

Cultural Administration

AAD 612, Fall Quarter 2015, 4 credits
Tuesdays, 9:00 a.m. – 10:50 a.m., Lawrence Hall 249
Thursdays, 9:00 a.m. – 9:50 a.m., Lawrence Hall 249

Program in Arts and Administration (AAD)
School of Architecture and Allied Arts
University of Oregon

Instructor: Patricia Dewey Lambert, Ph.D.

Patricia's office hours (Lawrence Hall 251C) are Mondays 1:30 to 3:30 p.m. and by appointment.
Please email (pdewey@uoregon.edu) or call 541-346-2050.

Co-Instructor and Group Project Leader: Tina Rinaldi, M.A.

Tina's office hours are Tuesdays 11:00 a.m. to 1:00 p.m. and by appointment.
Please email (trinaldi@uoregon.edu) or call 541-346-3989.

Course Description

This course provides a grounded foundation for your graduate-level coursework in the Arts and Administration Program. Readings and classroom activities are designed to introduce you to major functions and issues in the administration of a nonprofit cultural organization. Students are expected to analyze readings and critically engage in the content of each class session. The pedagogical goals are to: (1) map the theoretical and practical terrain of arts administration, and (2) develop leadership, critical inquiry, graduate-level writing and presentation skills.

Course assignments lead student teams through the creation of imaginary organizations, and a process of critically exploring various problems commonly encountered in arts administration. These problems include navigating: the changing economic, political, and social context of arts organizations; governing board and constituency relations and development; operations, planning, and policy needs; and financial management, fundraising and marketing. Class meetings will include presentations and discussions led by the instructors as well as small student group discussions and activities. Two individual assignments will be conducted throughout the term, in collaboration with an Arts and Administration Program alumnus to whom you will be assigned.

This course consists of open-discussion lectures (standard lecture format but with students encouraged to interrupt and ask questions), class discussions of the assigned readings, and other in-class learning activities. Special attention will be focused on developing your critical thinking and analytical capacities. You will be expected to complete all reading assignments prior to each class session and to actively participate in class discussions. Written assignments and class presentations should be prepared with attention to descriptive/factual content as well as to analytical clarity and professional presentation.

Learning Objectives

In this course, you will:

- Be introduced to the professional field of cultural administration;
- Explore the foundations of arts leadership;
- Develop understanding of the primary functional areas involved in the management of non-profit arts and culture organizations;
- Develop an understanding of major concepts and theories in the academic field of cultural administration;
- Explore strategies and approaches involved in establishing a new cultural organization;
- Learn strategies and approaches to effective teamwork and group projects;
- Develop graduate-level writing and presentation skills.
- Engage in a meaningful, individualized career exploration activity.

Assignments

In this course you will conduct a mix of individual and team assignments. Cultural projects are almost always done in teams and this course practices and develops the skills required for such work. All team project assignments are group efforts and for each project component the team will turn in one jointly authored document to which you have all fairly contributed. All individual project assignments are personal efforts and you will turn in individually authored documents that are focused on your own professional development and fit within the professional field of cultural administration.

General tasks necessary for the success of project assignments include:

- a) setting up a detailed work schedule and meeting regularly throughout the term;
- b) reading, reflecting upon, and applying teamwork material available to you;
- c) utilizing material on organizational planning to assure timely and realistic goals and objectives (remember to also *cite these sources* in your project assignments);
- d) identifying and assigning the individually and/or collaboratively conducted component tasks for the completion of each project assignment;
- e) regularly monitoring the team's accomplishments, limitations, and successes in reaching goals as the work progresses; and
- f) communicating with one another effectively, and tackling issues as they arise.

Team Project – During the first week of class you will be formed into working teams. Detailed guidelines provided in class explain assignments and expectations associated with the class team project. In week 2 you will develop (and submit by week 3) a Memorandum of Agreement (your team contract) detailing your expectations for one another. These form the criteria against which you will assess your team's strengths and weaknesses as the term progresses. All members will sign the memorandum, and a signed copy will be filed with Tina. Some criteria might include (but do not limit yourself to these):

- Does each individual assume a fair share of the workload?
- Is the quality of work turned in by each individual satisfactory?
- Is each individual prompt with work components and meeting attendance?
- Is each individual cooperative?
- Have we harnessed one another's strengths and compensated for weaknesses?
- Do all team members contribute ideas, take initiative, etc.?

Individual Papers – You will have two individually authored papers throughout the term. The first paper will match you with an AAD alumnus based on your interests in the arts management field for the completion of an individual career exploration assignment and is due in Week 8. The second paper will be a reflective paper where you write a letter to yourself detailing what you've learned during your first term of this graduate program and describing what specific concepts and skills you've been exposed to this term that you would like to cultivate over the remainder of this graduate program. Your letter will be due in Week 10.

