



UNIVERSITY OF CALGARY
FACULTY OF ARTS
SCHOOL OF CREATIVE AND PERFORMING ARTS
Course Number and Title: SCPA 401 Performing Arts
Management
Session: Spring 2019

Instructor Office Email	Dr. Pil Hansen CHD 008 pil.hansen@ucalgary.ca
Day(s),time(s) and location of Class	Sessions with new online course contents and tasks are released at 11am on Mondays, Wednesdays, and Fridays from May 6 through June 17 and students are expected to complete them before the next session is released. Students can do so from anywhere and at any time of the day/night. All students need access to a computer and the internet. Students are advised to spend to 8-9 hours of study time per week on course contents and participation plus additional time to complete assignments.
Learning resources: required readings, textbooks and materials	All readings, lectures, case files, discussion tasks, and assignments will be posted on D2L and released as the course progresses through modules and sessions.
Prerequisites	9 units in courses labelled Dance, Drama, Music, Music Performance or School of Creative and Performing Arts
Course description	<p>Introduction to politics, strategies, and practices of marketing and fundraising as they apply to non-profit performing arts companies.</p> <p>We will look at factors and stakeholders to consider and steps to take when planning marketing and fundraising initiatives for the performing arts. Students will both study the nuts and bolts of marketing/fundraising and learn how to make effective choices through strategic thinking. We will draw rich examples of strategies and concrete marketing/fundraising materials from our three case companies: Kaeja d’Dance, Buddies in Bad Times Theatre, and the Vancouver Intercultural Orchestra. Finally, students will create strategic plans and marketing/fundraising documents that would help one of these companies prepare for the future.</p>
Course learning outcomes	<p>By the completion of this course, successful students will be able to:</p> <ol style="list-style-type: none"> 1. Consider the relationship between stakeholders, how the arts are valued, and how they are funded. 2. Understand marketing and fundraising plans that target this relationship strategically. 3. Develop mission-based marketing and fundraising plans. 4. Consider new trends and marketing or fundraising opportunities. 5. Produce basic marketing and fundraising documents. 6. Review the effectiveness of such documents with reference to a strategic plan. 7. Prepare to shape an unknown future.
Course schedule	<p>The course is divided into two main modules that are designed with the same structure, types of contents, and assignments. The schedule below is advisory, minor changes may occur.</p> <p>May 6. Introduction</p> <p style="text-align: center;">Module 1: MARKETING</p>

	<p>May 8. How do we view our audiences? May 10. Who are we making art for? May 13. Nuts and bolts of performing arts marketing May 15. Branding and entrepreneurial marketing May 17. The strategic planning process May 20. Group Task (all): Designing a strategic marketing plan May 24. Individual Task (first half of group): Realizing a strategic marketing plan May 27: Individual Task (second half of group): Reviewing marketing documents</p> <p style="text-align: center;">Module 2: FUNDRAISING</p> <p>May 27. The economy of supporting artistic missions May 20. Arts funding and economic sustainability May 31. Nuts and bolts of fundraising the performing arts June 3. Public and Private Fundraising June 5. Fundraising strategies of Case Companies June 7. The financial version of projects June 10. Group Task (all): Designing a strategic fundraising plan June 14. Individual Task (second half of group): Realizing a strategic fundraising plan June 17. Individual Task (first half of group): Reviewing fundraising documents</p>
<p>Assessment components</p>	<p>Assignment 1: Quizzes (4) Value: 15% Due Dates: May 13 and 17, June 3 and 10 – all at 11am. Description: The 4 quizzes measure student’s ability to relate and compare key concepts from the course material and make strategic choices based on them. The 3 of the 4 quizzes that receives the highest score contribute to the grade.</p> <p>Assignment 2: Group Strategies (2) Value: 25% Due Dates: May 24 and June 14 at 11am. Description: Groups of 4-5 students are tasked to first develop a marketing strategy for a case company and then repeat the task developing a fundraising strategy. The grade is calculated as the average score of the two tasks. Type: Co-authored google-doc assignment of 300-600 words.</p> <p>Assignment 3: Individual Document (1 each) Value: 30% Due Dates: May 27 or June 17 at 11am. Description: Individual group members each create either a marketing document or a fundraising document to help realize the group strategy. Type: social media blog/vlog, teaser updates, or event; press release; newsletter; educational sales folder; event flyer; crowdfunding page; corporate funding appeal; or foundation grant application with accompanying written description of intended effect (150-300 words) and graphic design components (max 50 words).</p> <p>Assignment 4: Peer Feedback (2-3 each) Value: 15% Due Dates: May 29 or June 19 at 11am. Description: Each student will offer productive feedback to 2-3 of their group members with the aim of strengthening the group’s ability to effectively meet their strategic objectives. Type: Fillable form with space for comments and an evaluative rubric.</p> <p>Participation</p>

