained knowledge which can add value to my business and built strong network.	Managed to learn new terminologies and can add them while analyzing my current business plan.	Only networking, no new terminologies.	Did not learn anything new and networking was not helpful.

COURSE RUBRICS

Category	Excellent	Very Good	Good	Average	Bad
Participant led discussion	Great experience to learn online. Helped me save my one week's of time to engage in some efficient business hours.	Idea generation combined with technology was innovative. Happy with Ipad!	Does not matter if online or in person. Ideas storming was good.	Not bad.	Waste of time.

STUDENT RUBRICS

Category	Excellent	Good	Average	Bad
Content	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.
Organization	Content is well organized using headings or bulleted lists to group related material.	Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.	Content is logically organized for the most part.	There was no clear or logical organizational structure, just lots of facts.
Originality	Product shows a large amount of original thought. Ideas are creative and inventive.	Product shows some original thought. Work shows new ideas and insights.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Uses other people's ideas, but does not give them credit.
Oral Presentation	Interesting, well-rehearsed with smooth delivery that holds audience attention.	Relatively interesting, rehearsed with a fairly smooth delivery that usually holds audience attention.	Delivery not smooth, but able to hold audience attention most of the time.	Delivery not smooth and audience attention lost.
Mechanics	No misspellings or grammatical errors.	Three or fewer misspellings and/or mechanical errors.	Four misspellings and/or grammatical errors.	More than four errors in spelling and/or grammar.
Attractiveness	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance the presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Use of font, color, graphics, effects, etc. but these often distract from the presentation content.

DAILY SATISFACTION SURVEYS

The Daily Satisfaction Surveys are a frequent form of measurement implemented to collect data from the individual MEP executives. The surveys will help the MEP to determine levels of satisfaction with subject modules, faculty teaching, relevance of materials, scheduling, and interactions with peers and MEP faculty.

Metrics from the daily satisfaction surveys will help the MEP immediately gather information on their program to manage areas of needed improvement. Executives will have direct access to the surveys through the MEP website check-in, and the survey data will be immediately available to the MEP staff. As the data will be funneled into a collective pool, applicants may remain anonymous while participating in the improvement of the program.

Each week within the MEP will conclude with a survey to measure a broader scale of satisfaction, as well as an exit survey at the end of the full program. Participants will be allowed open-ended spaces during these surveys to provide in-depth qualitative feedback

Today's Survey

Please answer the questions with 1 ("Not at all") to 5 ("Absolutely")