Requirements

The final grade will be determined by successful completion of class requirements as indicated below. Further assignment sheets with details/guidelines for all required assignments will be provided in class and will be made available on Canvas. All papers are to be submitted with 1.5 spacing and in 12-point font. The referencing style used in AAD is APA 6th edition. **No late papers will be accepted.** We follow AAD's strict Incomplete ("I" grade) policy; see us for details. Forty per cent of your grade will be based on individual assignments and participation and sixty per cent of your grade will be based on teamwork outcomes. Grades for teamwork assignments will be the same for each member of the team.

1) Team Memorandum of Agreement (P/NP requirement, due October 8)	5%
2) Project assignment #1 (team grade, due October 22)	10%
3) Project assignment #2 (team grade, due November 5)	15%
4) Alumni career exploration assignment (individual grade, due November 17)	15%
5) Project assignment #3 (team grade, due November 24)	15%

6) Project assignment #4 Project presentation (team grade, December 1) 15%

7) Letter to Self (individual grade, due Dec. 3) 10%

8) Class participation (individual grade) 15%

Attendance in all class sessions, demonstrated preparation of required readings, and active and meaningful engagement in all class discussions. Includes participation in small group activities during class, as well as active participation in peer critique components of the course.

Grading Scale:	A= 94 -100	A- = 90-93	
	B+ = 87-89	B = 84-86	B- = 80-83
	C+ = 77-79	C = 74-76	C- = 70-73
	D+ = 67-69	D = 64-66	D- = 60-63
	F = 59 and below.		

In this course, grading will be done jointly by the co-instructors. A general grading rubric for papers you submit is provided at the start of the term. Evaluation criteria for the final team presentation will be provided later in the term.

Policies

Attendance

Attendance in each full class session is required, and counts towards the "class participation" grade. Your class participation points will be based on a combination of attendance and engagement during class. Attendance for the week is worth one (1) point. To earn that point, students must attend BOTH weekly class sessions (fractions of a point will NOT be assigned). The other five points will be earned through demonstrated engagement in the class, which will be evidenced by meaningful contributions to class discussions, group work, peer critiques and a demonstration that weekly readings have been completed prior to attending class.

Course Conduct

Materials in this course may be controversial and involve contentious discussion. A variety of opinions and ideas are encouraged and appreciated. Participation in this class assumes:

- The dignity and essential worth of all participants is respected
- The privacy, property, and freedom of all participants will be respected
- Bigotry, discrimination, violence, and intimidation will not be tolerated
- Personal and academic integrity is expected

Academic Honesty – Avoiding Plagiarism

All work submitted in this course must be your own and produced exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly acknowledged and documented. Violations will be taken seriously and will be referred to the Office of the Dean of Student Services.

Academic Misconduct: The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g., quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct – plagiarism – is available at www.libweb.uoregon.edu/guides/plagiarism/students. For a more thorough description of the University's policies, and the expectations placed on both students and faculty, go to this page:

<http://uodos.uoregon.edu/StudentConductandCommunityStandards/tabid/68/Default.aspx>

Accessible Education

All students are entitled to an accessible and inclusive learning environment. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You may also want to contact the UO Accessible Education Center: 164 Oregon Hall, 541-346-1155 (TTY: 541-346-1083), uoaec@uoregon.edu or <http://aec.uoregon.edu/students/index.html>

School of Architecture and Allied Arts Inclusion Statement

The School of Architecture and Allied Arts is a community that values inclusion. We are committed to equal opportunities for all faculty, staff and students to develop individually, professionally, and academically regardless of ethnicity, heritage, gender, sexual orientation, ability, socio-economic standing, cultural beliefs and traditions. We are dedicated to an environment that is inclusive and fosters awareness, understanding, and respect for diversity. If you feel excluded or threatened, please contact your instructor and/or department head. The University Bias Response Team is also a resource that can assist you. Find more information at their website at <http://bias.uoregon.edu/index.html> or by phoning 541-346-2037.

Grading Policy

If you are concerned about something pertaining to the course in general (or anything else), feel free to visit your instructors during office hours or make an appointment to speak with one of us. If you have a specific concern about the way a paper or a particular answer on an exam was graded, here is the policy on how to respond: (1) You must wait 24 hours before responding; then (2) briefly outline your concerns in writing (i.e., explain why you think the grade is incorrect), and submit this and your exam to the instructors for reconsideration. One of us will get back to you with a response, also in writing, as soon as possible. Please do not hesitate to do this; you have every right to look out for your own interests!

A grading rubric will be disseminated to the class. Please remember that it is easy to keep track of your grades, assignments, and other important information on the Canvas site set up for this class.

Course Materials

Required Textbooks

Byrnes, W. J. (2014). *Management and the arts (5th ed.)*. New York: Focal Press.

Cumfer, C. & Sohl, K. (2012) *The Oregon nonprofit handbook (5th ed.)*. Oregon: The Nonprofit Association of Oregon.

Additional required readings for this course will be uploaded onto the Canvas site set up for this course, or will be provided in class.

