**ARTL 503**

**Arts Organizations: Innovation and New Models**

Fall 2020

Tuesdays 4:00 to 5:50 ONLINE

**COURSE OVERVIEW**

The post WWII explosion of artistic activity in this country resulted in a proliferation of arts organizations, most of which have been and continue to be centered around what has become a standard nonprofit corporate model. While that model served well through the post war industrial era, and continues to function reasonably well for some organizations, for much of contemporary arts activity, it does not provide the type of organization design and infrastructure required to thrive in today’s world. This has been made especially clear with the recent COVID19 crisis and the Black Lives Matter/Justice, Equity, Diversity, Inclusion (JEDI) movement that is highlighting the deep social, racial and economic inequalities that exist not only in the U.S. but around the world.

This course explores new ways of thinking about, building and sustaining an arts organization in the current unstable environment. We will focus on two potential organizational models, one based on the tech start up model which has similarities to the creative process itself (iterative) and one based on an ecological framework that understands the organization as an organism functioning within multiple ecosystems (resilient). Both of these models are grounded in an understanding of art, why it exists, what purpose an arts organization serves and how it interacts with the external environment.

Since the core idea of the ARTL program is to combine theory and practice, you will focus your work in the class around an organization project that you choose and that has meaning for you. If you are enrolled in ARTL 510, this can be that same organization. If not, you may select an organization that you wish to create, or one that you are already working with that you wish to examine for potentially rethinking of its organizational model. We will be working together in class with the organizations you select so it needs to be a concrete entity or idea that you are committed to working through and for which you can gather the necessary information.

At the conclusion of the course you will have the key building blocks of a successful arts organization: foundational documents, a business model canvas and your strategic priorities for the future, all developed in the context of a rapidly c hanging environment. These are principles that you can apply to any arts organization you decide to create or join.

**YOUR ORGANIZATIONAL PORTFOLIO**

The core activity for this course is an organizational portfolio that you will create and turn in at the end of the semester. Throughout the semester you will be working specifically with this organization and sharing your work with the class. Your portfolio will include your Foundational Documents, Business Model Canvas, and Strategic Directions and your plan for addressing the immediate critical external issues raised by COVID19 and BLM.

You will also create a 10-minute video that presents the contours of your organizational portfolio to share with the class on the final class meeting date of November 10. This video can/will be your organizational “calling card;” a way of showcasing and defining your organization for potential funders, investors, Board members, constituents, etc.

A final copy of both your portfolio and your video are due no later than November 17.

**REQUIRED TEXTS**

Arts Leadership; Creating Sustainable Arts Organizations by Kenneth Foster

Articles noted in the syllabus as required reading have been uploaded to Blackboard

**GRADING**

The successful student will fully engage the course in every session and show a thoroughness and completeness in doing the assignments, both written and oral. To that end, consistent attendance is a requirement of course, but so is active engagement in the class. Participate, ask questions, listen to others. The first rule of leadership is to show up and engage. Do that.

There are specific assignments due throughout the semester which taken together will roll up to your final portfolio. It’s imperative however that they are produced on the date due. If not, you will receive reduced or no credit for them with the corresponding impact on your final grade.

Class Participation Ongoing 10%

Covid/JEDI Adaptations Case Study October 6 10%

Draft Business Model Canvas October 13 10%

Draft COVID/JEDI Statement October 20 10%

Draft Foundational Documents October 27 10%

Draft Strategic Priorities November 3 10%

Video presentation November 10 20%

Final Portfolio November 17 20%

**CLASS SCHEDULE FOR ARTL 503**

(Subject to change based on unavoidable external circumstances)

**AUGUST 18: OVERVIEW AND ORIENTATION**

**ACTIVITY: Syllabus review; discuss advance readings:**

*The Work of the Institution*

**AUGUST 25: RESILIENCE THINKING**

**ACTIVITY: Lecture/Presentation:**  ***Resilience Thinking; An Adaptive Approach to Organizational Work***

*Assignment: Read for discussion on September 1*

* + - * *Foster Chapters 1 and 2*
      * *The Only Three Trends that Matter: A Minimum Specification for Future-Proofing*
      * *LAO Statement on Racial Discrimination*

