

**Carleton University**  
**BUSI4129A / MGMT5129A**  
**FALL 2023**  
**Managing the Arts**

**Instructor:** Julian Armour

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**Office:**

**Office Hours:** Flexible by appointment only – 48-hour notice required

**Class Meeting:** Mondays, 8:35 am – 11:25 am, NI 4030

**Course Calendar Description:**

The challenges of managing arts organizations with emphasis on the changing environment of arts consumption and funding. The tensions arising from blending artistic and aesthetic dimensions with functional considerations when judging organizational and personal issues form a continuing theme.

Also offered at the undergraduate level, with different requirements, as BUSI 4129, for which additional credit is precluded.

**Course Description:**

Management of the arts is one of the fastest-growing fields today. It also belongs among the most fascinating, rewarding, complex, exciting and challenging fields. The need for skilled and knowledgeable arts managers has never been greater. This course will deal with the special skills required to manage an arts organization today and in the future. It will reinforce the need for exceptional business skills and then explore the vast array of additional areas required to successfully manage arts organizations.

Skilled and dynamic cultural leaders and arts administrators, already something of a rarity, will be in enormous demand in the coming years. With a rapid expansion of the arts, we will need those people who are guiding our artistic institutions to be trained at the highest possible level to be adaptable, versatile and creative in order to deal with the quickly-changing and volatile arts and cultural landscape.

This course deals with both practical and theoretical approaches to the vitally important challenges of developing and managing a successful, healthy and sustainable cultural organization.

The onset of the COVID-19 pandemic has had a major and devastating impact on the arts world. This will be discussed in detail but, despite the likelihood of long-term impacts, the major principles of arts management remain the same as they were pre-pandemic.

Managing the Arts will focus on creating and enhancing the strategic and analytical thinking required for success in fundraising, sponsorship, outreach, promotion, awareness and attendance. As well, attention will be given to advocacy, and augmenting the involvement of the private and public sectors.

Six distinguished guest speakers, all leaders in the arts in Canada with strong arts and business expertise, will join the class for short virtual presentations and discussions at different points.

**Course Learning Objectives:**

1. Understanding and appreciating the unique challenges of the arts world.
2. Acquiring significant theoretical and practical knowledge unique to the arts business environment.
3. Building critical and analytical thinking in order to respond to the challenges of managing the arts.
4. Participants will gain an understanding of all of the internal and external challenges of the arts environment; organizational structures (including those legally required); best practices in governance including recruitment; strategic analysis and risk management; financial management from an arts perspective; human resource management (from both a staffing and a volunteer perspective); the many approaches to media and marketing; development and fundraising (including donations, private foundations, special events, sponsorship, advertising and government grants); arts leadership; understanding the Canadian arts environment and its differences with the United States and Europe; and building links with the community. As well as preparing participants for the management of non-governmental organizations, government agencies, government arts presenters, arts venues and cultural museums, arts umbrella agencies and arts networks, this course will provide insight to those who wish to bring a greater understanding of the arts and the inherent benefits of the arts to a career in the private sector.

This course will prepare students to lead the way in an arts world that has seen major upheavals and a dramatic shift in direction.

**Reading(s)/Textbook(s)/Required Materials (incl. technical requirements, i.e., webcam):**

Readings will be drawn from periodicals, arts journals, arts blogs and the regular media. Readings will be assigned weekly. All articles and links will be posted on the course site. In addition, further videos, course writings and class notes will be posted.

**Final Exam Date:** *t.b.a*

**Drop Course Policy:** The deadline for academic withdrawal is the last day of classes (each term).

**Grading Scheme:** *(see example)*

Three in-class assignments: (September 25, November 6, November 20)	15%
Four short assignments (Due September 16, October 4, October 18, November 23,)	20%
Mid-term assignment: (Due November 5)	10%
Major Paper or Project (Due December 7)	25%

Final Exam (Date and time to be announced)	30%
<b>TOTAL</b>	<b>100%</b>

Each component of your grade will be assigned a percentage score. Your final course grade will be a weighted average of each of these components.

- **Paper:** *Papers will be graded based on comprehension of the course material as reflected in their paper and, of course, their understanding of main content of the paper.*
- **Contribution to Class Discussion:** *Students are expected to attend all classes and are expected to participate actively.*

**Late Assignments:**

To ensure fairness for all students, penalties will be applied to late assignments: Failure to submit an assignment on time will result in an initial penalty of five (5) percentage points, followed by an additional (2) percentage points per day thereafter. For example, an assignment that would normally merit a grade of 80% would receive a grade of 75% if submitted after the deadline on the due date, 73% if submitted the following day, and so on. Requests for extension will be considered in cases of illness, family emergency, or other exceptional circumstances.

