SYLLABUS
93.821
External Relations: Marketing and Public Relations for the Arts
Tuesday, Thursdays 10:30-11:50 a.m.; HBH 1204

Contact Information
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Office Hours: HBH 3017, Monday 2 – 3, Tues 2 – 4, Wed & Thursday by appointment 2 – 4

Course Materials:
REQUIRED BOOKS:

OPTIONAL TEXTS FOR THE SERIOUS MARKETER
• Joanne Scheff Bernstein, Standing Room Only, San Francisco, CA: John Wiley and Sons, 2014
• Interesting frameworks for messaging and brand
  • Malcolm Gladwell, The Tipping Point.
  • Chip and Dan Heath, Made to Stick.

BLOGS TO FOLLOW:
• National Arts Marketing Project: http://www.artsmarketing.org
• Beth Kantor: http://www.bethkanter.org/
• Media Post: http://www.mediapost.com/publications/#axzz2NpJubZRi
• The Direct Marketing Assocation: http://www.the-dma.org
• National Arts Marketing Project http://www.artsmarketing.org
• Scott Stratten, http://www.unmarketing.com
• American Marketing Association, http://www.ama.org
• Podcast: Cultural Voice (arts marketing from an international perspective)

Handouts, suggested readings, and resource links provided via canvas and box.
Course Description

The success of arts and cultural institutions in the 21st century and beyond will depend upon creative, unconventional and coordinated long-range approaches to marketing. Marketing is a core activity of any arts enterprise. Today's marketing professionals are crucial to their arts organizations; they maintain existing audiences, secure new audiences, create future donors, and create the brand for the institution. They interact with all aspects of the organization, from personnel to fundraising. This course provides readings and professional presentations to guide the understanding of successful marketing, while following a project-based method to allow students to investigate hands-on the opportunities available to the strategic arts marketer, the changing with the arts audience, and the shifting digital landscape for marketing the arts in the United States. The focus of the course is marketing within a nonprofit arts organization, while recognizing that the audience doesn't typically distinguish the difference; yet, due to budget and purpose, marketing not-for-profit arts organizations is significantly different as compared to a for-profit entertainment venture. This course will provide each student with marketing principles and theories as well as opportunities to actualize theories with assignments and final project utilizing current technologies.

The class assumes a successful completion of a Principles of Marketing graduate level course then takes the student through the fundamentals of arts marketing into an innovative, 21st century framework or the equivalent.

The course requires active, practical engagement and intellectual rigor.

Course Objectives:

- To examine and understand the basic principles and theories of strategic marketing and public relations for the arts, including:
  - Strategic Communication Matrices aka media or communication plans
  - The ‘hailing’ effect in target marketing and how to segment then target across multiple channels
  - Loyalty programs (memberships, subscriptions, flex plans, etc)
  - Branding (organization and its products)
  - Pricing & Discounting approaches to reach audiences
  - Public Relations: Working with press agents and the press
  - Paid Advertising Options
  - Web 2.0 (from the actual web site to strategically implementing social media campaigns across determined channels and email)
  - Direct mail & other printed items: how to work with a graphic designer, negotiate with a print house, and select logos and images.
- To spark creativity and experimentation in developing and analyzing marketing materials and activities.
- To gain skills in marketing as necessary to succeed in the field and your individual career.
By the conclusion of the course, students will be able to:

- Create a framework for a strategic marketing matrix that effectively breaks down goals to market segments, targets, and communication channels.
- Understand the arts audience from a national and local perspective
- Segment an audience and created a targeted message tied to marketing goals
- Understand the value and create an a/b email test plan
- Articulate a social media plan and its evaluation metrics
- Create a media plan based on realistic audience targets and organization budget
- Articulate a direct mail plan and its evaluation metrics
- Create a successful press plan, pitch and release
- Recognize effective marketing – from print to website design to social media engagement

Course Requirements

Classroom and Online Engagement

At the graduate level, attendance is assumed, except in extraordinary circumstances. Should such circumstances arise (hospitalization, earthquake, etc.), please make every effort to let me know by phone or email before class begins.

Active class participation is expected. The class will offer opportunities to learn in an active and synergistic manner. Class time will include discussion of assigned readings, working in a “flipped” environment to work in-class on projects, oral presentations and sharing of thoughts and ideas. Twitter will be used as a “backroom” for questions before or after class with #cmuartsmktg. Key lecture points will also be shared through that channel after class as well. NOTE: Attendance is not participation. You will earn 70% for the day by coming to class. The remaining 30% is earned through questions and discussion.

Due to the depth of the content and the limited in-class time together, this course utilizes the online teaching system, Canvas, and social engagement through two social media channels: Facebook and Twitter (#cmuartsmktg). Canvas will provide a venue for easy course announcements, links to reading materials etc, a location to submit assignments and grade tracking. Facebook will allow for out-of-classroom participation and engagement with materials. Twitter as a secondary means to share posts and ask questions before, during, and after class.

