

ARTS ADMINISTRATION

Course Call Number: [Click here to enter text.](#)

Course Title: Practice-Based Research for Arts Leaders

Term & Year: [Click here to enter text.](#)

Instructor: [Click here to enter text.](#)

Office Location: [Click here to enter text.](#)

University Email Address: [Click here to enter text.](#)

Phone Number: [Click here to enter text.](#)

Office Hours: [Click here to enter text.](#)

COURSE INFORMATION

Course Location and Time

[Click here to enter text.](#)

Description and Prerequisites

This is an introduction to and exploration of the scientific concepts and principles of practitioner research – of applied and evaluative research done in the professional context and driven by problems of practice. In this class, students will become familiar with the fundamentals of qualitative and quantitative perspectives and methods, and then use their growing understanding to assemble a casebook of working papers examining the economic, population, civic, and organizational characteristics that shape and nurture a community's cultural identity.

The course consists of five Modules. Each will include lecture(s) and demonstration(s), individual and group activities, and a practicum session for guided exploration and application of new concepts and procedures. Guest speakers will be invited when applicable and available. The Modules include:

1. Research Literacy
2. Quantitative Inquiry
3. Qualitative Inquiry
4. Cultural Data Project
5. Assessment and Evaluation

Practicums will be largely based on guided group activities. This format not only gives students opportunities to draw on their personal experiences for insights into topic areas and learning objectives, but also supports collaborative problem/solution identification and investigation of real-world questions.

Textbooks and Required Materials

- Fink, A. (2009). How to Conduct Surveys: A Step-by-Step Guide (4th ed.). Thousand Oaks, CA: Sage Publications.
- Patton, M. Q. (1987). How to use qualitative methods in evaluation. Thousand Oaks, CA: Sage Publications.
 - Publications.
- Robinson Kurpius, S. E., & Stafford, M. E. (2006). Testing and measurement: A user-friendly guide. Thousand Oaks, CA: Sage

Technology Requirements

COURSE OUTCOME & OBJECTIVES

Program Outcomes	Course Objectives
Demonstrate advanced knowledge of the history, structure and institutional behavior of arts organizations in the nonprofit, public and private sectors in the U.S. and, in a global context, including international cultural policy.	Students will design and conduct shareholder-focused research and evaluative projects, using evidence to identify and solve problems of practice. Students will demonstrate fundamental skills in collecting original data and accessing existing datasets such as the Census and the CDP and will be conversant with tools and processes allowing them to: <ul style="list-style-type: none"> • Monitor, assess, and evaluate programs, processes, quality management goals, and institutional effectiveness • Apply new knowledge and skills to strategic planning in marketing, fundraising, program design and implementation. • Use evidence to drive decision-making and organizational learning. • Analyze and critique the quality, claims, conclusions, and applicability of popular, scholarly, and professional publications.
Demonstrate proficiency with a sophisticated skill set emphasizing best practices with regard to: fundraising and financial management; setting goals in a mission driven (as well as a revenue driven) organization; understanding the important legal issues inherent in managing (either) performing or visual arts organizations; marketing within arts organizations; and engaging communities with the arts.	
Demonstrate competence sufficient to successfully obtain a position in the field of arts administration and/or nonprofit management.	

CLASS SCHEDULE

1	MODULE 1 Research Literacy Basic Concepts and Underlying Paradigms	What is scientific research? Why is it important to arts leaders and managers? What are important commonalities and differences between new knowledge research and practice- based evaluation? How can arts leaders and managers use research and data to improve practice and demonstrate value and impact?
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2	Research practicum Assignment: Issue brief Due Week 3	What do we know about individual and community engagement in arts and cultural activities? What are some of the barriers? What contributes to increased participation? <ul style="list-style-type: none"> • Determinants of interest and motivators of participation • Item pool
3	MODULE 2 Quantitative Inquiry	Factual, conceptual, and procedural knowledge: Collecting and analyzing, datasets, variables, basic descriptive statistics, models, QUANT validity and reliability, etc. <ul style="list-style-type: none"> • Summative – effectiveness, outcomes, results, achievements, changes, outputs, etc
4	Quantitative inquiry practicum Assignment: Conducting and analyzing surveys Due Week 6	Develop and administer a brief survey on arts participation: Frequency, values, background knowledge, motivation, expectancies, etc.
5	Quantitative inquiry practicum Assignment: Target population description and demographics Due Week 6	Worked example; case study parameters <ul style="list-style-type: none"> • Healthycity.org • Census • Zipskinny.com
6	MODULE 3 Qualitative Inquiry	Factual, conceptual, and procedural knowledge: Collecting and analyzing, thematizing, QUALITY credibility/transferability and dependability. Formative – process, progress, grow, improvement, challenges, development, etc...
7	Qualitative inquiry practicum Assignment: Developing and using an observation guide Due Week 9	Observations: Guides, narrative, mixed method, etc...
8	Qualitative inquiry practicum Assignment: Conducting an interview Due Week 9	Interviews: Open-ended, structured, semi- structured, conversational
9	MODULE 4 The Cultural Data Project Assignment: Explore the site, take the training	What is the CDP? How does it work? Who is it for? What is a data profile? How has it been used? What are other potential applications? <ul style="list-style-type: none"> • Lecture, demonstration, practice • Generate questions of interest

10	CDP practicum Assignment: Cultural resources within the case study community; descriptive analyses using CDP aggregated data Due Week 11	Analyze a published report that uses CDP data <ul style="list-style-type: none"> • What were the key questions? • What approaches did the researchers use? • How effective is the report?
11	MODULE 5 Assessment and Evaluation	Why evaluate? What do we mean when we talk about "evaluation"? What is a theory of change? How are assessment and evaluation really used in the professional context? What is the role of the funding community in the development of evaluation priorities? How can on-the-job research and benchmarks be used to promote continuous institutional improvement and problem solving? About assessing and monitoring projects and organizations?
12	A&E Practicum	Kirkpatrick's Four-Level Model
13	Group and Individual Work on Casebooks and Work Samples	
14	CASEBOOKS Selected findings, discussion and critique	Celebrate!
15	Final Exam	---

