

Syllabus – Fall 2016

Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.

Course and Instructor Information

Course Title: Governance & Leadership for the Arts

Credits: 3

Format: online

Prerequisites: none

Professor: Frank Mack, MFA

Email: Please contact me using my UConn email frank.mack@uconn.edu

Telephone: Office phone 860-486-1210

Other: Mobile phone 860-933-4909

Office Hours/Availability: I am typically in the office between 9 a.m. - 5:30 p.m. Mon. - Fri.

Email is generally the best way to communicate and I will answer most emails within a few hours. If I am unable to answer messages for a longer period, for some reason, I will send a notice to students.

Course Materials

Required course materials should be obtained as early as possible. We will not use the textbook until module 4, but it a good idea to order it right away.

Texts are available through a local or online bookstore, such as Amazon.com. The book can be purchased in any format, e-reader, paperback, used, hardcover, etc. The [UConn Co-op](#) carries many materials that can be shipped via its online [Textbooks To Go](#) service. For more information, see Textbooks and Materials on our [Enrolled Students](#) page.

Required Materials:

Chait, Richard, Ryan William, and Taylor, Barbara (2005). *Governance as Leadership: Reframing the Work of Nonprofit Boards*. (Hoboken: John Wiley & Sons, Inc.). ISBN13: 9780471684206.

Additional course readings and media are available within HuskyCT, through either an Internet link or Library Resources

Course Description

Governance & Leadership for The Arts (DRAM 5121) will provide instruction in basic concepts of governance and leadership of nonprofit arts organizations. Leading nonprofit arts organizations is a demanding and highly sophisticated endeavor for board members, staff and other supporters who often include civic, political and business leaders within the community. Leaders of arts organizations with governance responsibilities typically devote far more time, effort and personal energy than they often initially expect in order for such organizations to survive, let alone thrive, in what is typically an extremely financially challenging situation, further complicated, in many cases, by not just competitive but sometimes hostile external factors. This course will provide students with a variety of skills and specific techniques to address these challenges.

Nonprofit arts organizations are businesses but they are different from most commercial businesses because they

exist solely to serve their mission rather than to earn wealth for owners or shareholders. Therefore, all surpluses are reinvested in the organization to further advance its mission rather than being paid out to investors. The commitment to the mission guides their decision making and defines their success. As part of the devotion to serving the mission, nonprofit arts organizations function in many ways like commercial businesses in that they must make decisions about governance, personnel, policies and practices particularly related to uses of financial and human resources, in a strategic manner that will best advance the mission. Such decisions must be made within the context of functioning in a financially stable way to create long term sustainability.

This course will delve into leadership theory and investigate best practices in nonprofit arts organizational governance. Successful completion of this course will require not only a demonstrated understanding of organizational structure, boards and management practices and leadership theory basics, but also a full understanding of the need for a nearly devout commitment to the organization’s mission. Students are expected to engage in lively discussion while serving as peer educators in a dynamic online classroom environment intended to, at times, replicate the environment of professional staff and board of directors.

Course Objectives

By the end of the semester, students should be able to:

1. **Describe** the structure and nature of arts organizations both in the legal, corporate sense and the philosophical, community service sense
2. **Describe** the terms “artist led” and “led collaboration” and how they relate to leadership of nonprofit arts organizations.
3. **Explain** how you would modify your leadership practices to reflect these approaches.
4. **Outline** the fundamental principles in organizational management as it relates to arts organizations.
5. **Explore** and Create solutions to complex problems facing arts leaders in a variety of models
6. **Examine** Boards. Grasp the nature of board membership responsibility and how to meaningfully contribute to the work of a board of directors. Models for board planning approaches will include
 - Governing Fiduciary
 - Governing Strategic
 - Governing Generative Thinking
7. **Present** information in a group setting to peers and respond to feedback.

Course Outline (and Calendar if Applicable)

Dates	Module and Dates	Assignments and Due Dates
8/29 - 9/4	Module 01: Non-Profit Governance Basics - Legal Structure	See the module for due date details on readings, discussion, journals, and activities.
9/5 - 9/11	Module 02: Non-Profit Governance Basics - Mission Statements	See the module for due date details on readings, discussion, journals, and activities.
9/12 - 9/18	Module 03: Non-Profit Governance Basics - Organizational Methods	See the module for due date details on readings, discussion, journals, and activities. The Module 03 Quiz will be available Friday through Saturday of this week at 11:59 PM.

