

### **93.703 Arts Enterprises: Structures and Strategy(12 credits)**

Core Course: MA Arts Management

**Instructor:** Dr. Brett Ashley Crawford

**Date/Time:** Monday & Wednesday, 10:10-11:30am ET

**Location:** HBH 1002

**Contact Info:** 301.802.6016 (c) [brett@cmu.edu](mailto:brett@cmu.edu) @brettashley13;

**Office Hours:** <https://calendly.com/cmu-dr-brett> ; M/R 2 – 4pm, T 11:30 – 12:30p, W 3:30 – 4:30p

**Teaching Assistant:** Carol Niedringhaus, cniedrin@

#### **Course Description**

Arts Enterprises: Structures and Strategy offers emerging arts managers and leaders a deep understanding of the business structures and strategies involved in running a successful 21<sup>st</sup> century arts enterprises. Perhaps more importantly, the course provides students with the opportunity to dissect and understand the complexities of the local, national, and international forces that make running an arts-based business unique. Almost daily, arts managers are faced with challenges and problems that affect internal operation dynamics and external stakeholder relations. A solid structure of values and strategies provide the frameworks to find successful solutions. During the course, students discover and analyze the operations of well-run, adaptive arts organizations and investigate moments of failure in order to uncover lessons learned. The course provides a lens into the nexus of institution-artist-audience within a framework of mission-impact and ROI.

This course provides students with both the fundamentals and the emerging practices within arts enterprises. The course also creates a foundation for subsequent, advanced coursework. Students will encounter the economic and sociologic theories necessary to understand for profit and nonprofit enterprises. These theories become grounded by engaging in real-life experience, case studies, and course-exercises. The course is organized in **5 modules**: Introduction / Frameworks; Public Policy/Cultural Policy; Business Structures; Governance & Leadership; Business Strategies & Strategic Planning

For the purpose of this course, arts enterprises will be defined as those that create relationships between artists and audiences. Arts enterprises include, but are not limited to: orchestras, opera companies, music ensembles, museums, arts centers, theatre companies, presenting organizations, multi-media centers, artist agencies, galleries, media and dance companies.

#### **Course Materials**

- Handouts, readings, articles, excerpts, and resource links provided via Perusall & Canvas.
- *ArtsJournal*. [www.artsjournal.com](http://www.artsjournal.com) : I recommend that you sign up for daily email or set as landing page
- HBR Strategic Simulations
- [David LaPiana, Nonprofit Strategy Revolution](#)
- Kate Turabian, [A Manual for Writers of Research Papers, Theses & Dissertations](#), ISBN 978-0226816388

#### **Course Technologies**

We will use the **Learning Management System** Canvas extensively for this course. Integration of a reading annotation system Perusall, may be complete by the last half of the course (we will discuss).

Canvas will serve as a shared repository of shared documents in CMUs Box account (linked through Canvas). Canvas provides a venue for course announcements, a location for online assignments and readings, a portal for submitting assignments, and a discussion board for class discussion and open forums for asking questions. **IT IS STRONGLY ENCOURAGED** that you set Canvas to send you daily summaries of announcements / reminders.

Additionally, we will use Google Drive. Shared Google docs may be used DURING class to facilitate shared engagement in small groups as will Jamboard. You **MUST** sign in through your Andrew ID. Additionally, you are expected to use Google drive for your final project – its preliminary phases and for the final presentation / website/ materials.

**Recommended resources:**

- [Blue Ocean Strategy](#) by Renee Mauborgne, W. Chan Kim
- [Emergent Strategy](#) by adrienne maree brown

**Learning Objectives:**

**Assessed By:**

<i>Explain the difference between the arts and the creative industries and how the political, social and economic shift to the latter is affecting the arts.</i>	Readings, Class discussion, Homeworks
<i>Understand the varying roles of economic impact, social impact, and intrinsic impact on arts / cultural policy and practice</i>	Homework, Discussion, Readings
Analyze the various trade organizations that encourage and support the professionalization of arts enterprises.	Class discussion, in class exercises
Understand the distinct aspects and differences between mission, vision and value statements for a nonprofit arts enterprise	Homework
Recognize & dissect an organization's business model, management structure, and strategies.	Research Paper
Compare the differences and similarities between various for-profit and not-for-profit structures and operations and the factors that determine business structure choice.	Readings, Class Discussion, Homeworks
Understand governance and the role of a Board in corporate structures.	Readings, Class Discussion, Homeworks/Quizzes
Assess an institution's 990 to determine the financial strategies & health of an organization.	Readings, Class Discussion, Homeworks/Quizzes
Design an organization's financial income and expenses	Readings, Class Discussion, Homeworks/Quizzes/Final Project
Classify stakeholder positions an organization must addresses for success or failure.	Readings, Class Discussion, Homeworks/Quizzes
Evaluate the impact of place, geography, economics, politics and various social forces on an organization's structure and day-to-day operations.	Readings, Class Discussion, Research Paper, Final Project

