CFA 105 – Introduction to Arts Leadership (Section 1001)

3 credits

Fall semester 2024
Instructor Names   TBD
Instructor Emails   TBD
Instructor Office   TBD
Instructor Phone   TBD
Office Hours   TBD

Course Delivery   Hybrid: In Person and Web-based

Course Description

An introductory course for future arts leaders, entrepreneurs, and managers to develop a solid understanding of the complexities of leading an arts enterprise. Students will be presented with an overview of the history, theory, principals, and practices of leadership in arts and culture organizations. Students will develop a core structure of values and strategies to provide a framework for managing the challenges and problems that make arts-based enterprises unique.

This course provides students with both the fundamentals and the emerging practices, creating a foundation for advanced coursework. Students will encounter the economic and sociological theories necessary to understand for profit and nonprofit enterprises. These theories become grounded by engaging in real-life experience, case studies, and course-exercises.

For the purpose of this course, arts enterprises will be defined as those that create relationships between artists and audiences. Arts enterprises include, but are not limited to: orchestras, opera companies, music ensembles, museums, arts centers, theatre companies, presenting organizations, multi-media centers, artist agencies, galleries, media and dance companies.

Course Objectives

After completing this course, students will be able to:

1) Identify and discuss the fundamental concepts of arts leadership and creative practice, including personal awareness, innovative organizational design, external environmental change, diversity, equity and inclusion, curatorial thinking, and community engagement

2) Recognize and reflect on social, cultural, and ethical issues and apply local and international perspectives to practice in the Creative Arts.
3) Develop, research, and evaluate ideas, concepts, and processes through creative, critical, and reflective thinking and practice
4) Articulate a powerful mission, vision, values statement for an arts enterprise
5) Work both independently and collaboratively in the Creative Arts in response to project demands
6) Analyze and create a strategy-informed staffing structure for an arts enterprise
7) Understand the process, arguments, results, and impact of arts advocacy, public policy, and cultural policy

Topics and Learning Activities

Each week will have a learning module that outlines the lesson plan and expectations to successfully complete the activities of that week. These activities include completing assigned readings, watching videos/lectures, doing writing and research assignments, individual or group projects, contributing discussion posts, etc.

If any particular assignment is unclear or confusing to you, please reach out to us. Our primary objective as your instructors is to help you achieve academic and artistic success.

Course Schedule

Throughout the semester we will explore different subjects related to the course description and the stated goals. Our weekly modules will be unlocked on Sundays at 8:00 am. Please review the modules as soon as possible as many assignments will be due on Friday by 5:00 pm.

The course schedule is included below:

MODULE	DATE	MODULE TOPIC
Module 1	Jan 17 – Jan 20	Course Introduction
Module 2	Jan 23 – Jan 27	Overview of Arts Leadership/Team Building
Module 3	Jan 30 – Feb 3	Structure of Creative Organizations - Non-profit, For-Profit, Government Agencies, Arts Foundations

Module 4	Feb 6 – Feb 10	Community Engagement
Module 5	Feb 13 – Feb 24	Audience, Stakeholders and Equity
Module 6	Feb 27 – Mar 3	Creating Artistic Value
Module 7	Mar 6 – Mar 10	Ethics
	Mar 13 – Mar 17	**SPRING BREAK**
Module 8	Mar 20 – Mar 31	Understanding Arts Advocacy and Public Policy
Module 9	Apr 3 – Apr 7	Practices in Organizational Evaluation
Module 10	Apr 10 – Apr 14	Mission and Vision Statements/Cultures
Module 11	Apr 17 – Apr 28	Personal/Professional Development as an Arts Entrepreneur
Module 12	May 1 – May 5	Resume Building/Interview Skills and Techniques
	May 8 – May 12	**EXAM WEEK – CFA 105 Doesn't Have a Final Exam**

Remote Learning

Fully online courses at UNLV deliver all instruction, discussion, and learning activities entirely online via a learning management system (WebCampus).

You should test your devices and internet capabilities to make sure you can access materials, communicate with the instructor, and complete assignments. If you are experiencing any challenges with respect to technological needs, UNLV has a loan program for laptops, webcams, and WiFi hotspots. For more information about these services please visit the [Technology Loan Program Website,](#) or simply send an email to: laptop@unlv.edu
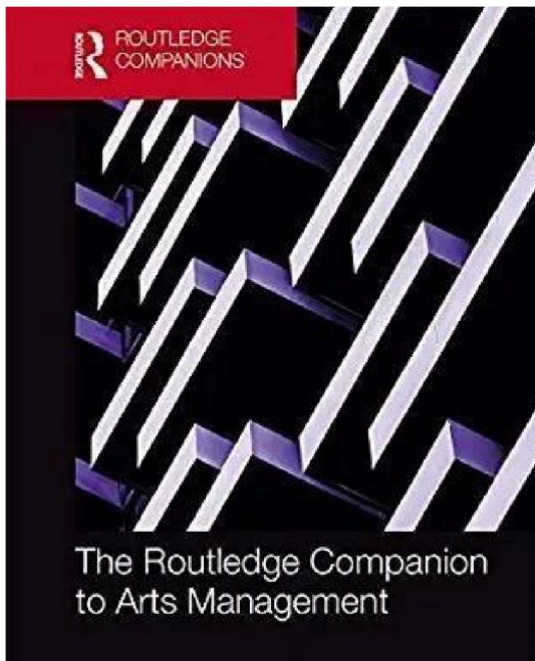
Additional resources for successful online learning may be found on the [Learn Online Website](#).

