INSTRUCTOR CONTACT INFORMATION:

Maren Brown
Maren Brown Associates, LLC
Florence, MA
413-313-4097
mtbrown@acad.umass.edu
Office Hours: by appointment

TECHNICAL SUPPORT CONTACT INFORMATION:

Students enrolled in UMass Online courses seeking technical assistance can get help 24 hours a day, 7 days a week, by doing one of the following:

- phone: 1.888.300.6407
- email: amherstsupport@umassonline.net
- See www.amherst.umassonline.net for technical support related information about this class. Click on http://help.perceptis.com/umass_amherst_chat_user_info.php for a live text chat with Amherst support.

ABOUT THE INSTRUCTOR:

Maren Brown has over 25 years of experience in the field of arts management, primarily in museums (art, history and science museums) and higher education. She received both her graduate (MBA) and undergraduate degrees (B.A., Women’s Studies with a concentration in arts management) from the University of Massachusetts Amherst. She is the principal of Maren Brown Associates, LLC, an arts consulting firm. For six years, she served as the director of the Arts Extension Service, where she offered training programs around the nation in a variety of arts management subjects, including marketing, creative economy, evaluation, strategic planning, financial management, grant writing and others. She is the co-editor of the 5th edition of Fundamentals of Arts Management, and a contributor to Partners in Creative Economy Planning Workbook, and is the new editor of the 6th edition of Fundamentals of Arts Management, which will be available in 2013. Maren is a practicing egg tempera painter, and frequently works with individual artists on their business development issues. During her career, Maren has directed an arts council (funding organization) and a museum school,
originated a family program series, developed school tours, curated an exhibition series of regional artists, and served a variety of other functions in museums. She founded and co-led the local arts agency, the Western Massachusetts Arts Alliance from 2000-2005, and served as a Trustee on the Plan for Progress (a regional planning board). She has served on several other non-profit boards over the years. For over a decade, Maren has worked with individual artists and arts managers on developing specific strategies to improve their marketing efforts. She is particularly interested in arts participation concepts as they relate to marketing, and this emphasis is reflected throughout the class.

COURSE DESCRIPTION:
This course will introduce you to the fundamentals of marketing the arts. You will learn basic marketing concepts such as understanding the marketing mix, utilizing environmental analysis, developing position statements and branding an organization to help you formulate effective marketing strategies. A particular emphasis will be placed on understanding audiences and building participation in your programs and services. All of your assignments will culminate in the development of a marketing plan for a case study organization—ideally your own—that will serve as the focus of the class. This course is designed for individuals with all levels of marketing experience in arts organizations and non-profits.

PREREQUISITES:
In order to complete the assignments for this class, you will need to have and know how to use Microsoft Word (or comparable word processing program) and Adobe Acrobat (Reader).

COURSE OBJECTIVES:
- To demonstrate an ability to analyze an organization’s current marketing orientation through discussions and written assignments.
- To contribute to the creation of a ‘community of practice’ with your fellow classmates and instructor that helps you to refine and deepen your marketing skills, as evidenced through participation in weekly discussions and feedback sessions.
- To access online market research tools and reference materials to help broaden your awareness of arts marketing methods, as demonstrated through research activities and written assignments.
- To use secondary research sources to define and better understand audiences and competition as evidenced in discussion sections and written assignments.
- To understand how to use surveys to assess audiences and produce and analyze sample surveys to assist you in your marketing efforts.
- To understand and research competitors of your case study organization, as evidenced in your written assignments.
- To develop an understanding of positioning statements, which help to define an organization in relation to its audiences and competition, as evidenced in the completion of a written positioning statement for a case study organization.
- To demonstrate an understanding of marketing methods and strategies through the development of a written marketing plan for a case study organization.
• To learn skills in team work as demonstrated through group projects (for those who participate in this aspect of the course).
• To learn skills in group facilitation as demonstrated in the moderation of discussion threads.

**HOW TO START THIS CLASS**

For those of you who have never taken an online class, the process can be a bit disorienting. For students who have formerly taken our classes: *We have switched from Blackboard Vista to the new Blackboard Learn.* Taking the time to familiarize yourself with the features of the class before you plunge in will help to smooth the transition to this new system.