1) Question number one

1 2 3 4 5

2) Question number two

1 2 3 4 5

3) Question number three

1 2 3 4 5

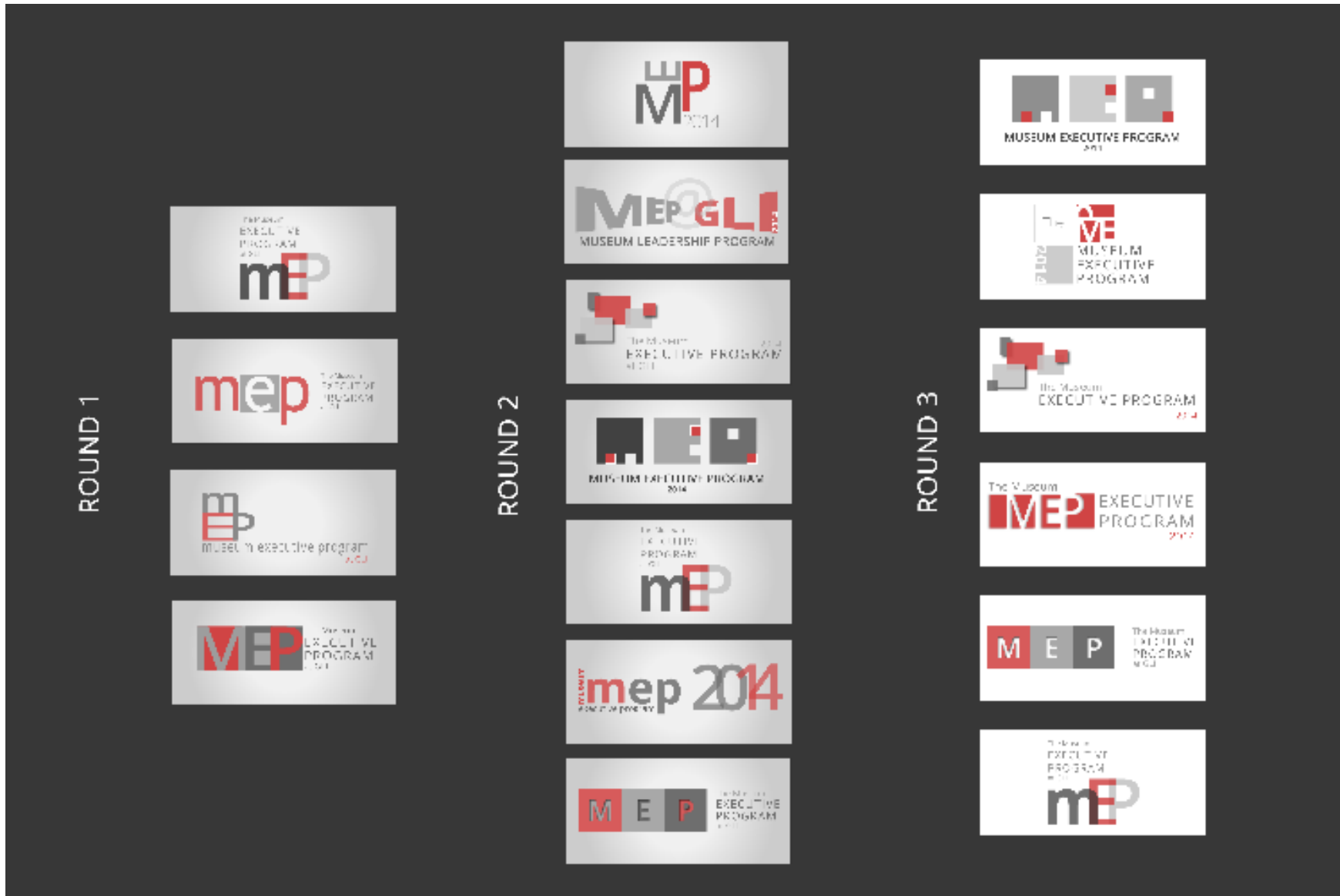
VISUAL DESIGN

Brand Identity and Website Design



WORDPRESS WEBSITE STYLE GUIDE

MEP Logo Creation Process



WORDPRESS WEBSITE STYLE GUIDE

MEP Homepage Design Process



WIDGETS

BLOCK COLOR

ACCENT COLOR

FONT FAMILY: OPEN SANS

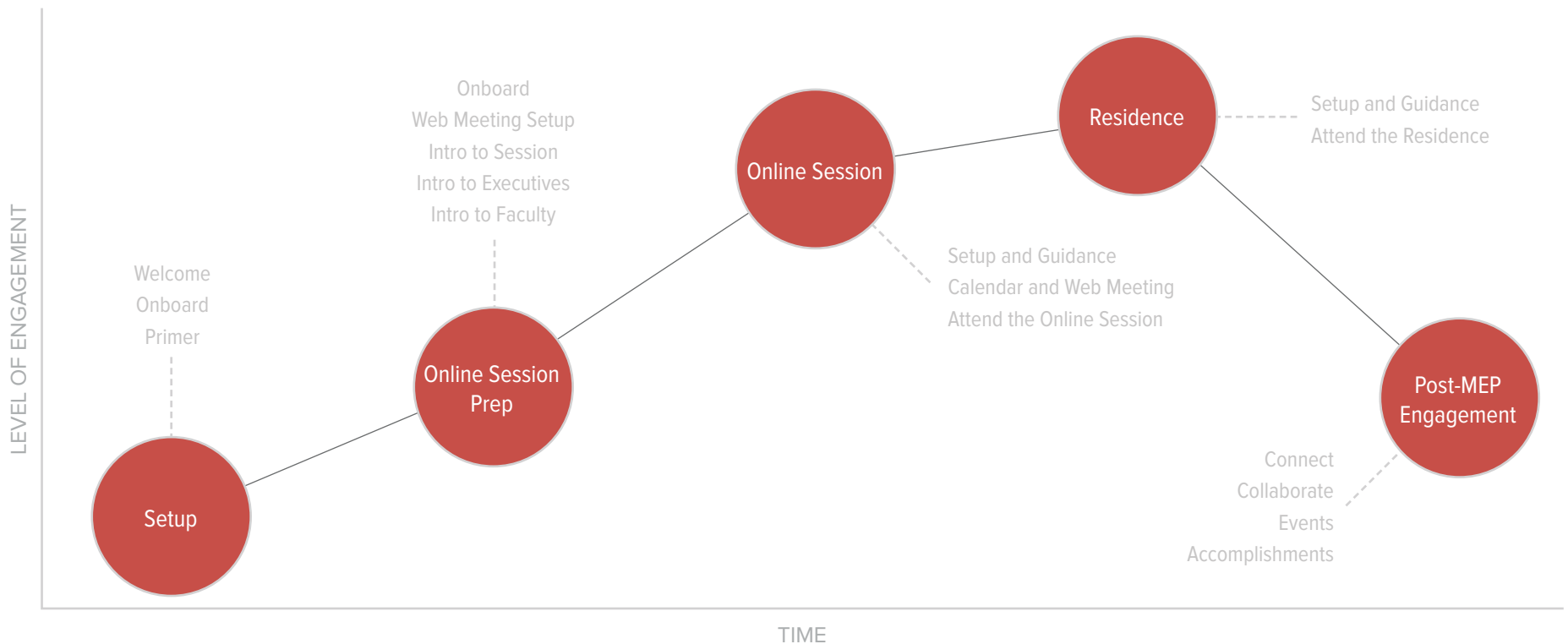


DIGITAL ENGAGEMENT TOUCHPOINTS

The target audience consists of Gen X and Baby Boomer attendees who have varying levels of comfort with tablet computing and digital learning. One of the key objectives is to not only deliver a more paperless experience, but also to prepare MEP students for the future of museum leadership, which will require their organizations to build a solid presence online and through

social media.