Identify an organization's strategies with respect to HR structures including guilds, unions, artists and agents against a backdrop of common HR practices.	Readings, Class Discussion, Homework
Understand the role of strategies and planning, comparing strategic and business planning, in a 21 <sup>st</sup> century nonprofit arts enterprise	Readings, Class Discussion, Final Project
Create a business pitch with linked strategies, market analysis, income-expenses projections, and human capital required	Final Project

***By successfully completing the course, students will be able to:***

- 1) Understand the nonprofit industrial complex and the evolving process of professionalization in the arts industry and within an arts career.
- 2) Differentiate between economic, social and intrinsic impacts and their measures in the arts
- 3) Understand the process, arguments, results and impact of arts advocacy, public policy, and cultural policy
- 4) Recognize the impact of external environments on the operations of an enterprise.
- 5) Understand the health of an organization from an IRS form 990 or a P&L / Balance sheet of a for-profit.
- 6) Analyze and create a strategy-informed staffing structure for an arts enterprise
- 7) Recognize governance models and their impact -- successes and failures.
- 8) Articulate a powerful mission, vision, values statement for an arts enterprise
- 9) Dissect the direct and indirect market competition for an arts enterprise
- 10) Differentiate between traditional, blue ocean, and emergent strategy models
- 11) Work in a team to create and pitch an organization or program.
- 12) Engage in data driven discussion concerning issues facing the arts management field.

***Assignments (Deadlines on class schedule, full assignments and rubrics distributed separately and available on Canvas)***

- Discussion Board Posts / Responses\*\*
- In-class worksheets (P/F)
- Research Paper (Community, Policy, Structure and Governance Analysis)\*\*
- Business Pitch (Group Project) with documentation\*\*
- Module prompted reflections

\*\* Peer-feedback component is required as part of the work. You must complete the requisite peer feedback to receive your grade for the assignment

**Exams**

The final course 'exam' consists of a PITCH of your strategic business plan with a submitted documentation of research; peer-evaluation and personal reflection. ATTENDANCE IS REQUIRED.

## Course Requirements

### Participation & Engagement

At the graduate level, attendance **is assumed**, except in extraordinary circumstances. If you are unable to attend, please make every effort to let me or the TA know, by phone or email, before class begins. You are still responsible for all in class material. Unless otherwise noted, classes will NOT be recorded after the first two weeks. Recordings are available for those with university recognized absences. In person attendance is required for this class. Ultimately, attending graduate school is now your job. As with any job, you are anticipated to have sick days, but you must notify the TA or Professor with University documentation to follow.

Active class participation is expected – online asynchronously in discussion board and synchronously in person during class meetings. The class, while large in number, will offer opportunities to learn in an active and synergistic manner. Class time will include discussion of assigned readings /videos/podcasts, engaging with in-class projects, do hands-on activities, and sharing of thoughts and ideas.

Not everyone feels comfortable asking questions or making observations **during class** time. The course provides for multiple other means for Q&A including online chats in Google Chat (using your CMU SSO) / Q&A on Twitter with the professor or Canvas Discussion Board.

### Arts Participation

**ONE** arts organization participation opportunities are **required for this class** and is tied to assignments and discussion. It can be in person or virtual.

### Grading

Research Paper	20
Strategic Business Plan Pitch	25
In-Class Worksheets/Homeworks	15
Reflections	15
Discussion Board	25

**Extra credit:** A discussion board of emerging news content relevant to course content is available across the semester. Don't wait to earn up to 3% (1% per news item but only one news item can be submitted per week). The item should be a **reliable, relevant and current NEWS finding** to augment that week's materials. In addition to the link to the news, provide a ONE paragraph explanation of HOW that article relates to that week's course materials.