I suggest that you take the following steps to get started with this class:

1. Begin by reading this syllabus in its entirety.
2. Order the books listed under “Required Readings” below.
3. Under your Courses tab on the main Blackboard screen, you will see Student Orientation for Blackboard Learn. This is a general overview of Blackboard Learn provided by the University. Although not all of the information will be applied directly to this class, it is a quick and effective way to get oriented with the system.
4. Click on the every button on the screen to explore the site.
5. Explore the folders contained on the Welcome screen for this course, especially the Start Here & Helpful Links folder.
6. Click on the Weekly Content link in the left-hand course menu to access the course content, then Week 1 to access the lecture and discussion threads for your first class (this folder will not be open for viewing until the first week of class).
7. Take the Introductory Course Survey in Start Here & Helpful Links > Course Surveys.
8. Read the instructions below.

**HOW THIS CLASS IS ORGANIZED**

In order to orient you to this class, I’ve provided a basic overview of the location of the main areas of the your Blackboard Learn course. The site is designed to be as user-friendly as possible. Below I’ve identified the key components of the class, and which navigational links to use to access them.
HOW TO ACCESS YOUR WEEKLY COURSE WORK

Open **Weekly Content** in the **Welcome** screen or course menu to access your weekly course work.

On the **Weekly Content** screen you will find links to each week containing a lecture, discussion question(s), feedback, and readings.

*Note: Only a few weeks are visible in the early weeks of the semester. You will not be able to view any weekly content until the first official day of the course.*

HOW TO ACCESS THE COURSE CALENDAR

The date of each class and associated assignment due dates can be found in a PDF located in the **Course Calendar** link on the course menu under your syllabus. You will also find the course calendar in this syllabus.
HOW TO ACCESS YOUR WEEKLY DISCUSSION AND FEEDBACK TOPICS

Almost every week, you are asked to respond to an open-ended question about a particular aspect of the lecture or readings. You will also post your weekly Assignment in the Feedback section so that your peers can offer feedback on your written assignment (see below). Everyone must offer feedback on at least one other student’s paper each week. You can access the discussion and feedback areas in two ways. Click on the Week’s link in Weekly Content, or click on Discussions & Feedback on the course menu bar located at the left side of the screen.

A tutorial on posting in Discussion forums is located in your Student Orientation course under “Collaborating”.

HOW TO ACCESS YOUR WRITTEN ASSIGNMENTS

You will upload written assignments in response to problems that I pose for the class. You can find your assignments by clicking on the link for the appropriate week in Weekly Content or clicking the Assignments link in the Course Menu. When you are ready to submit your assignment, click on the course module for that week and navigate to the weekly written assignment. Former Blackboard Vista students please note: the Publishing option in the Assignments tool is no longer available. You must also post your assignment in the Feedback forum for that week so that other students may read and respond to it.

A tutorial on posting Assignments is located in your Student Orientation course under “Assignments and Grades”.

Arts Marketing SAMPLE Syllabus
Arts Extension Service, University of Massachusetts Amherst
HOW TO TAKE TESTS/QUIZZES

Exams and surveys can be accessed in the Tests link in your course menu, or through the link for the week when the exam is assigned.

TASKS & ANNOUNCEMENTS PAGE

Access the Tasks & Announcements page by clicking to it from the course menu. Under My Announcements is where you will find announcements posted by your instructor. In your To Do list you will be able to view your upcoming assignments. (Please note: Discussion & Feedback will not appear in your To Do list) You can customize this page to your liking by clicking Customize Page in the top right corner.

CYBER CAFE

In addition to the above, I want to alert you to a special discussion area I’ve created called the CYBER CAFE, where you will have the opportunity to have off-topic discussions with your classmates. CYBER CAFE is located on the home page area of the site or again, click on the Course Tools bar on the left of the screen. Here you can connect with other classmates about topics unrelated to the week’s assignments.