Course Schedule of Topics, Required Readings, and Assignments

DATE	TOPIC	READING	ASSIGNMENT
Week 1	Intro to Course + Group Project		
Tues, Sept. 29			Turn in forms: 1. Student-Alumni Match-Up Form and 2. Student Intake Sheet for Creating Working Group Forms passed out at beginning of class.
Thurs, Oct. 1		Byrnes, Chapter 1: <i>Arts Management Overview</i>	
Week 2	The Context of Cultural Administration		
Tues, Oct. 6		Byrnes, Chapter 2: <i>The Evolving Role of Arts Managers</i>	

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		Byrnes, Chapter 3: <i>Management History and Practice</i>	
Thurs, Oct. 8 Tina Away		Cumfer and Sohl, Part I, Chapter 1, 2, & 3 <i>The Oregon Nonprofit Corporation Handbook</i>	Team Memorandum of Agreement due
Week 3	Cultural Organizations— Adaption/Planning		
Tues, Oct. 13 Patricia Away		Byrnes, Chapter 4: <i>The Adaptive Arts Organization</i> Byrnes, Chapter 5: <i>Planning and the Arts</i>	
Thurs, Oct. 15 Patricia Away		Korza, P. (2007). Program development. In P. Korza, M. Brown, & C. Dreeszen (Eds.) <i>Fundamentals of arts management</i> (pp. 264-294) Cumfer and Sohl, Part III, Chapter 13, 14, 15, 16 & 17 <i>The Oregon Nonprofit Corporation Handbook</i>	
Week 4	Organization + Staffing		
Tues, Oct. 20 Tina Away		Byrnes, Chapter 6: <i>Organization and the Arts</i> Byrnes, Chapter 7: <i>Human Resources and the Arts</i>	
Wed, Oct. 21 10:00 – 11:50 a.m. Room 249 Tina Away	Visit to AAD 604 Internship Presentation by 2 nd Yr. Students on Organizational Structure/Organizational Culture		
Thurs, Oct. 22			Group Project #1 Due: Document 1—Cultural Organization Statement that describes organizational purpose, identifies constituents and stakeholders, outlines board leadership and method for recruitment; Document 2—Mission Statement + Vision, Values, Objectives
Week 5	Arts Leadership		
Tues, Oct. 26		Byrnes, Chapter 8: <i>Leadership in the Arts</i> Dreeszen, C. (2007). Strategic planning. In P. Korza, M. Brown, & C. Dreeszen (Eds.) <i>Fundamentals of arts management</i> (pp. 67-104).	
Thurs, Oct. 28		Cumfer and Sohl, Part IV, Chapter 19, 20, & 21 <i>The Oregon Nonprofit Corporation Handbook</i> Cumfer and Sohl, Part I, Chapter 4 <i>The Oregon Nonprofit Corporation Handbook</i>	Peer critique of another group's Project #1
Week 6	Financial Management + Budgeting		
Tues, Nov. 3		Byrnes, Chapter 9: <i>Controls, Operations, and Budgeting</i> Byrnes, Chapter 10: <i>Economics and Financial Management</i>	
Thurs, Nov. 5			Group Project #2 Due:

			Document 1—Organizational Chart; Document 2—Organizational bylaws; Document 3—A statement describing organization's external context, likely partners, and your organization's relationship to those partners; Document 4—Position descriptions for at least three positions within the organization.
Week 7	Generating Revenue		
Tues, Nov. 10		Byrnes, Chapter 11: <i>Marketing and the Arts</i> , Byrnes, Chapter 12: <i>Fund-raising and Development</i>	
Thurs, Nov. 12		Cumfer and Sohl, Part V, Chapter 22, 23, & 24 <i>The Oregon Nonprofit Corporation Handbook</i>	Peer critique of another group's Project #2
Week 8	Developing a Funding Proposal		
Tues, Nov. 17		North, H. M., & North, A. H. (2007). The art of fundraising. In P. Korza, M. Brown, & C. Dreeszen (Eds.) <i>Fundamentals of arts management</i> (pp. 137-175). Kiritz, N. J. (2007). Essentials of proposal writing. In P. Korza, M. Brown, & C. Dreeszen (Eds.) <i>Fundamentals of arts management</i> (pp. 177-190).	Individual Paper Due: Career Exploration with AAD Alum
Thurs, Nov. 19			
Week 9	Cultural Participation—Equity, Access + Education		
Tues, Nov. 24		Hanna, G., & Kammel, L. (2007). Cultural access: Extend the complete invitation. In P. Korza, M. Brown, & C. Dreeszen (Eds.) <i>Fundamentals of arts management</i> (pp. 331-357). Wester, M. & O'Fallon D. (2007). Arts education: Developing a successful program. In P. Korza, M. Brown, & C. Dreeszen (Eds.) <i>Fundamentals of arts management</i> (pp. 359-390).	Group Project #3 Due: Document 1—Written grant proposal due
Thanksgiving	NO CLASS		
Week 10	Team Presentations		
Tues, Dec. 1			Group Project #3 Due: 15-20 minute professional presentation in front of a funding panel requesting funds for your organization.
Thurs, Dec. 3			Individual Paper Due: Letter to Yourself identifying

			professional and academic interest areas prompted by the course.