### Grading Scale (Heinz College)

A+	99-100%	C+	78-80.9%
A	94-98.9%	C	74-77.9%
A-	91-93.9%	C-	71-73.9%
B+	88 - 90.9%	R	70.9% and below
B	84-87.9%		
B-	81-83.9%		

## Course Policies and Expectations

**Recording Class Sessions.** Assume that classes will not be recorded beyond the first 2 weeks of class, although any Zoom guest lecturers will be provided they provide permission. If students let the professor know of a University recognized illness (with documentation), a recording of the class will be made and can be made available to that student.

**Laptops/tablets:** Laptops should be available BUT put away during class unless being used during an in-class activity (this will be common). Note taking via paper and in-person conversation has been proven to be the most effective method for long-term learning and concept acquisition. When computers are being used, please be sure to focus on the coursework at hand and turn off your distractions / notifications from other sources. Please abide by our the class agreed upon inclusive behaviors (see Canvas agreements)

**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, abide by Covid masking requirements and clean up and dispose of any trash after class.

**Cell Phones.** Cell phones **must be left in your bag**, turned off or muted. Please put your cellphone away for our brief time together. A good habit to get into for your internships and apprenticeships. If you have an emergency and need to keep it out, let the TA & instructor know and exit the room to take a call or text.

**Late Work** (see individual assignment rubrics for specifics)

All assignments are due on the date assigned, *just as a grant is due on the day it is due*. That being said, Heinz College presents unusual circumstances with sometimes conflicting due dates. Those who plan ahead and request a formal extension more than 48 hours **prior to the due date** will be granted up to one week. Work received after the due date loses 5% for every 12 hours late. This does **NOT include** Discussion Board which is on time or don't do it.

### **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 Heinz and MAM Student Handbooks. 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 follow the requirements as described in the handbook. Each and every case will be submitted to and reviewed by the Office of Community Standards and Integrity where more severe penalties may be imposed, *up to and including expulsion from the university*. Any assignment that involves cheating or plagiarism will receive a 'zero' for the course. Two confirmed cases of cheating or plagiarism will result in an 'R' for the course.

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.

### ***Respect and Support***

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.

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

All people have the right to be addressed and referred to in accordance with their personal identity. In this class, we will have the chance to indicate the name that we prefer to be called and the pronouns by which should be used to refer to us. I will do my best to address and refer to all students accordingly and support classmates in doing so as well.

### ***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 Global Communications Center and Office for Student Success are both available to you) or with work/life balance (CaPS).

***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, we strongly encourage you to seek support. 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.

### ***How to succeed in this course:***

The key to success in this course is Preparation and Showing Up – by reading/viewing / listening to the day's learning materials PRIOR to class you will be best situated to ENGAGE with your peers and in-class activities. The class assignments build on the knowledge gained during class and in preparation materials. By gaining proficiency throughout, success in larger assignments is smoother.

Additionally, keeping in communication with your TA and professor along the way is critical to success. If you have questions – ask them. If you need support, we are here for you.

Finally, time management allows for the preparation, work, and when necessary, request for extensions. If you are struggling with time management please let us know and reach out to the Student Success Center.

### **Overall Approach to Grading for the class**

Grading rubrics for each individual assignment above are provided with the Assignment and available on Canvas. The overarching framework for evaluation for the course is as follows:

- **Exemplary work (100%)** indicates the student has achieved a **sophisticated** command of the subject and engages at a mature level with her/his peers. Readings are completed prior to class with questions and ideas ready to contribute. When in a group setting, the student often leads and is gracious and supportive of all. Online or in class the student contributes every period.
- **Proficient work (85%)** indicates the student has achieved a **competent** understanding of the material while at times offering little to the classroom's engagement with the subject. While the readings have been completed, little thought has been brought to the classroom. When in a group setting the student engages but has difficulty leading or pulling together the thoughts of his/her peers. Online or in class the student contributes  $\frac{3}{4}$  of the class periods.
- **Needs Work (70%)** indicates that the student has **not yet achieved competency** with the material and is at times gets stuck in early development of concepts. Readings are frequently incomplete and no questions or ideas are offered. Within a group this student spends most of his/her time absorbing, listening or working on other projects rather than contributing. Basic terms are grasped but core concepts are not demonstrated. Online or in class the student contributes only  $\frac{3}{5}$  of the class periods.
- **Unacceptable work (50%)** indicates the student is working at an **unacceptable** level. Participation is avoided or, at times, responds in an argumentative fashion. Course terms and concepts are avoided.