

## **SYLLABUS**

93.821

External Relations: Marketing and Public Relations for the Arts (aka Communications)

Tuesdays, Thursdays 2:00 - 3:20p; HbH 1202

Instructor: Dr. Brett A Crawford; 412.268.4923 (office); 301.802.6016 (cell)

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**Office Hours:** Monday 2-4:00, Wednesday 3 - 4:30, Thursdays 3:30 - 4:30 or by appointment if needed. Available times can be seen and scheduled using Calendly ([calendly.com/cmu-dr-brett](https://calendly.com/cmu-dr-brett)).

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### **Course Description**

The success of arts and cultural institutions in the 21<sup>st</sup> century and beyond will depend upon creative, unconventional, and coordinated long-range approaches to communicating with their stakeholders. This is even more true as organizations continue through and emerge from the circumstances of the global pandemic. Communication is a core activity of any arts enterprise. External Relations frames and hold together the brand of all stakeholder communications across earned and contributed income streams (marketing = earned; development = contributed). Today's communication 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 and communication. From an understanding of this thought leadership, students engage in a project-based method to investigate hands-on the opportunities addressing the changes within the arts audience and the shifting digital landscape for marketing the arts in the United States. The focus of the course is marketing and communications within a nonprofit arts organization, recognizing that the audiences rarely 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 a final project utilizing current technologies.

The course requires active, practical engagement and intellectual rigor.

**Learning Objectives:****Assessments:**

Students will understand the complexity of establishing and maintaining a BRAND	Final project, Weekly Learning Assessments,
Students will identify the components of a brand style guide	Brand Analysis Homework
Students will recognize the shifting paradigm from targeting to segmenting and engaging with interested audiences and donors (aka Content Marketing)	Who and How, Customer Persona Assignment, Weekly Learning Assessments & Final Project
How to make holistic choices when Pricing & Discounting to reach audiences including models of institutional loyalty programs (memberships, subscriptions, flex plans. . .)	Final Project, Weekly Learning Assessments,
How to work with press agents and the press	Weekly Learning Assessments, Final Project
Students will gain a practical understanding of the communication funnel (awareness, acquisition, and retention) and the tools available at each stage	Final project, Who and How, Weekly Learning Assessments
Recognize the role of advertising as a means to acquire new, target audiences	Who and How Assignment, Weekly Learning Assessments
Understand the impact and uses of artificial intelligence on marketing and pr	Weekly Learning Assessments, Content Generation Homework, and final project
Identify the role of direct mail & other printed items	Final Project, Weekly Learning Assessments

**BONUS:** By the end of the course, students will gain skills in communication necessary to succeed in their individual career.

**COURSE MATERIALS:**

**REQUIRED BOOKS & Materials** = you are recommended to purchase, but all is provided via Canvas

- \*Durham, Sarah. *Brandraising*, Jossey – Bass, 2009, ISBN-13: 978-0470527535 (provided via Canvas)
- \* Bradford Fitch and Jack Holt, *Media Relations Handbook*, The Capitol.net, 2012, **ISBN-13:** 978-1587331671 (Provided via Canvas)
- Case studies, articles (linked on Canvas)
- Social Explorer, Claritas, ESRI Tapestry (links in Canvas through Library Guide)
- Pittsburgh Quality of Life Study 2018 (link in Canvas)
- NEA, M+R, Capacity Interactive, Audience Outlook, and Culture Track Audience Analysis Reports (link in Canvas)
- For future fundraisers / marketers: build your resources by collecting thought leaders:
  - Interesting frameworks for messaging and brand
    - Malcolm Gladwell, *The Tipping Point*.
    - Chip and Dan Heath, *Made to Stick*.
    - Seth Godin, *Permission Marketing*
  - Peter C Brinckerhoff, *Mission Based Marketing*.
  - Joanne Scheff Bernstein, *Standing Room Only*
  - Neil G Kotler, Philip Kotler, and Wendy I. Kotler. *Museum Strategy and Marketing: Designing Missions, Building Audiences, Generating Revenue and Resources*