9/19 - 9/25	Module 04: Non-Profit Governance Basics - First Principles and Board Problems	See the module for due date details on readings, discussion, journals, and activities.
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9/26 - 10/2	Module 05: Non-Profit Governance Basics - Case Study	See the module for due date details on readings, discussion, journals, and activities.
10/3 - 10/9	Module 06: Board Leadership Models - Governing Fiduciary	See the module for due date details on readings, discussion, journals, and activities.
10/10 - 10/16	Module 07: Board Leadership Models - Strategic Thinking	See the module for due date details on readings, discussion, journals, and activities.
10/17 - 10/23	Module 08: Board Leadership Models - Generative Thinking	See the module for due date details on readings, discussion, journals, and activities.
10/24 - 10/30	Module 09: Midterm Assignment	The Midterm Assignment will be assigned Monday, and due Sunday of this week at 11:59 PM.
10/31 - 11/6	Module 10: Leadership Approaches	See the module for due date details on readings, discussion, journals, and activities.
11/7 - 11/13	Module 11: Leadership Approaches	See the module for due date details on readings, discussion, journals, and activities.
11/14 - 11/20	Module 12: Leadership Approaches	See the module for due date details on readings, discussion, journals, and activities.
11/21 - 11/27	Thanksgiving Break - No Classes	Nothing due this week
11/28 - 12/4	Module 13: Leadership Approaches	See the module for due date details on readings, discussion, journals, and activities.
12/5 - 12/11	Module 14: Final Project	Details: TBD

Course Requirements and Grading

Summary of Course Grading:

Course Components	Points
Discussion (including Google Docs)	285 pts.
Self-Reflection Journals	70 pts.

Quiz	45 pts.
Midterm Assignment	100 pts.
Final Project - Strategic Plan	250 pts.
Total	750 pts.

Discussion

In most course modules, students will interact with each through a discussion board. Each student will be required to make an Initial Post to the discussion board. In addition to the Initial Post, each student is required to Reply to two posts created by other students in the class. While two replies are required, it is intended as a minimum for grading purposes. Students are encouraged to reply to as many posts and replies as they like. The more posting and replying that occurs, the more the course will mimic the actual professional environment by creating a lively, challenging and engaged discussion on each topic. Grading for each discussion will be based on the Rubric for Discussions and Posts in HuskyCT, similar to the other discussions.

Self Reflection Journals

Much of the work for DRAM 5121, Governance and Leadership for the Arts, consists of participation in discussions, journal entries and interfacing with guest speakers from professional arts organizations. Arts organizations function in a collaborative manner, and professional staff and volunteer trustees will invariably make decisions collectively. Therefore, it is critical that students in DRAM 5121 learn how to practice collaboration and that is done through course participation. It is impossible to work successfully in an arts organization without working collaboratively and participating in group activities. Similarly, it is impossible to learn the content of the course and get a high grade in DRAM 5121 without participating in course activities.

To work toward this goal, I have incorporated a journaling component to the course. This is meant to be a space where you can reflect on your participation, your learning process, and the content topics in the course. Each journal topic will have both general and specific questions as prompts for reflection. This is private between you and me.

Grading

Journal Entries are also graded, although not for content. Each student can get the maximum available points for journal entries simply by submitting an entry that is responsive to the instructor's direction for each week. Short, superficial or nonresponsive. Journal Entries, such as, "Very interesting this week," or "I learned a lot this week," will not qualify. While Journal Entries are not meant to be lengthy writing assignments, they must be directly responsive to the instructor's directions for Journal Entries each week in a substantive way.

Quiz

There will be one short answer quiz covering information contained in modules 1 - 3. Instructions will be available in HuskyCT.

Midterm Assignment

There will be a midterm assignment. Instructions will be available in HuskyCT.

Final Project - Strategic Plan

An important part of the grade will be the final project. There will be information made available in advance to start work on the final project well in advance of its due date. That information will be available in HuskyCT.