Who’s Online

Finally, if you are working and have a question or just want to talk to a peer, look on the Course Tool bar, click on Who’s Online, and it may be possible that a classmate is working. You can send him/her a Chat invitation visible only to you. This is a great feature, but please be respectful of other’s time!
HOW TO CHOOSE A CASE STUDY ORGANIZATION:
This is a practical course that enables you to learn the principles of an audience-focused approach to marketing arts organizations and apply these principles to a case study organization. The class will culminate in the preparation of a marketing plan that offers specific strategies for enacting marketing ideas and concepts learned in the course.

A Note About Confidentiality: None of your assignments require you to identify your case study, which you can keep entirely confidential (assigning a fictitious name), should the organization be concerned about revealing its operations.

Option #1: Choose Your Own Organization (highly recommended): If you are currently working in an arts or culture organization, you will get the most out of this class if you use your own institution as your case study organization. If you are not currently responsible for developing and/or marketing programs in your organizations, ask the people in these roles if they would work with you on the assignments.

Option #2: Choose Another Non-Profit Organization With Which You Are Familiar: You may obtain similar results by working closely with a nonprofit organization of which you are not a member. For instance, if you volunteer for a nonprofit agency, we recommend you use that organization as your case study organization, even if this organization is not solely focused on the arts. We have had many students who work at non-arts agencies that apply the learning to their unique environments.

Option #3: Contact An Area Arts Agency or Non-Profit: If you are a full-time student or not associated with an organization, then you must find one that you can observe. If you have a friend who runs a social service organization that may be a better case study than an arts council whose leaders are not interested in your learning. This is the least preferred route, since it is often difficult to arrange access to a non-profit agency’s information on such short notice. In the best case, the organization’s marketing staff will be your partners in learning and will expect to see tangible results from your practical studies. Two outcomes will follow: you will increase your personal marketing understanding and skill and your organization's marketing will become more effective. You may also learn a lot by studying an actual nonprofit organization and developing marketing plans that you may not actually apply. Here your learning will be more academic. You must still take assignments seriously because my lectures are necessarily spare in this virtual classroom and we depend a lot on practical applications to learn.

Option #4: Select from our new list of arts organizations willing to work with you. Located around the country, these case study organizations need your assistance and deserve your best work! Plan to sign a letter of understanding. For information, speak to Dee Boyle-Clapp at 413-545-5241.
If you have trouble... You must identify your case study organization the first week of class. If you have any trouble, send an email message to me (mtbrown@admin.umass.edu) and I'll advise you.

ASSIGNMENTS
As mentioned above under “How this Class is Organized,” you will be asked to complete three assignments every week (in addition to required readings and moderation of at least one discussion or feedback thread). Some of these assignments may be substituted with other activities (such as an exam), but generally, you will be required to do the following each week:

1. A WEEKLY DISCUSSION TOPIC, in which you are asked to respond to an open-ended question about a particular aspect of the lecture. Each week, one or two students will be assigned the task of moderating this discussion thread. Please see MODERATION OF DISCUSSIONS below.

2. A WRITTEN ASSIGNMENT, where you will upload a weekly one-page written assignment in response to a problem that I pose for the class.

3. A FEEDBACK AREA, in which you are asked to offer feedback on at least one written assignment of a fellow classmate. Each week, one or two students will be assigned the task of moderating this feedback thread. Please see MODERATION OF DISCUSSIONS below.

LATE ASSIGNMENT POLICY:
Only students with documented disabilities (see Students with Disabilities section below) are permitted to submit their assignments later than the due dates above. If your assignment is one week late, you will be marked down one full grade (for credit students only). Assignments submitted 10 days beyond their due dates or later will receive an F. This includes discussion and feedback postings, exams and all written assignments.

MODERATION OF DISCUSSION THREADS
Beginning in the second week of class, each student will be assigned the task of moderating one feedback or discussion topic as a way to build community and foster a deeper engagement with course material. While I will be watching the discussion threads, my role will be to provide summary comments and respond to questions directed at me. Moderators will be asked to do the following:

 Read and respond to all main student discussion threads.
 Pose follow up questions to stimulate discussion, drawing upon class material.
 Foster a civil and positive classroom environment.
 Move “off topic” conversations to the designated chat room area.

