

93.703 Arts Enterprises: Structures and Strategy (12 credits)

Core Course: MA Arts Management

Instructor: Dr. Brett Ashley Crawford

Date/Time: Monday & Wednesday, 11:00 am - 12:30 pm ET

Location: HBH 1202

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Teaching Assistant: Ana-Alicia Feng

TA hours on Canvas

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 successful 21st-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 provides 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 specific to the MAM curriculum. Students will encounter the economic and sociological theories necessary to understand for-profit and nonprofit enterprises. These theories become grounded by engaging in real-life experiences, case studies, and course exercises. The course is organized into **modules**: 1) What is Art, Who Says So and Why? 2) Public Policy/Cultural Policy that Frame Our Work; 3) Business Structures – What There Are and Why Choose Them; 4) Organizational Governance & Leadership; 5) Business Strategies & Operations. These are not of equal length, but offer a framework for understanding the situation of all arts enterprises and the considerations for starting something new.

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.

Learning Objectives:

Assessed By:

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.	Readings, Class discussion, Homeworks
Understand the varying roles of economic impact, social impact, and intrinsic impact on arts / cultural policy and practice	Homework, Essay, Readings, Arts Experience Analyses, Final Project
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	Homeworks, final project
Recognize & dissect an organization's business model, management structure, and strategies.	Class discussion and exercises, Essay, Homeworks, Final Project
Discern 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 & exercises,
Understand governance and the role of a Board in corporate structures.	Readings, Class Discussion, Homeworks, Essay
Assess an institution's 990 to determine the financial strategies & health of an organization.	Readings, Class Discussion, Homeworks,
Design an organization's financial income and expenses	Readings, Class Discussion, Homeworks, Final Project
Classify stakeholder positions an organization must address for success or failure.	Readings, Class Discussion, Final Project
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, Essay, Homeworks, Final Project
Identify an organization's operations with respect to space, people, time and money	Readings, Class Discussion, Homework, Final Project
Understand the role of strategies and planning, comparing strategic and business plans, in a 21 st century nonprofit arts enterprise	Readings, Class Discussion, Final Project

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

- Understand the nonprofit industrial complex and the evolving process of professionalization in the arts industry and within an arts career.
- 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.
- Recognize the impact of external environments on the operations of an enterprise.
- Gain proficiency with Porter's 5, PESTLE, and SWOT analyses
- Understand the health of an organization from an IRS form 990 or a P&L / Balance sheet of a for-profit.
- Analyze and create a strategy-informed staffing structure for an arts enterprise.
- Recognize governance models and their impact -- successes and failures.
- Articulate a powerful mission, vision, and values statement for an arts enterprise.
- Dissect the direct and indirect market competition for an arts enterprise
- Differentiate between traditional, blue ocean, and emergent strategy models
- Effectively communicate through both written and verbal modalities
- Engage in data-driven discussion concerning issues facing the arts management field.

Course Materials

- Handouts, readings, articles, excerpts, and resource links provided via Canvas.
- *ArtsJournal*. www.artsjournal.com : I recommend that you sign up for daily email or set as landing page
- Ellen Rosewall, *Arts Management, Uniting Arts and Audiences in the 21st Century*, ISBN 978-0197513767; ebook only available via VitalSource
<https://www.vitalsource.com/products/arts-management-ellen-rosewall-v9780197513774>
- Kate Turabian, *A Manual for Writers of Research Papers, Theses & Dissertations*, ISBN 978- 0226816388 * MAMs will be required to use this for your systems synthesis project. Get it now :-)

Recommended resources:

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

Assignments (Deadlines on class schedule and in Canvas)

- Weekly Discussion Board ()
- Homeworks: Arts Attendance Experience Prompted Analysis (2), Service Association Analysis, Budget, Staff analysis, 990 Analysis, Market Analysis, Case Statement, Mission, Vision, Values
- Essay: What are the core factors impacting your chosen organization? Focusing on Mission/Vision/Values, Location and its arts environment, Board of Directors and Leadership.
- Presentation Strategic Business Plan Presentation and supporting evidence

Exams

The final project for the course is the 'exam'. **IN-PERSON ATTENDANCE IS REQUIRED. ABSENCE WILL RESULT IN A ZERO FOR THE PROJECT GRADE.** Often our final exam is scheduled on the last day of exams (this is outside of my control). **NOTE: Schedule any travel for winter break AFTER the last day of finals.**

Course Requirements & Expectations

Weekly Workload

This is a 12-credit course. It will average 9 - 12 hours of work per week. Those are accounted for by time in class (3 hours), time preparing for class (3 hours) and time working on homework and projects (3 - 6). Some weeks may be lighter than others. Some may be heavier. That's the magic of averages. Please take time to plan ahead and allow for the time you need for this and all other classes.

