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**UNIVERSITY OF CALGARY**  
**FACULTY OF ARTS**  
**SCHOOL OF CREATIVE AND PERFORMING ARTS**  
**SCPA 401 Performing Arts Management**  
**Spring 2020**

Instructor Office Email	Dr. Pil Hansen CHD 008 / email to book a supervision session by phone <a href="mailto:pil.hansen@ucalgary.ca">pil.hansen@ucalgary.ca</a>
Day(s), time(s) and location of Class	Sessions with new online course contents and tasks are released at noon on Wednesdays, Fridays, and Mondays 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 9 hours of study time per week on course contents, discussion participation, group work, and 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 could 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"> <li>1. Consider the relationship between stakeholders, how the arts are valued, and how they are funded.</li> <li>2. Understand marketing and fundraising plans that target this relationship strategically.</li> <li>3. Develop mission-based marketing and fundraising plans.</li> <li>4. Consider new trends and marketing or fundraising opportunities.</li> <li>5. Produce basic marketing and fundraising documents.</li> <li>6. Review the effectiveness of such documents with reference to a strategic plan.</li> <li>7. Prepare to shape an unknown future.</li> </ol>
Course schedule	SCPA 401 delivers the contents of a full 12-week term course in 6 intensive weeks. The course is divided into two main modules are designed with the same structure, types of contents, and assignments. The schedule below is advisory, minor changes may occur.

	<p>Wed May 6. Introduction</p> <p style="text-align: center;"><b>Module 1: MARKETING</b></p> <p>Fri May 8. How do we view our audiences?  Mon May 11. Who are we making art for?  Wed May 13. Nuts and bolts of performing arts marketing  Fri May 15. Branding and entrepreneurial marketing  Mon May 18. The strategic planning process  Wed May 20. Group Task (all): Designing a strategic marketing plan  (Fri May 22. Group work continued.)  Mon May 25. Individual Task (first half of group): Realizing a strategic marketing plan  (Wed May 27. Individual Task (second half of group): Reviewing marketing documents)</p> <p style="text-align: center;"><b>Module 2: FUNDRAISING</b></p> <p>Wed May 27. The economy of supporting artistic missions  Fri May 29. Arts funding and economic sustainability  Mon June 1. Nuts and bolts of fundraising the performing arts  Wed June 3. Public and Private Fundraising  Fri June 5. Fundraising strategies of Case Companies  Mon June 8. The financial version of projects  Wed June 10. Group Task (all): Designing a strategic fundraising plan  Fri June 12. (Group work continued.)  Mon June 15. Individual Task (second half of group): Realizing a strategic fundraising plan  Wed June 17. Individual Task (first half of group): Reviewing fundraising documents</p>
Assessment components	<p><b>Assignment 1:</b> Quizzes (4)  <b>Value:</b> 20% (6.6% each)  <b>Due Dates:</b> May 13 and 18, June 3 and 10 – all at noon. Each quiz is open for 24 hours.  <b>Description:</b> The 4 quizzes measure student’s ability to relate and compare key concepts from the course material and make strategic choices based on them. Only the three quizzed with the best results contribute to the grade.</p> <p><b>Assignment 2:</b> Group Strategies (2)  <b>Value:</b> 20% (10% each)  <b>Due Dates:</b> May 25 and June 15 at noon.  <b>Description:</b> Groups of 3-5 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.  <b>Type:</b> Co-authored google-doc assignment of 300-600 words.</p> <p><b>Assignment 3:</b> Individual Document (1 each)  <b>Value:</b> 30%  <b>Due Dates:</b> May 27 or June 17 at noon.  <b>Description:</b> Individual group members each create either a marketing document or a fundraising document to help realize the group strategy.  <b>Type:</b> 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><b>Assignment 4:</b> Peer Feedback (2-3 each)  <b>Value:</b> 15%  <b>Due Dates:</b> May 29 or June 19 at noon.  <b>Description:</b> Each student will offer productive feedback to 1-2 of their group members</p>

	<p>with the aim of strengthening the group’s ability to effectively meet their strategic objectives.  <b>Type:</b> Fillable form with space for comments and an evaluative rubric.</p> <p><b>Participation</b>  <b>Value:</b> 15%  <b>Description:</b> 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>  Assignments will not be accepted if they are more than 5 days late. There is no direct penalty for completing tasks and submitting assignments a few days 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 an assessment criteria towards the Participation grade. 2) Peer feedback counts as one of the 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 24 hours. 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 2020-2021:</p> <table border="1" data-bbox="440 1291 1469 1944"> <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</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
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<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>• A grade of "C-" or below may not be sufficient for promotion or graduation, see specific faculty regulations.</li> <li>• The number of "D" and "D+" grades acceptable for credit is subject to specific undergraduate faculty promotional policy.</li> </ul> <p><b>In this course percentages (or points out of 100) are translated into letter grades as follows:</b></p> <table border="1"> <tr> <td>90-100</td> <td>A+</td> <td>Outstanding</td> </tr> <tr> <td>86-89</td> <td>A</td> <td>Excellent</td> </tr> <tr> <td>80-85</td> <td>A-</td> <td>Competent</td> </tr> <tr> <td>76-79</td> <td>B+</td> <td>Very Good</td> </tr> <tr> <td>72-75</td> <td>B</td> <td>Good</td> </tr> <tr> <td>68-71</td> <td>B-</td> <td>Emerging</td> </tr> <tr> <td>60-67</td> <td>Cs</td> <td>Satisfactory</td> </tr> <tr> <td>0-49</td> <td>F</td> <td>Fail</td> </tr> </table>			90-100	A+	Outstanding	86-89	A	Excellent	80-85	A-	Competent	76-79	B+	Very Good	72-75	B	Good	68-71	B-	Emerging	60-67	Cs	Satisfactory	0-49	F	Fail
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Student Support	Please visit this link for a concise list of UCalgary’s student support services: <a href="https://www.ucalgary.ca/registrar/registration/course-outlines">https://www.ucalgary.ca/registrar/registration/course-outlines</a>																									
Academic Accommodation	Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; 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 <a href="http://www.ucalgary.ca/access/">www.ucalgary.ca/access/</a> . 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 <a href="http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf">http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf</a> .																									
Academic integrity, plagiarism	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 ( <a href="https://www.ucalgary.ca/pubs/calendar/current/k-3.html">https://www.ucalgary.ca/pubs/calendar/current/k-3.html</a> ) 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.																									
Internet and electronic communication device	<a href="http://elearn.ucalgary.ca/category/d2l/">http://elearn.ucalgary.ca/category/d2l/</a> <a href="https://www.ucalgary.ca/risk/emergency-management/emergency-communication/uc-emergency-mobile">https://www.ucalgary.ca/risk/emergency-management/emergency-communication/uc-emergency-mobile</a> The in-class use of computers may be approved by your Instructor. Cell phones and other electronic communication devices should be silenced or turned off upon entering the classroom. If you violate the Instructor’s policy regarding the use of electronic communication devices in the classroom, you may be asked to leave the classroom; repeated abuse may result in a charge of misconduct. No audio or video recording of any kind is allowed in class without explicit permission of the Instructor.																									

Intellectual Property	Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.
Copyright	All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright ( <a href="https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf">https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf</a> ) and requirements of the copyright act ( <a href="https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html">https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html</a> ) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.
Freedom of Information and Protection of Privacy	Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.