If you are not available to moderate the discussion during your assigned week, it will be your responsibility to swap dates with another student and notify your instructor of this change.

APPLIED LEARNING
You will learn from this course no matter how you learn best -- reading, writing, or doing. Your best and deepest learning will likely be through application, the practice you'll get from completing assignments.

Assignments can mean real organizational change or academic practice. We designed the course so you will implement what you learn as you learn it. Then you will learn best and your organization will benefit immediately from your work. The effect on your organization should be as profound as if a dedicated management consultant was in residence for the duration of your course.

However, you may prefer to do the assignments but not actually apply them to your case study. This may be prudent if you do not have support from organization leaders. If this is true for you, you would do assignments as exercises but not implement them. Please let me know how you will treat assignments.

You will learn principles and skills from the text, the written lectures, and threaded discussions with me and with your fellow learners. But it is the application of a tool or principle that makes the learning stick.

You may find the requirement to complete an assignment or two each week demanding given your other responsibilities. I urge you to take them seriously, to take the time required to do them well and you will be amply rewarded.

REQUIRED READINGS:
This class will draw from the following required text:

Fundamentals of Arts Management, fifth edition, 2007 (published by the Arts Extension Service). If you do not already own a copy of the Fundamentals of Arts Management, please order one today by ordering online by visiting the UMass Outreach Bookstore web site at http://www.umassextensionbookstore.com/store.php?crn=233&rn=637&action=show_detail to purchase the book online. The cost of the book is $65.00, plus Shipping and Handling. Note that the bookstore does not ship international orders, so contact the Arts Extension Service to discuss options.

INSTRUCTOR FEEDBACK:
You will find my comments on your assignments in the same feedback area you use to respond to your fellow classmates written assignments (see “How this Class is Organized” above). Similarly, I will respond to discussion threads in the same area that you and your classmates offer responses to each other.

I usually log in to the course twice weekly, on Mondays and Thursdays, to check discussion threads and assignments and participate in the feedback and discussion areas. I will notify you to any significant variations in this plan.
If you are new to distance education, you may find it frustrating to post a question (say on Friday) and not hear back from me until the next Monday. If a question is urgent, you may email me.

METHOD OF EVALUATION/GRADING:

INFORMATION ABOUT ACADEMIC CREDIT AND CERTIFICATION PROGRAM:

Availability of Undergraduate and Graduate Credit:
For many of you this is a non-credit course. The Arts Extension Service may grant three undergraduate credits for additional fees. This must be done prior to the start of the semester.

Students enrolled in a graduate course may seek permission from their advisors to use this course to fulfill independent study or practicum graduate course requirements. Contact your advisor and the Arts Extension Service for more information at aes@acad.umass.edu. Credit students are held to a higher standard for class participation and assignments (see below).

Certificate in Arts Management
The Arts Extension Service offers a noncredit Certificate in Arts Management for those who successfully complete (with a passing grade) any four of the online courses offered by AES. A Professional Track Certificate is granted to those who successfully complete all eight courses. This course may be used towards the completion of your certificate program.

GRADING:
I will update the grade book regularly to reflect the completion of your assignments. Please check the Grade Book to see if I have recorded all of your work, and notify me if I have missed a contribution.

Noncredit Students:
Unless you take the course for credit, completed assignments are graded "pass" or "fail." To pass, you must make three contributions for each weekly session:
1) write and post your written assignment by due date indicated above (due dates are specified under the heading “Assignments” above)
2) post your answer to the weekly discussion topic by due date that responds completely to the assignment, then respond to the postings of at least 2 other students.
3) post at least one reply to a fellow student on his/her written assignment by the due date.
You will get a grade of pass or fail in the Grade Book for each of the contributions you make in each weekly session. I may ask you to resubmit incomplete assignments.

Credit Students:
Grading will be based on the following criteria:

1. Written Assignments and Exams: 50% of overall grade
You will be assigned papers and a final plan. Written assignments will be assessed according to the criteria below. Written assignments and exams comprise 50% of your overall grade.