Required Text

The Routledge Companion to Arts Management, William J. Byrnes and Aleksandar Brkić

If you are a returning student, several copies of the book are available for checkout from the main service desk on the first floor of the Lied Library. [Check here](#) to see whether any copies are available for short-term loan.

Additional Reading

Andrews, Richard. *Arts Entrepreneurship: Creating a New Venture in the Arts 1st Edition,* Routledge, 2019.

Bernstein, J. *Standing Room Only: Marketing Insights for Engaging Performing Arts Audiences, 6th Edition.* Routledge; 2022.

Hart, James D. Classroom *Exercises for Entrepreneurship: A Cross-Disciplinary Approach*. Cheltenham, UK: Edward Elgar Publishing, 2018.

Roswell, Ellen. *Arts Management: Uniting Arts and Audiences in the 21st Century, 2nd edition.* Oxford University Press; 2021.

Snider, David. *Managing Arts Organizations.* Rowman & Littlefield Publishers; 2022.

Sorin, Gretchen Sullivan (ed.) and Lynne A. Sessions(ed.). *Case Studies in Cultural Entrepreneurship: How to Create Relevant and Sustainable Institutions*. New York, NY: Rowman & Littlefield, 2015.

Walker-Kuhne, Donna. *Invitation to the Party: Building Bridges to the Arts, Culture and Community Paperback*. Theatre Communications Group, 2005.

Assessment

You are graded individually (i.e., not on a curve) based on individual performance as a whole and demonstrated progress toward (a) participation in class discussion and critique; (b) general grasp of the subject matter; (c) extent to which you demonstrated genuine effort; (d) extent to which you contributed complex and original insight or perception; (e) extent to which you enhanced or served as a stimulus to the participation of others; and, (f) progress as demonstrated in homework assignments and presentations.

Grading

10 Discussions **100 points** (25%)
Weekly Quizzes / Assignments **120 points** (30%)
What is Art? – Written Assignment **40 points** (10%)
Generating your Biography – 3 Written Assignments **60 points** (15%) Group
Project: Environmental Art **80 points** (20%)

Participation in Group Discussions

Participation in group discussion is considered a crucial element of this class. Expressing ideas in a clear, non-judgmental way is an essential tool in the collaborative process. Your work may be critiqued in class. During presentation days, you are expected and required to attend every class for the entire set of presentations, not just your own.

Academic Freedom

Adult subject matter and language may be encountered in some class materials and, to the extent that is relevant, may be discussed in class. Academic freedom is enshrined in the Nevada State Constitution. Being offended by certain writings, images or material, is not an excuse for not completing an assignment. You are encouraged to express these feelings during class discussion, in your written work or with the instructor personally in a scheduled appointment.

University Undergraduate Learning Outcomes ("UULOs")

Below is a list of the UULOs with an indication of how the course will address

each: *1. Intellectual Breadth and Life-Long Learning (Foundational Knowledge):*

You will be able to differentiate key movements in Art, Architecture, Film, Theatre and Dance during the period under study, identify differing perspectives, connect them across various

disciplines, and apply this foundational knowledge to new settings and personally meaningful contexts. Intellectual breadth is achieved through the introduction of multiple movements and perspectives offered through co-teaching as instruction comes from faculty with varied academic, artistic and professional backgrounds. Life-long learning is achieved through the introduction and reinforcement of positive research and study habits. You will be able to identify key university resources that support academic success.

2. *Inquiry and Critical Thinking (Application):*

You will be able to appraise key historical and cultural movements and use quantitative and qualitative methods to recognize assumptions, draw inferences, make deductions, and interpret information to analyze problems and draw conclusions. Inquiry is addressed with an emphasis on artistic curiosity.

3. *Communication (Integration):*

Effective and evocative communication is essential to the Fine Arts. You will be challenged to write, discuss, and present using different media. Group projects foster the sharing of information, problem-solving and collaboration.