- o Jay Conrad Levinson, et. al., *Guerilla Marketing for Nonprofits*.
- o Wallace Foundation, Building Arts Audiences (case studies and resources)  
<https://www.wallacefoundation.org/knowledge-center/building-audiences-for-the-arts/pages/default.aspx>
- o Beth Kanter, *Measuring the Networked Nonprofit* and various other publications

#### **PLATFORMS TO FOLLOW:**

- M+R Consultants: <https://mrss.com>
- Big Duck Communications: <https://bigduck.com/insights/>
- Beth Kantor: <http://www.bethkanter.org/>
- Media Post: <http://www.mediapost.com/publications/#axzz2NpJubZRi>
- Nonprofit Marketing Guide: <https://www.nonprofitmarketingguide.com/about/> π
- The Direct Marketing Association: <http://www.the-dma.org>
- Scott Stratten, <http://www.unmarketing.com>
- American Marketing Association, <http://www.ama.org>
- Capacity Interactive: <https://capacityinteractive.com/>
- TRGArts: <https://www.trgarts.com>
- Podcast: Cultural Voice (arts marketing from an international perspective)  
<https://podcasts.apple.com/us/podcast/culturevoice-the-marketing-of-arts-and-culture/id1164737450>

#### **COURSE EXPECTATIONS**

##### ***Engagement***

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 hands-on application environment to gain proficiency on concepts. Students also engage through oral presentations and small group sharing of thoughts and ideas. Participation earns you points.

Due to the depth of the content and the limited class time together, this course utilizes the online teaching system, Canvas, as well as engagement tools including Google Drive and Miro. Canvas will provide a venue for easy course announcements, links to reading materials etc, a location to submit assignments and grade tracking. NOTE: we are in a tech-heavy, social network world. You will be using some tools to start building those skills.

## **Weekly Assessments and Assignments**

### **THREE ASSIGNMENTS (pairs) - due dates on schedule below**

**All assignments apply to your final project for the class.** These are **due on Sunday at 6p**. Feedback is provided for every homework from your TA within the week. **Late work: you have a 24 hour grace period submission window to accommodate life conflicts. Late work loses points after the grace period: 25% deduction from available points every 24 hours**

1. Brand Analysis: Summary analysis of the organization you are using for your FINAL PROJECT. The analysis will combine Brandraising's pyramid and materials (ch 1 - 4): Their Mission, Vision, Values, Position and Personality. You will use data and evidence to support your conclusions. You will turn in retro-engineered Brand Guide. Samples from industry provided and template provided.
2. ONE customer persona draft drawn from data collected in class. Template provided in Miro. Models and flow were demonstrated in class. You can do a generic persona of a particular type to play or do a draft of one for your final project.
3. Who and How Advertising Handbook Section. As a class, you will create a 'who and how' handbook with each pair creating the section for a specific advertising channel. The handbook to be used by all for the final project will be provided through a shared Google Folder. It will include a 2-minute take-aways presentation (in class with slide deck in Google Folder) and a thorough 3-5 page document that explains WHO the advertising path reaches and HOW to place an ad (including cost / rates). The 3-5 pages should include a one page list of resources in Chicago style.  
**Perk:** the handbook is useful for those working in events/marketing/fundraising for their summer internship.  
**Topics** include: How to use ads manager with Meta+AI, place a digital with partner print advertisement in the *Washington Post*, advertise on a bus or bus stop in Washington DC, creating a Snapchat geofilter, etc.

### **Weekly Learning Assessments (weeks 1 - 6, solo)**

There are weekly opportunities for you to earn points by demonstrating mastery of course materials. These assessments are distributed in class and collected in class on Thursdays. They typically will take the form of a worksheet that allows for you to demonstrate your understanding of the core concepts and apply them to a project during class. No weekly assessment will be given the last week of class as your focus is wrapping up the final project. If you miss Thursday class or if you are sick, please provide your UHS note and work with the TA to complete the assessment during her TA hours. The point is to gain and demonstrate proficiency by working through the material in class. Having the instructor / TA available to answer questions would happen in class, so it needs to be available for any make up assessments.