<table>
<thead>
<tr>
<th>Written Assignments and Exams</th>
<th>Exceeds minimum expectations (Letter Grade=A)</th>
<th>Meets Minimum Expectations (Letter Grade=B)</th>
<th>Needs Improvement (Letter Grade=C)</th>
<th>Does not meet minimum expectations (Letter Grade=D)</th>
<th>No participation (Letter Grade=F)</th>
<th>PASS (P)</th>
</tr>
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<tbody>
<tr>
<td>(4 points)</td>
<td>EXCELLENT level of analysis that applies course concepts to case study organization. Paper demonstrates the student has learned the assigned principle or task. Student’s original work responds fully to the assignment. Papers are presented professionally, clearly and on time.</td>
<td>(3 points)</td>
<td>BASIC level of analysis or did not fully respond to assignment. Paper may be poorly organized or contain significant grammar or spelling errors.</td>
<td>(1 point)</td>
<td>SUPERFICIAL level of analysis, minimal effort, or paper is late and downgraded accordingly. Student does not respond fully to the assignment or provides incomplete or missing answers.</td>
<td>(0 points)</td>
</tr>
</tbody>
</table>

2. Discussion Contributions and Moderation: 30% of overall grade
Almost every week, you are required to contribute to a discussion thread, by responding to questions posed by the instructor. Create a new thread to respond to the discussion topic. I will grade your discussion topic and response using a rubric below. Discussion threads and moderation comprise 30% of your overall grade.

<table>
<thead>
<tr>
<th>Exceeds</th>
<th>Meets</th>
<th>Needs</th>
<th>Does not meet</th>
<th>No</th>
<th>PASS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Thread Contributions and Moderation</td>
<td>minimum expectations (Letter Grade=A)</td>
<td>Minimum Expectations (Letter Grade=B)</td>
<td>Improvement (Letter Grade=C)</td>
<td>minimum expectations (Letter Grade=D)</td>
<td>participation (Letter Grade=F)</td>
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<td>(4 points) EXCELLENT level of analysis. Student contributes and responds fully to the discussion question(s), and inspires deeper reflection and learning in the group. Substantively posts to two or more students’ discussion threads. Evidence of contact with case study organization, where applicable.</td>
<td>(3 points) THOROUGH level of analysis. Student responds fully to the discussion question(s), and demonstrates evidence of active engagement in the class (high number of postings read and responses offered). Substantively posts to at least one other student’s discussion thread. Evidence of contact with case study organization, where applicable.</td>
<td>(2 points) BASIC level of analysis. Student responds to the discussion question(s). Posts to at least one other student’s discussion thread. Evidence of contact with case study organization is apparent, where applicable.</td>
<td>(1 points) SUPERFICIAL level of analysis. Student responds to the discussion question(s). Fails to post to at least one other student’s discussion thread. No evidence of case study contact, where applicable.</td>
<td>(0 points) No posting.</td>
<td>(10 points) For noncredit students only: this posting receives a grade of C or better.</td>
</tr>
</tbody>
</table>

**3. Feedback Thread Responses: 20% of overall grade**
Almost every week, you are required to download one other student’s written assignment and respond to it in a feedback discussion thread. Create a new thread for each response you offer. Feedback comprises 20% of your overall grade.

<table>
<thead>
<tr>
<th>Feedback Thread</th>
<th>Exceeds minimum expectations (Letter Grade=A)</th>
<th>Meets Minimum Expectations (Letter Grade=B)</th>
<th>Needs Improvement (Letter Grade=C)</th>
<th>Does not meet minimum expectations (Letter Grade=D)</th>
<th>No participation (Letter Grade=F)</th>
<th>PASS (P)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(4 points) EXCELLENT level of analysis and offers constructive criticism of a fellow</td>
<td>(3 points) THOROUGH level of analysis of a fellow student’s paper.</td>
<td>(2 points) BASIC level of analysis of a fellow student’s paper.</td>
<td>(1 points) SUPERFICIAL level of analysis of a fellow student’s paper.</td>
<td>(0 points) No posting.</td>
<td>(10 points) For noncredit students only: this posting receives a grade of C or better.</td>
<td></td>
</tr>
</tbody>
</table>
QUALITY IN DISCUSSIONS....
This is usually the easiest area for students in my classes. They tend to do well in discussions as a whole. Students who receive higher grades tend to ...