Grading Scale

Grade	Letter Grade	GPA
97-100	A+	4.3
93-96	A	4.0
90-92	A-	3.7
87-89	B+	3.3

83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
63-66	D	1.0
60-62	D-	0.7
<60	F	0.0

Due Dates and Late Policy

All course due dates are identified in the modules. Deadlines are based on Eastern Standard Time; if you are in a different time zone, please adjust your submittal times accordingly. The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner. Assignments must be completed according to the schedule in each module. Any submission of required assignments past the date they are due are subject to a grade reduction. Students can expect a one-third Reduction in points for any assignments submitted after the required date. Assignments submitted more than three days after the due date will not be accepted and a score of zero will be given to that assignment. In the cases of the quiz, midterm and final assignments, the due dates are extremely important as a one-third reduction in points for those assignments could make it extremely difficult to get a desirable grade for the course.

Feedback and Grades

I will make every effort to provide feedback and grades no later than a week after the end of each module roughly on a weekly basis. To keep track of your performance in the course, refer to My Grades in HuskyCT.

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. This section provides a brief overview of important standards, policies and resources.

Student Code

You are responsible for acting in accordance with the [University of Connecticut's Student Code](#). Review and become familiar with these expectations. In particular, make sure you have read the section that applies to you on Academic Integrity:

- [Academic Integrity in Undergraduate Education and Research](#)
- [Academic Integrity in Graduate Education and Research](#)

Cheating and plagiarism are taken very seriously at the University of Connecticut. As a student, it is your responsibility to avoid plagiarism. If you need more information about the subject of plagiarism, use the following resources:

- [Plagiarism: How to Recognize it and How to Avoid It](#)
- [University of Connecticut Libraries' Student Instruction](#) (includes research, citing and writing resources)

Copyright

Copyrighted materials within the course are only for the use of students enrolled in the course for purposes associated with this course and may not be retained or further disseminated.

Netiquette and Communication

At all times, course communication with fellow students and the instructor are to be professional and courteous. It is expected that you proofread all your written communication, including discussion posts, assignment submissions, and mail messages. If you are new to online learning or need a netiquette refresher, please look at this guide titled, [The Core Rules of Netiquette](#).

Adding or Dropping a Course

If you should decide to add or drop a course, there are official procedures to follow:

- Matriculated students should add or drop a course through the [Student Administration System](#).
- Non-degree students should refer to [Non-Degree Add/Drop Information](#) located on the registrar's website.

You must officially drop a course to avoid receiving an "F" on your permanent transcript. Simply discontinuing class or informing the instructor you want to drop does not constitute an official drop of the course. For more information, refer to the:

- [Undergraduate Catalog](#)
- [Graduate Catalog](#)

Academic Calendar

There are important dates and deadlines for each semester and session classes are offered:

- [Fall and Spring Semester](#)
- [Summer Session](#)
- [Winter Session](#)

Academic Support Resources

[Technology and Academic Help](#) provides a guide to technical and academic assistance.

Students with Disabilities

Students needing special accommodations should work with the University's [Center for Students with Disabilities \(CSD\)](#). You may contact CSD by calling (860) 486-2020 or by emailing csd@uconn.edu. If your request for accommodation is approved, CSD will send an accommodation letter directly to your instructor(s) so that special arrangements can be made. (Note: Student requests for accommodation must be filed each semester.)

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government." (Retrieved March 24, 2013 from [Blackboard's website](#))

Policy against Discrimination, Harassment and Inappropriate Romantic Relationships

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate Romantic relationships can undermine the University's mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Refer to the [Policy against Discrimination, Harassment and Inappropriate Romantic Relationships](#) for more information.

Sexual Assault Reporting Policy

To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the [Office of Diversity & Equity](#) under the [Sexual Assault Response Policy](#). The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. Refer to the [Sexual Assault Reporting Policy](#) for more information.

Software Requirements and Technical Help

The technical requirements for this course include:

- Word processing software
- [Adobe Acrobat Reader](#)
- Internet access

(add additional items as needed)

This course is completely facilitated online using the learning management platform, [HuskyCT](#). If you have difficulty accessing HuskyCT, students have access to the in person/live person support options available during regular business hours through [HuskyTech](#). Students also have [24x7 Course Support](#) including access to live chat, phone, and support documents.

Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.

University students are expected to demonstrate competency in Computer Technology. Explore the [Computer Technology Competencies](#) page for more information.

Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the [Office of Institutional Research and Effectiveness](#) (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.