Participation & Engagement

At the graduate level, attendance **is assumed**, except in extraordinary circumstances. In-person attendance is required for this class. 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. Be sure to get notes from a classmate or meet with the TA. Unless otherwise noted, classes will NOT be recorded, but if you are out of class due to isolation for illness, you can contact the TA and observe the class (if Zoom is available in the classroom). In rare circumstances, the class will be recorded. Recordings are made available to those with university-recognized absences.

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. 2 absences (for any reason) are accepted as normal and are built into the grading schema. Attendance will be taken 5 minutes into class and impacts your final grade. Additional absences (beyond 2) will drop your final grade by 2%.

Active class participation is expected. 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 work, doing hands-on activities, and sharing of thoughts and ideas. Productive participation, for example, clearly leading a group or demonstrating that you have done the preparation as expected for the class.

Not everyone feels comfortable asking questions or making observations **during class** time. The course provides multiple other means for engagement via the Discussion Board and for Q&A, including dedicated Q&A Discussion Boards.

Arts Participation

TWO arts organization participation opportunities are **required for this class** and are tied to assignments and discussion. Details for the performance, museum, and expectation for each prompted analysis are provided in the Discussion Board.

Grading

- Weekly News Posts 15%
- Homeworks: Arts Attendance with Prompted Analysis (2), Vibrancy Analysis, Association Worksheet, Board Analysis Worksheet, Staff analysis, 990 Analysis - budget & income sheet, PESTLE/PORTER/SWOT, Logic Model (part of Final Project), Case Statement, Mission - Vision - Values analysis 40%
- Essay 20%
- Final Project Presentation 20%
- Peer evaluation and final reflection 5%

Extra credit is earned by completing the FCE's (Faculty Course Evaluation). Everyone in the class earns a .5% lift to your final grade if 80% of the FCE's are completed. 1% if 90 or above.

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. Without an approved extension, work received after the due date loses 5% for every 12 hours late. This does NOT include weekly news discussions which receive a zero if late.

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%	

Classroom Decorum

Cell Phones: Please turn off your cell phone and put it away during class. A class is like a performance. At times, I am the performer, and you are the audience. At other times, you will be the performer and the rest of the class and I will be your audience. *Respect is simple.*

Computers: Similarly, computers are useful but distracting tools. Education science has a preponderance of evidence that reveals how computer use during class diminishes comprehension and retention. While you will need your computer for in-class work at times, when not required you should **leave your computer in your bag**. When used for in-class work, be mindful of their use and utilize focus features to decrease their distractions. Tablets for note-taking are allowed.

Recording Class Sessions. Classes will NOT be recorded unless due to COVID protocols by CMU or a student's prolonged absence due to an acute health situation. Should the campus pivot to Zoom, we will also be following a shared set of Digital Agreements for Zoom protocols (reviewed should the situation arrive).

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 and abide by whatever is in effect for CMU food and masking protocols.

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 [CMU](#), [Heinz College](#) 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 assignment. 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.

Collaboration is expected IN CLASS and any partner work. All work submitted in this class must be your own. Use of AI or other online assistance on homework or organization analyses is strongly cautioned against, if you use such a tool, you must report it via citation of your process and how you used the results. Ultimately your work must reflect your own understanding.

Any student found to be in violation of these policies will incur academic disciplinary actions consistent with University policies noted above.

Artificial Intelligence

AI will be discussed in class as it affects many operations in administration, from machine learning to generative AI. We will learn how to use AI for research and ethical and appropriate ways to use it for assignments. ALL use of AI in your work MUST be indicated clearly, including the tool, prompts, and how you incorporated it. If your AI work is not indicated or cited, that is plagiarism and will be treated accordingly.

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.

During the first day of class, we will review the course's inclusive behavior agreements and edit to meet the course expectations.

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 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.