**Preparation and Participation:**

*This class is held in person. Lecture notes will be posted in Brightspace, but this is not a replacement for course lectures. Students are expected to read any materials that are circulated in advance. In these cases, everyone will be notified in advance by e-mail, and the materials will be posted on e-mail. Students are expected to be familiar with the material and should be ready to participate in course discussions.*

**Contribution to Program Learning Goals:**

The purpose of this section is to explicitly address the connection between individual courses and program-level learning goals. We ask that you consider whether and how each of the six program-level learning goals is addressed in your course. For each learning goal, choose one of the following options. Indicate your choice by removing the check marks from the non-selected options:

- Not Covered**                      Learning goal is not addressed in the course, or addressed only minimally.
- Introduced**                      Course introduces content related to the learning goal but does not focus on it OR activities included in the course serve to cultivate this skill incidentally.
- Taught but not Assessed**    Course contributes explicitly and meaningfully to student achievement of the learning goal but is not the point where competency is formally assessed.
- Taught and Assessed**        Select this option if the course has been designated by the MBA CRC as the point where achievement of the learning goal will be assessed.

MBA Learning Goal	Not Covered	Introduced	Taught but Not Assessed	Taught and Assessed
<b>MB1 Leadership and Collaboration</b> <i>Graduates will be equipped for leadership and collaboration.</i>				x
<b>MB2 Communication</b> <i>Graduates will be effective communicators</i>	x			
<b>MB3 Critical Thinking and Problem Solving</b> <i>Graduates will be skilled in critical thinking and problem solving.</i>				x
<b>MB4 Functional Knowledge</b> <i>Graduates will have functional knowledge of all areas of business.</i>				x
<b>MB5 Global Business</b> <i>Graduates will have an appreciation of the global environment of business.</i>				x
<b>MB6 Ethical Reasoning</b> <i>Graduates will be skilled in ethical reasoning and decision-making.</i>				x

## ADDITIONAL INFORMATION

### Course Sharing Websites:

Materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

### Recommended Calculator for Examinations:

If you are purchasing a calculator, we recommend any one of the following options: Texas Instruments BA II Plus (including Pro Model), Hewlett Packard HP 12C (including Platinum model), Staples Financial Calculator, Sharp EL-738C & Hewlett Packard HP 10bII

### Group Work:

The Sprott School of Business encourages group assignments. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, followership and other group skills. Group assignments are also an effective way to learn integrative skills for putting together a complex task. Your professor may assign one or more group tasks, assignments, or projects in this course. Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

### Letter Grades:

In accordance with the Carleton University Undergraduate Calendar (p. 34), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59	F = Below 50
A = 85-89	B = 73-76	C = 63-66	D = 53-56	
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52	

### Grades entered by Registrar:

WDN = Withdrawn from the course  
DEF = Deferred

### Academic Regulations:

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

### Requests for Academic Accommodation:

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

- **Pregnancy**

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

- **Religious Obligations**

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

- **Students with Disabilities**

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. <https://carleton.ca/pmc/>

- **Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/sexual-violence-support/>

- **Student Activities**

Carleton University recognizes the substantial benefits, to both the individual student and the university, that result from participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: <https://students.carleton.ca/course-outline/>

### **Academic Integrity:**

Violations of academic integrity—presenting another’s ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student—are a serious academic offence, weaken the quality of the degree, and will not be tolerated. Penalties may include; a grade of Failure on the submitted work and/or course; academic probation; a refusal of permission to continue or to register in a specific degree program; suspension from full-time studies; suspension from all studies at Carleton; expulsion from Carleton, amongst others. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at: <https://carleton.ca/registrar/academic-integrity/>

### **Centre for Student Academic Support:**

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: <https://carleton.ca/csas/>

**Other Important Information:**

- Students must always retain a hard copy of all work that is submitted.
- All final grades are subject to the Dean’s approval.
- For us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CARLETON address. Therefore, in order to respond to your inquiries, please send all email from your Carleton cmail account. If you do not have or have yet to activate this account, you can do so by visiting <https://carleton.ca/its/get-started/new-students-2/>

**COURSE SCHEDULE**

Date	Week	Lecture	Topic covered
September 11	1	Introduction and Overview	<ul style="list-style-type: none"> <li>• What are “The Arts”</li> <li>• Arts and Culture Industries Today</li> <li>• Not-for-Profit Organizations and Charities</li> <li>• The Arts Business Environment vs. the for-profit Business Environment</li> <li>• Types of Arts Organizations               <ul style="list-style-type: none"> <li>○ The Arts and Commercial Entertainment</li> </ul> </li> <li>• The Future of the Arts and Cultural Industries</li> <li>• COVID-19 and the Arts</li> </ul> <p>Course overview</p> <ul style="list-style-type: none"> <li>• Governance</li> <li>• Human Resources</li> <li>• Organizational Planning</li> <li>• The Business of the Arts</li> <li>• Media and Marketing</li> <li>• Fundraising</li> </ul>
September 18	2	Organizational Structure in the Arts	<p><b>Boards and Governance</b></p> <ul style="list-style-type: none"> <li>• Charities, Not-for-Profit Corporations (vs. the Private Sector)</li> <li>• The Role of the Board of Directors</li> <li>• Board Committees</li> <li>• Other Committees</li> <li>• Board Meetings</li> </ul>