Once students receive their offer letter, the engagement process could begin by having them confirm attendance online and create an account. This is the first opportunity to begin their digital experience, and build a smoother learning experience for the less tech savvy students.



DIGITAL ENGAGEMENT TOUCHPOINTS

Touchpoint	Objective	Implementation
Setup	Welcome	Video from leadership staff highlighting the prestigious community they are about to enter.
	Onboard	Prompt to create an online account and create their cohort profile. Forms for completing and submitting any remaining information (if needed).
	Primer: Online and Social Engagement	<p>Prepare students for ongoing digital communications with MEP by sending weekly (possibly daily) messaging including:</p> <ul style="list-style-type: none"> • Curated industry articles • Background and/or teasers about the sessions • Short tutorials for the MEP learning application, and • Bios about the instructors who will be attending. <p>Prompt students to follow the MEP social media properties, and demonstrate the value of being active online.</p>
Online Session Prep	Onboard	Prompt to create an online account if they have not yet done so.
	Web Meeting Setup	Invite them to test their WebEx and Google Hangout connections and add the first meeting to their calendar.
	Intro to Session	Welcome them to the upcoming first day of class online. Provide a foundation for what to expect, and provide links to any content and software they should download in advance.
	Intro to Executives	Feature the profiles of their fellow students.

DIGITAL ENGAGEMENT TOUCHPOINTS

Touchpoint	Objective	Implementation
	Intro to Faculty	Feature the profiles of the instructors as well as a short (~30-90 sec.) video introducing the material/topic they will be covering and its importance for MEP graduates.
Online Session / Week 1	Setup and Guidance	Provide information on setup for those who have not yet downloaded the necessary software and content. Guide users through the online experience.
	Calendar and Web Meeting	Provide an interactive schedule where students can add sessions to calendar for those who can join synchronously, as well as collaboration tools for those who will join asynchronously.
	Attend the Online Session	Provide the content, collaboration tools and guidance needed to complete week one in real-time or asynchronously.
Residence / Week 2 and 3	Setup and Guidance	Provide information on setup for those who have not yet downloaded the necessary software and content. Guide users through the online experience as it will evolve for the residence sessions.
	Attend the Residence	Provide the content, collaboration tools and guidance needed to complete weeks two and three onsite.
Post-Institute Engagement	Connect	Deliver engaging content from the art world and present CTAs to connect to social media properties, share and contribute.
	Collaborate	Present opportunities for MEP alums to engage with each other on projects or to discuss industry issues.
	Highlight Events and Accomplishments	Publish articles publicly (from GLI and MEP alums) highlighting events, awards and other accomplishments achieved after graduating from the program. Present CTAs to interested viewers on how they can apply for the Institute program.

LOOKING FORWARD

Life After MEP2014



POST-MEP ENGAGEMENT

The image displays a collage of social media engagement tools. At the top, icons for Facebook, Google+, Twitter, LinkedIn, and YouTube are shown. Below these are screenshots of the Claremont Graduate University and Getty Museum profiles on Google+, Facebook, and Twitter. A central screenshot shows a Google+ Hangout interface with a video call in progress involving Susan, Carmen, and Doris. The Hangout interface includes a search bar, navigation tabs (Home, All, Friends, Family, Acquaintances, More), and a list of participants. A text box in the foreground reads: "Share what's new..." with options for Text, Photos, Link, Video, and Event. Another text box shows a post from the Getty Museum: "Lastly, came Winter clothed all in Frize, Chattering his Teeth for Cold that did him chill, Whilst on his hoary Beard his Breath did freeze; And the dull Drops, that from his purpled Bill... -Edmund Spenser, The Faerie Queene".

Social media offers valuable opportunities for participants and GLI to stay connected after the program. GLI would create a LinkedIn Group, Google+ Page, Facebook Page and Twitter handle that participants can follow. Participants would connect to these resources as well as to each other individually through LinkedIn connect invitations, following on Twitter and creating Circles on Google+.

APPENDIX

Project Team and References



PROJECT TEAM



Social Technologies Practicum

Tom Horan Faculty
Dave Bourgeois Faculty
Danea Johnson Student
Nicole Kosola Student
Shweta Lokur Student
Musangi Muthui Student
Mia Plachkinova Student
Michael Toma Collaborator



MEP Program Management

Melody Kanschat GLI Executive Director
Toni Guglielmo GLI Assistant Director

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THANK YOU