	<p>Value: 15%</p> <p>Description: This grade reflects each student’s degree of engagement with course materials and tasks, the timeliness of their participation, the frequency of their contribution to discussion fora, and the quality of their contribution to discussion fora.</p> <p><i>Note that all students will work in groups to develop a strategic plan in each course module. In the first module, half of the group members will also complete the individual document assignment while the other half will complete the peer feedback assignment. In the second module these students switch assignment type.</i></p>																																										
Assessment expectations	<p><u>Expectations for Writing:</u> Writing skills are important to academic study across all disciplines. Consequently, instructors may use their assessment of writing quality as a factor in the evaluation of student work. Please refer to the Undergraduate Calendar E.2 Writing Across the Curriculum policy for details.</p> <p><u>Late Assignments</u> There is no direct penalty for completing tasks and submitting assignments late, but such lateness will affect student’s course grade in several indirect ways: 1) Timeliness of engagement with all course contents, tasks, and assignments counts as one of seven assessment criteria towards the Participation grade. 2) Peer feedback counts as one of six assessment criteria towards the Individual Document grade (if the Individual Document is submitted late, then peer feedback will not be provided, and the student will fail this aspect of the assessment). 3. Each quiz is only available for one week. After failing to complete one quiz, students will receive 0 points for incomplete quizzes.</p>																																										
Grading scale	<p>For the course as a whole, letter grades should be understood as follows, as outlined in the section F.1.1 Undergraduate Grading System of the Undergraduate Calendar for 2018-2019:</p> <table border="1" data-bbox="451 1077 1485 1890"> <thead> <tr> <th>Grade</th> <th>Grade Point Value</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>A+</td> <td>4.00</td> <td>Outstanding performance</td> </tr> <tr> <td>A</td> <td>4.00</td> <td>Excellent performance</td> </tr> <tr> <td>A-</td> <td>3.70</td> <td>Approaching excellent performance</td> </tr> <tr> <td>B+</td> <td>3.30</td> <td>Exceeding good performance</td> </tr> <tr> <td>B</td> <td>3.00</td> <td>Good performance</td> </tr> <tr> <td>B-</td> <td>2.70</td> <td>Approaching good performance</td> </tr> <tr> <td>C+</td> <td>2.30</td> <td>Exceeding satisfactory performance</td> </tr> <tr> <td>C</td> <td>2.00</td> <td>Satisfactory performance</td> </tr> <tr> <td>C-</td> <td>1.70</td> <td>Approaching satisfactory performance.</td> </tr> <tr> <td>*D+</td> <td>1.30</td> <td>Marginal pass. Insufficient preparation for subsequent courses in the same subject</td> </tr> <tr> <td>*D</td> <td>1.00</td> <td>Minimal Pass. Insufficient preparation for subsequent courses in the same subject.</td> </tr> <tr> <td>F</td> <td>0.00</td> <td>Failure. Did not meet course requirements. Several Faculties utilize an F grade that does not carry weight in calculating the grade point average. This will be noted in the calendar description as “Not Included in GPA” where applicable.</td> </tr> <tr> <td>**I</td> <td>0.00</td> <td>Incomplete. Sufficient work has not been submitted for evaluation, unable to adequately assess. May also be used when a final exam is not submitted.</td> </tr> </tbody> </table>	Grade	Grade Point Value	Description	A+	4.00	Outstanding performance	A	4.00	Excellent performance	A-	3.70	Approaching excellent performance	B+	3.30	Exceeding good performance	B	3.00	Good performance	B-	2.70	Approaching good performance	C+	2.30	Exceeding satisfactory performance	C	2.00	Satisfactory performance	C-	1.70	Approaching satisfactory performance.	*D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject	*D	1.00	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.	F	0.00	Failure. Did not meet course requirements. Several Faculties utilize an F grade that does not carry weight in calculating the grade point average. This will be noted in the calendar description as “Not Included in GPA” where applicable.	**I	0.00	Incomplete. Sufficient work has not been submitted for evaluation, unable to adequately assess. May also be used when a final exam is not submitted.
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Deferrals of exams/term work	<p>It is possible to request a deferral of term work or final examinations for reasons of illness, accident, family or domestic affliction, or religious obligations. Please check with your advisor if any of these issues make it impossible for you to sit an exam or finish term work by stated deadlines. ucalgary.ca/registrar/exams/deferred_final ucalgary.ca/pubs/calendar/current/g-6.html ucalgary.ca/pubs/calendar/current/g-7.html</p>																														
Academic accommodation	<p>Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS); SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit ucalgary.ca/access/accommodations/policy. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf</p>																														
Academic integrity, plagiarism	<p>The University of Calgary is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are referred to the section on plagiarism in the University Calendar (ucalgary.ca/pubs/calendar/current/k-3.html; ucalgary.ca/pubs/calendar/current/k-5.html) and are reminded that plagiarism—using any source whatsoever without clearly documenting it—is an extremely serious academic offence. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the university. You must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. Readers must be able to tell exactly where your words and ideas end and other people’s words and ideas begin. This includes assignments submitted in non-traditional formats such as Web pages or visual media, and material taken from such sources. Please consult your instructor or the Student Success Centre (TFDL 3rd Floor) if you have any questions regarding how to document sources.</p>																														