### **FINAL PROJECT (solo) draft due March 2nd in class; final due no later than March 4 @ midnight EST**

Throughout the class, you will be gathering experience and knowledge to work on a project for a real organization. You have been asked, as a consultant, to consider their brand and communication pathways for their artistic programs. You will be analyzing and offering improvements/suggestions on a product that has already occurred. You are providing recommendations and opinions based on data and best practices from the class. This work will provide you with the information necessary **to create THREE**

**suggested customer personas and journey maps (ONE should be acquisition targeting young professionals age 25-40; ONE is a single ticket buyer in Gen X 42-58; One is a member/subscriber) Your final deliverable a Google slide deck presentation to the organization Board of Trustee's Marketing Committee. Why?** You are working as the marketing consultant team to the company.

The personas should include demographic, psychographic /affinity and geographic elements (people purchase paths are most affected by lifestyle and affinity interests). Miro for class has blank templates for your personas and journey maps). Additional models will be provided in class and on Canvas.

**To be turned in:**

- A video of your presentation to the client (voice over slide deck) that provides an explanation of your recommendation for their personas, journey and communication plan (10 minutes or less)
- the actual slide deck
- the communication plan (aka matrix) on Google sheet or Airtable demonstrating to whom and when you will use each planned channel (emails, press, etc) You should be as specific as possible including the goal/purpose of the message is with respect to the funnel and journey.
  - The plan should include your advertising as well

The slide deck outline should include (template provided)

- 1) Summary of your client and the event (one slide each)
- 2) Overview of their brand identity
- 3) Opportunities and Risks for the event
- 4) A 4-slide bundle for EACH persona including
  - a. the persona,
  - b. the journey, and
  - c. the data underscoring the choices.
  - d. Overview of the communication plan for each persona,
- 5) A slide with the 6-week communication plan summary with advertising budget concerns. This should include brand communications + your plan to reach EACH persona.

**The first week of class** you pick your event from a provided list. **The 2<sup>nd</sup> week of class** you will start your project. The class is designed to build the project slowly. A draft of your final project is due THURSDAY the last day of class, for feedback from your peers. You can then take that feedback and make any adjustments. **The final project is due no later than Saturday March 2nd by 9:00am (late work must be approved by the instructor).** Peer evaluations are due within 24 hours.

**Grading**

Class Participation	14 points
Final Project	26
Assignments	30 (10 X 3)
Weekly Learning Assessments	<u>30 (6X5)</u>

**POTENTIAL EARNED POINTS:**

**100**

**Extra Credit: FCE completion rate of 80% or higher and all get 1%; 90% or higher 2%.**

Grading Scale (Required by Heinz College)			
A+	98-100%	C+	78-79.9%
A	94-97%	C	74-77%
A-	90-93%	C-	70-73%
B+	88 - 89.9	R	69.9% and below
B	84-87%		
B-	80-83%		

### Course & Classroom Policies and Expectations

*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.* **keep them in your bag**

*Computers.* Computers or Ipad are **required during class.**, Tablets preferred. HOWEVER, they are designed to be distraction magnets, so please use them ONLY as directed in class to support your own learning. Recommended: FOCUS MODE

([instructions for Mac](#)

[Instructions for Ipad](#)

[Instructions for PC](#))

### *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*. If any academic integrity violation occurs during this course, the assignment will receive a zero for all those involved and the violation will be reported to the Dean of Heinz College and CMU Office of Students.

Collaboration and discussion around the projects and organizations will be frequent and common during class. Be respectful of other ideas – let your peers do their thing, you do yours.

### **Artificial Intelligence**

AI will be used as a component of the course, but any use of AI in your work should be indicated clearly, including the tool, prompts, and how you incorporated it.

### **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, identities, 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.

To support this framework, all in the class will agree to a set of Inclusive Behavior tenets at the start of the class.

### ***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, time management, etc via the [Student Success Center](#).

***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.