			<ul style="list-style-type: none"> <li>• Board management</li> </ul> <p><b>Human resources</b></p> <ul style="list-style-type: none"> <li>• Staff</li> <li>• Volunteers</li> <li>• Recruiting: Attracting the right people</li> </ul> <p><b>Organizational planning</b></p> <ul style="list-style-type: none"> <li>• Mandate</li> <li>• Mission (mission statement)</li> <li>• Vision</li> <li>• Values</li> <li>• Goals: Development and evolution</li> <li>• SWOT</li> <li>• Incorporation</li> <li>• Charitable Status</li> </ul>
September 25	3	Programming and Content	<ul style="list-style-type: none"> <li>• A Review of Different Arts Organizations</li> <li>• Mission and Mandate</li> <li>• Goals</li> <li>• Strategic Planning</li> </ul>
October 2	4	The Business of the Arts	<ul style="list-style-type: none"> <li>• Incorporation</li> <li>• Charitable Status</li> <li>• Financial management</li> <li>• Budgeting</li> <li>• Bookkeeping and accounting</li> <li>• Reporting</li> <li>• Accountability</li> <li>• Compliance</li> <li>• Taxation</li> <li>• Risk management</li> </ul>
October 9	Thanksgiving Holiday – No class		
October 16	5	Media and Marketing I	<ul style="list-style-type: none"> <li>• Media vs. Marketing</li> <li>• Mandate, mission and vision: practical applications</li> <li>• Communicating vision</li> <li>• Branding and Identity</li> <li>• Traditional media</li> </ul>
October 23	Fall Break – no class		
October 30	6	Fundraising I: Special Events and Donations	<ul style="list-style-type: none"> <li>• Special events</li> <li>• Other fundraising initiatives</li> <li>• Donors</li> <li>• Sponsorships vs. Donations</li> <li>• Endowment funds</li> </ul>



			<ul style="list-style-type: none"> <li>• The changing landscape</li> <li>• Sponsorship of Special Events</li> <li>• The Role of Staff, Board, Volunteers and Other Stakeholders</li> </ul>
November 6	7	Media and Marketing II	<ul style="list-style-type: none"> <li>• Social Media</li> <li>• Contact lists and mailing lists</li> <li>• E-flyers</li> <li>• Rack cards and posters</li> <li>• Promotional Events</li> <li>• Contests</li> <li>• Partnerships</li> </ul>
November 13	8	Revenue Generation: Grants, the Public Sector and Financial Management	<ul style="list-style-type: none"> <li>• Government grants</li> <li>• Concepts of “arms length”</li> <li>• Foundations</li> <li>• Advocacy</li> <li>• Financial Management II: Planning and Budget Cycles</li> </ul>
November 20	9	Human Resources: Staff and Volunteers	<ul style="list-style-type: none"> <li>• Recruiting</li> <li>• Retaining volunteers</li> <li>• Staff and volunteer integration</li> <li>• Attracting and retaining the best people</li> <li>• Teambuilding: Management of Staff, Board and Volunteers</li> <li>• Other members of the team</li> <li>• Committees</li> <li>• Quality controls</li> <li>• Accountability</li> </ul>
November 27	10	Healthy Arts Organizations	<ul style="list-style-type: none"> <li>• Best Practices</li> <li>• Case Studies</li> <li>• Pitfalls and Disasters</li> <li>• Reputational Risk</li> </ul>

December 4	11	Careers Paths in Arts Management	<ul style="list-style-type: none"> <li>• The not-for-profit environment</li> <li>• The charitable sector</li> <li>• Arts organizations</li> <li>• For-profit arts organizations</li> <li>• Arts umbrella groups</li> <li>• Arts networks</li> <li>• Governmental organizations</li> <li>• Government agencies</li> <li>• The private sector: The arts and a healthy business environment<sup>4</sup></li> </ul>
December 8 (Friday)	12	Conclusions and Review	<ul style="list-style-type: none"> <li>• Leadership II</li> <li>• Sustainability</li> <li>• Risk management (Financial and Reputational)</li> <li>• Teambuilding as an ongoing practice</li> <li>• Growth and renewal</li> <li>• Keeping it vital: Adapting for the future</li> </ul> <p>Review of all 12 classes</p>

**Calendar of assignments**

Three in-class assignments: (September 25, November 6, November 20)	15%
Four short assignments (Due September 16, October 4, October 18, November 23,)	20%
Mid-term assignment: (Due November 5)	10%
Major Paper or Project (Due December 7)	25%
Final Exam (Date and time to be announced)	30%