Copyright	It is the responsibility of students and professors to ensure that materials they post or distribute to others comply with the Copyright Act and the University's Fair Dealing Guidance for Students. Further copyright information for students is available on the Copyright Office web page (library.ucalgary.ca/copyright).
Students' union and ombudsperson contacts	Student Union: su.ucalgary.ca/about/who-we-are/elected-officials/ Faculty of Arts reps: arts1@su.ucalgary.ca ; arts2@su.ucalgary.ca ; arts3@su.ucalgary.ca ; arts4@su.ucalgary.ca Graduate Student's Association: ucalgary.ca/pubs/calendar/grad/current/graduate-students-association-gsa-grad.html Student Ombudsman: ucalgary.ca/ombuds/contact
Student Wellness and Mental Health	The University has a wealth of resources to support student physical and mental health, please see the SU Wellness Centre (http://www.ucalgary.ca/wellnesscentre/) or the Campus Mental Health Strategy (https://www.ucalgary.ca/mentalhealth/) for more information on these resources.
Emergency evacuation	Assembly points for emergencies have been identified across campus. THE PRIMARY ASSEMBLY POINT FOR CRAIGIE HALL IS THE PROFESSIONAL FACULTIES FOOD COURT. For more information, see the University of Calgary's Emergency Management website: ucalgary.ca/emergencyplan/assemblypoints
Campus security	220-5333. Help phones: located throughout campus, parking lots, and elevators. They connect directly to Campus Security; in case of emergency, press the red button. For safewalk info visit: ucalgary.ca/security/safewalk
SCPA Librarian	Marc Stoeckle, MLIS, BA Learning & Services Librarian for <i>School of Creative & Performing Arts</i> and <i>School of Languages, Linguistics, Literatures & Cultures</i> Libraries & Cultural Resources, University of Calgary Ph: 403.220.6777, Email: mstoeckle@ucalgary.ca , Office: TFDL 160D
Faculty of Arts program advising and student information resources	For academic advising, visit the Arts Students' Centre (ASC) for answers about graduation checks, and the 'big picture' questions. Drop in at SS102, email at ascarts@ucalgary.ca or call at 403-220-3580. For academic success support, such as writing, learning and peer support, visit the Student Success Centre on the third floor of the Taylor Family Digital Library (TFDL), email them at success@ucalgary.ca . For enrolment assistance, including registration (add/drop/swap) changes, paying fees, and navigating your Student Centre, contact Enrolment Services at 403-210-ROCK [7625], or visit them at the MacKimmie Block 117.
Letter of permission	If you wish to study at another institution while registered at the U of C, you must have a letter of permission. You can submit your request through your Student Centre at MyUofC. Students must have the Letter of Permission before they take the course at another school. Failure to prepare may result in no credit awarded and could result in suspension from the faculty.
Course outlines for transfer credit	It is possible that you will be asked for copies of this outline for credit transfers to other institutions or for proof of work done. It is the student's responsibility to keep these outlines and provide them to employers or other universities when requested. Please ensure that outlines of all the courses you take are kept in a safe place for your future reference. Departments/Programs do not guarantee that they will provide copies.
Undergraduate associations	DUS: Drama Undergraduate Society, CHC 005 uofcdus@gmail.com MUS: Music Undergraduate Society, CHF 219 undmusic@ucalgary.ca