ASSIGNMENT & ASSESSMENTS

Assessment	Weight
Casebook (includes all 7 assignments)	80
Casebook Presentation	10
Class participation	10
Total	100 points

INSTRUCTOR POLICIES

Class Participation

(Sample text)

I expect you to attend every class. You are responsible for completing all of the required assignments. I expect all students to participate in class discussions, contributing ideas and perspectives on topics or art. All your work should incorporate aspects or issues addressed in class in relation to your personal or professional interests.

You are expected to assist in maintaining a classroom environment that is conducive to learning. In order to assure that everyone has an opportunity to gain from time spent in class, unless otherwise approved by the instructor, you are prohibited from using cellular phones or beepers, checking your email or surfing the internet, updating your social networking sites, eating or drinking in class, making offensive remarks, reading newspapers or magazines, sleeping or engaging in any other form of distraction. Inappropriate behavior in the classroom shall result in, minimally, a request to leave class, which will be counted as an unexcused absence

Attendance Policy

(Sample text)

- After three absences your entire final grade will drop one letter grade per additional absence.
- If you miss more than six class meetings, you will fail the course.
- Two tardies, leaving early, excessive breaks will count as one absence.
Any student that misses more than 5 classes for either personal or medical reasons will be encouraged to drop the course.
- If you miss role call, it is your responsibility to see that the record is corrected from an absence to a tardy if you are late.
- If you miss a class please ask another classmate for information on the material we covered that day. If your absence is excused by the instructor (documented medical or documented emergency), please make an appointment to review missed material.
- Missing a critique day will lower your letter grade for the semester by one.

Late Work/Make-Up Work Policy

(Sample text)

Students may write a 2-page précis on the day's assigned readings in order to make up for discussions missed due to absences, but only for the first three absences. NO extra credit will be given to make up for excess absences.

Late work may be subject to a penalty of 10% deducted from the assignment's value per day the work is late, unless the student provides proof of an acceptable mitigating circumstance: serious illness, death of a family member, or other circumstance if approved by the instructor.

Grading

(Sample text)

A = Excellent (100-90%)

B = Above Average (89-80%)

C = Average (79-70%)

D = Inferior (69-60%) [passing but not necessarily satisfying degree requirements]

F = Failure (59% or below)

UNIVERSITY & DEPARTMENT POLICIES

Academic Integrity

Accommodations/Disabilities

Library Support

Course Content and Schedule Changes

Incomplete Grade Policy

STUDENT RESOURCES

Document Formatting

(Sample text)

All written materials and assignments must be typewritten or word-processed utilizing the following format. NO handwritten papers will be accepted.

- 1-inch margins
- Times New Roman, size 12
- Double spaced
- Heading: your full name, the date, and the assignment title at the top of the first page
- Correct use of citations, if applicable
- Included illustrations, if any, must be located at the end of the document (not in line with text), accompanied by correct citations, and DO NOT count towards total page length of the assignment.

Discussion Guidelines

(Sample text)

1. Comments should address the idea under discussion, not the person who proposed the idea.
 2. Whether discussing a work of art, idea, or other topic, every evaluative statement should be accompanied by a rationale.
“_____ [specific aspect] was _____ [good/bad/other value judgment] because _____ [rationale or criterion].”
 3. Use disciplinary-specific vocabulary whenever possible.
 4. If commenting on a fellow student’s paper or presentation, lead with a positive statement before offering a negative criticism. “I liked ___ because ___, but I don’t think that your _____ was as successful because _____.”
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Discussion is among the most important activities in any class, so your attention should remain undivided. Absolutely, positively no cell phones or other electronic devices may be used during class. Electronics must be powered off, unless you have a unique personal reason for which you have received prior approval by the instructor.

Web Links

Click here to enter text.

Bibliography or Recommended Readings

Click here to enter text.

Attachments-1

Written directions for assignments

Case study design

In this course, students will develop individual casebooks in which they investigate and analyze characteristics of a distinct "case" – a city or community in the metropolitan area (TBD) with rich cultural, civic, and educational resources. All students will use the same case as the setting for their research; however, group work, readings, and at-home assessments may also examine other regions/settings and tangential questions raised in the literature or generated in group discussions.

Field trips

Students will attend at least one cultural activity of their choice (i.e., visit a gallery, see a play, go to a concert) offered in the case study community.

Quizzes

Take-home quizzes will be used to assess content knowledge.

Projects

Students will complete 1-2 "practice" projects associated with the learning objectives for each Module.

Module 1

- Issue brief: What do we know?

Module 2

- Survey research: Why do/don't people participate in the arts?
- Target population analysis: Who are our constituents?

Module 3

- Observations: The Lifeworld
- Interview research: What was it like?

Module 4

- CDP profile: How many, how funded, what size(s), what trends, who's attending?

Module 5

- Measuring and monitoring: Is it working?

Casebook presentations

The seven assignments will be compiled into a research casebook and students will present selected findings of interest at the final class meeting.

Attachments-2

Grading Rubrics for Assignments

(Sample text)

Written Assignment Rubric

	5 excellent	4 good	3 satisfactory	2 unsatisfactory	1 very poor	0
Text adequately addresses assigned question or topic						
Use of additional resources						
Use of proper English/overall quality of writing						
Meets due date						
Correct format						
Length meets assignment specifications						

Total Points = ____ / 30