- respond fully to the discussion questions (this may seem obvious, but it is often overlooked!)
- are comprehensive and reflect a comprehension of the material presented (or at least, an effort to comprehend it!)
- acknowledge and build upon the responses of others
- display a high level of grace and encouragement of others, and draw upon personal experience to help others to overcome challenges in their case study organizations or to grapple with the discussion questions. We are all learning together!
- remember to move off-topic discussions to a chat room so you have privacy and so others are not looking for content in the weeds

QUALITY IN FEEDBACK ...
This is typically the most problematic part of the course for students. This is partly due to shyness and a lack of familiarity with how to go about giving feedback to others in the course without offending them. My experience is that, with sensitivity and encouragement, you can offer substantive feedback that is both constructive and positive.

When providing peer-to-peer feedback on the written assignment of one other student each week, a student who receives a higher grade will often ....

- compare and contrast information within another student’s assignment or draw upon that student’s other written assignments, for example... “John, I noticed that you had a significant change in your marketing expenses from FY09 to FY10. Was this due to the new web site design you mentioned in your previous posting or were there other reasons for this change?....etc.”
- draw upon other content in the course and apply it in the feedback they offer others. “...As we learned in the book (or lecture), program budgets are typically broken down by three main program areas of program, fundraising and administration. I noticed that your structure did not follow this but...”
- draw upon their own experiences and weave this into their analysis of other student’s work, offering respectful and sensitive advice to others, while paying attention to the content of the assignment.
- respond comprehensively to a fellow student’s work, not with a one-line response, but a more elaborate and in-depth reflection on the work.

QUALITY IN WRITTEN ASSIGNMENTS...
Written assignments that receive higher grades tend to...
respond fully to the assignment and address all questions.

• draw upon course materials and other resources—either the lecture, supplementary readings or book. Those that are worthy of the highest grade draw upon additional resources that they have spent the time to research (interviews, other readings, personal experiences. etc.).

• expand upon the assignment by bringing in specific examples from the student’s case study organization that demonstrate that the student has really engaged in the assignment and learned something new from it.

• be well written—demonstrating good writing skills, lacking in spelling or grammar errors and other structural defects. This also includes visual presentation—assignments where a student spent time to present the assignment well also distinguish outstanding work from average work.

STUDENTS WITH DISABILITIES:
The University’s nondiscrimination policy, which can be found at 
http://www.umass.edu/eod/aapolicy.html outlines the University’s commitment to accessibility for all students. If you have a documented disability, please contact the Disability Services department to get assistance with accommodations, and they will work with me to make this course fully accessible to you. Please see their brochure about accommodations at http://www.umass.edu/eod/brochures/ds.pdf and their web site at http://www.umass.edu/disability/index.html.

ACADEMIC HONESTY POLICY:
The University prohibits dishonesty in all programs of the University. According to University policy, “academic dishonesty includes but is not limited to: cheating, fabrication, plagiarism, and facilitating dishonesty.” Please see the University’s academic honesty policy for a full definition of academic honesty and our statement of policy. Obviously, I will be very strict about enforcing this policy in all of your assignments, so please read and be aware of this policy: http://www.umass.edu/dean_students/codeofconduct/acadhonesty/.

INCOMPLETES AND WITHDRAWALS:
Please keep up with the work each week and move through assignments, discussions, and feedback together with other students. I will not accept or grade more than two weeks of late assignments posted at the end of the course.

If you are falling seriously behind in your work, I highly recommend that you withdraw from the class by the mid-semester deadline, so that a failing grade does not appear on your transcript. If you are in this predicament, please go to the academic calendar page at http://www.umass.edu/Registrar/gen_info/academic_calendar.htm and scroll down to the current semester to locate the last day to drop with a “W.”

EXTRA CREDIT POLICY:
I do not offer extra credit for coursework, except in those cases where I have created an additional assignment or exam that is specifically marked “extra credit.” You will not receive extra credit for reworking graded assignments, nor will I change grades with further editing.

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