Assignments: (due dates are in class calendar, full descriptions with rubrics distributed separately)

WEEKLY: Facebook

You are expected to engage in the course Facebook group. A leader for each day class is held will post and moderate a question, related article, or stimulating observation about the concepts and reading material covered that day. A portion of the class will be commenting on posts that day and will engage in discussion. You will be responsible for creating one post over the course of the term and engaging with the 3 posts on other weeks. (sign up provided the first day) You can participate in 2 additional weeks of discussion for extra credit total of 1% toward your final grade.

HOW-TO PRESENTATIONS of MARKETING AND ADVERTISING TOOLS (one per group):

A 2 minute take-away presentation to match an online “how-to” document or video presentation (documentation uploaded to Facebook). Goal: everyone in the class will leave the course with a mini-guide of how to accomplish various advertising & marketing tasks within a professional setting. Topics
will include: How to use ads manager on Facebook, Place a print advertisement in the Washington Post, advertise on a bus or bus stop in Pittsburgh PA, etc.

**FINAL PROJECT**
A strategic marketing plan for a particular assigned event. Full assignment to be distributed 2nd week of class with sign up for organizations the 1st. Presentation and final document with sample work to be submitted on final exam day. NOTE: In class and out of class homeworks are tied to the project to keep provide feedback over the 8 weeks. See below.

**2 POP QUIZZES** covering the day’s readings and concepts. Open notes but not open book.

**HOMEWORKS**
All homework projects around your event (provided via Canvas). Homeworks are **required** by all but not graded beyond 2% for each homework submitted. Feedback is provided for every homework from your TA/Instructor or your peers. All assignments contribute to your final project.

- Core messaging with a distribution plan (data pull from CRM) for a postcard
- An email with an A/B test plan
- A 30 second Pitch, Publicity Plan, AND Press Release
- An evaluation of social media of your organization

**Grading**
Classroom engagement
   - including #cmuartsmktg on Twitter 15%
Facebook Lead & Participation 14%
How To Report (group) 10%
Final Project (group) & 33%
Homeworks (individual) 12%
Quizzes 16%

**Grading Scale**
A+ 98-100%
A  94-97%
A- 90-93%
B+ 88 - 89.9
B  84-87%
B- 80-83%
C+ 78-79.9%
C  74-77%
C- 70-73%
R  69.9% and below
Course & Classroom Policies and Expectations

Recording Class Sessions. You may record class sessions, but please ask permission first. Recordings are for personal study use only; no distribution of recordings is permitted. Distribution to others may violate the privacy of your fellow classmates.

Laptops/ipads/phones: Computers of any sort may NOT be used in class unless being used as part of an assignment. I have indicated the necessary days on the syllabus. The reasoning behind this decision comes from workshops I have taken at the Eberly Center for Teaching Excellence that provided the following research:


- Students who took notes by hand (as opposed to on laptops) performed better on conceptual/application assessments. Taking notes by hand is important for mental processing (encoding) and improves learning and knowledge retention.


- The first study found that students who multitasked on their laptops during lecture performed significantly lower in knowledge retention tests than those who did not multitask on laptops. The second study showed that students who took notes by hand in view of someone multitasking with a laptop performed significantly lower on knowledge retention tests than those students taking handwritten notes and not in view of a laptop.


Students who texted during class scored lower on a subsequent quiz. These same students did not perceive themselves as distracted.

Food/Drink. You are permitted to eat and drink in class as long as you do not disrupt others in the class and, of course, clean up and dispose of any trash after class.

Cell Phones. Turn off or, at least, mute your cell phone during class sessions and keep them in your bag. If you must take it out of your bag, leave the room to check texts or receive calls.

Intellectual and Professional Integrity
This course is an integral part of your graduate education, an education that is designed to provide you with the tools for a successful, professional career. Assumed within is a high standard of ethics and integrity. You are expected to have read and understood the Student Handbook. Plagiarism and other forms of academic misrepresentation are viewed as extremely serious matters. Misrepresentation of another’s work as one’s own is widely recognized as among the most serious violations. Cases of cheating and plagiarism will receive a grade of zero and, per requirements, be submitted to and reviewed by the Dean’s Office where more severe penalties may be imposed, up to and including expulsion from the Heinz School.

In addition to the guidelines concerning work materials, you are expected to behave in a supportive and professional manner towards your colleagues/classmates; this includes sharing resources for mutual benefit protecting information told in confidence, and helping to create a general classroom climate of honesty and respect.
Special Needs and Interests
My goal is to provide the most effective educational atmosphere for all students. Please let me know, in confidence, early in the semester if you have any special needs (broadly defined). Also note that the university provides significant support should you find yourself struggling with writing (the ICC and the Global Communications Centers are both available to you) or with work/life balance.

Take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress.

All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of a professional education experience is learning how to ask for help. Asking for support sooner rather than later is often helpful.

If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, please seek support or help your peer do so. Counseling and Psychological Services (CaPS) is here to help: call 412-268-2922 and visit their website at http://www.cmu.edu/counseling/. Consider reaching out to a friend, faculty or family member you trust for help getting connected to the support that can help.