4. *Global/Multicultural Knowledge and Awareness (Human Dimension):*

You will be able to address and assess diverse perspectives linked to identity, including race, racism, privilege, ethnicity, nationalism, sexism, gender identification and expression, sexuality, and sexual orientation in national and global contexts.

5. *Citizenship and Ethics (Caring):*

Art has an impact. You will be able to identify issues of artistic freedom, self-expression, rights of individual and collective security, censorship – not only with respect to the period under study – but how we continue to grapple with these issues today. You will discover how the Fine Arts can be an agent of political and social change, your fundamental appraisal of your world and your place in it and armed with this knowledge, how to make informed, responsible, and ethical decisions in your personal, professional, and artistic life.

UNLV Policies

Public Health Directives
Face coverings are currently optional for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. UNLV public health directives are found at [Health Requirements for Returning to Campus](). Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the [UNLV Student Conduct Code](), including being administratively withdrawn from the course.

Academic Misconduct

Academic integrity is a legitimate concern for every member of the University community. We all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the [Student Conduct Code](#).

Auditing a Course

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of devices such as pagers and cellular phones, or potentially disruptive activities are only permitted with the prior explicit consent of the instructor. Students are specifically prohibited to record classes without instructor authorization, including online/remote classes (either audio only, or video and audio). The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course. Since the COVID-19 pandemic forced most instruction to be delivered remotely starting on March 2020, numerous students have asked instructors to record their synchronous classes, so that they can access them at their convenience. Instructors who agree to record their classes (audio only, or video and audio) should inform students in advance. Recorded lectures may not be broadly released

to anyone, but made available exclusively to those students enrolled in the class during the particular academic term. Recorded lectures must be stored securely, and are subject to the Nevada System of Higher Education's Records Retention Policy, meaning that the recordings can only be deleted 120 days after the end of class (i.e., after grades are posted). Once this requirement is met, the recordings should be deleted. Class recordings are protected from disclosure, as they are deemed part of an educational record under the Family Educational Rights and Privacy Act (FERPA).

Copyright

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional copyright policy information is available at https://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC)

The UNLV Disability Resource Center (SSC-A, Room 143, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to a permanent disability, temporary or permanent medical need, or academic support due to pregnancy are encouraged to contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. Students who are already registered with the DRC should request their accommodations online each semester, and make an appointment to discuss their accommodations with their instructors.

Final Examinations

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the Final Exam Schedule.

Identity Verification in Online Courses

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the Student Academic Misconduct Policy, which states that "acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment" is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the Acceptable Use of Computing and Information Technology Resources Policy, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades
The grade of "I" (Incomplete) may be granted when a student has satisfactorily completed three fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student's control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of "F" will be recorded, and the student's GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the "I" grade.

Library Resources
Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the [Libraries' Research Consultation website](#). You can also [ask the library staff questions via chat and text message](#).

Missed Classwork
Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Classwork policy, under Registration Policies, on the [Academic Policies](#) webpage.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student provides official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a "Drop one" option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate's policy, and an infringement on the student's right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding

this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to: academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail
Rebelmail is UNLV's official email system for students and by university policy, instructors and staff should only send emails to students' Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Emailing within WebCampus-Canvas is also acceptable.

Title IX
UNLV is committed to providing an environment free of all forms of unlawful discrimination including sexual and gender-based discrimination, harassment, and violence like sexual assault, intimate partner violence, and stalking. If you, or someone you know, has experienced or is experiencing these types of behaviors, know that you are not alone.

Resources and support are available. To learn more or to report an incident, please visit the [Office of Equal Employment and Title IX website](). Please be aware that as instructors, we are not a confidential resource, and we will need to report incidents of sexual misconduct to UNLV's Title IX Coordinator.

You can also report concerns directly using the [online reporting form](), or via email at titleixcoordinator@unlv.edu or 702-895-4055. For confidential support in matters of sexual violence, relationship/family violence, or stalking, contact the [Care Center]() or 702-895-0602.

Tutoring and Coaching
The Academic Success Center (ASC) provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the [ASC website](), or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

UNLV Writing Center
One-on-one or small group assistance with writing is available free of charge to UNLV students at the [Writing Center](), located in the Central Desert Complex, Building 3, Room 301 (CDC 3–301). Walk-in consultations are sometimes available, but students with appointments receive

priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

988 Free 24/7 Suicide & Crisis Lifeline
In addition to campus resources such as the Counseling and Psychological Services (CAPS) website, visiting the YOU@UNLV website, and Early Alert (for graduate students), you may now call or text 988 or chat at 988lifeline.org if you or someone you know is in crisis and in need of support.

Emergency Funding
The S.O.S Emergency Relief Fund may help provide financial assistance to students who experience unexpected emergency situations.

Diversity Statement
As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see University Statements and Compliance.

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another's points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.