**SEPTEMBER 1**: **ENVIRONMENTAL SCANNING - 1**

**ACTIVITY: Discussion: Future trends and the changing external environment based on the readings due today.**

Assignment: COVID/JEDI Adaptation/Case Studies (**DUE OCTOBER 6**)

*Students research, interview and write up (500 words+/-) the story of how a particular arts organization is responding to the COVID crisis and or the BLM/JEDI movement. You will do a verbal presentation of your case study to the class on October 6.*

**THE LEAN START-UP**

**SEPTEMBER 8: ENTREPRENEURIAL THINKING: THE LEAN START UP**

**Lecture/Presentation: *The Lean Startup***

**SEPTEMBER 15: BUSINESS MODEL CANVAS – Workshop**

**SEPTEMBER 22: NO CLASS**

**SEPTEMBER 29 BUSINESS MODEL CANVAS - Workshop**

*Assignment: DRAFT BUSINESS MODEL CANVAS (****DUE OCTOBER 13****)*

**THE RESILIENT ORGANIZATION**

**OCTOBER 6: ENVIRONMENTAL SCANNING 2**

**DUE: COVID/JEDI ADAPTATION CASE STUDIES**

**ACTIVITY: Discuss Case Studies**

*Assignment: READ: Foster Chapter 3 for October 13*

*WRITE: Your COVID19/JEDI statement (500 words +/-): How will your organization address the implications of COVID19 and JEDI?* ***DUE OCTOBER 20***

**OCTOBER 13: CREATING THE SUSTAINABLE ARTS ORGANIZATION**

**DUE: DRAFT BUSINESS MODEL CANVAS**

**ACTIVITY: Lecture/Presentation: Creating A Sustainable Arts Organization**

*ASSIGNMENT: Read Foster Chapter 6 for October 20*

**OCTOBER 20: FOUNDATIONAL DOCUMENTS**

**DUE: COVID19/JEDI STATEMENT**

**ACTIVITY: Lecture/Presentation: Foundational Documents**

*Assignment: Write the first draft of Foundational Document for your organization* ***DUE OCTOBER 27***

**OCTOBER 27: FOUNDATIONAL DOCUMENTS**

**DUE: DRAFT FOUNDATIONAL DOCUMENTS**

**ACTIVITY: Review and discuss draft FD’s**

*Assignment: Read Foster Chapter 7 for November 3*

*Draft Strategic Priorities for your org.* ***DUE NOVEMBER 3***

**NOVEMBER 3: STRATEGIC PRIORITIES AND ACTION PLANS**

**DUE: DRAFT STRATEGIC PRIORITIES**

**ACTIVITY: Review and discuss draft Strategic Priorities**

*Assignment: Finish your organizational videos for next week*

**NOVEMBER 10: PRESENT YOUR ORGANIZATION VIDEOS**

ASSIGNMENT: Revise the written portfolio

**NOVEMBER 17: Written portfolios due by 6:00 p.m. PDT**

**USC/THORNTON STATEMENT OF COURSE POLICIES**

**Synchronous session recording notice**

As required by USC, the synchronous sessions for this course will be recorded and provided to all students asynchronously.

**Sharing of course materials outside of the learning environment**

USC has a policy that prohibits sharing of any synchronous and asynchronous course content outside of the learning environment. Please do not share or otherwise distribute class materials, music scores or recordings produced by me or any students in the conduct of this course without expressed permission.

*SCampus Section 11.12(B)*

*Distribution or use of notes or recordings based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study is a violation of the USC Student Conduct Code. This includes, but is not limited to, providing materials for distribution by services publishing class notes. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the Internet or via any other media. (SeeSection C.1 Class Notes Policy).*

**Zoom etiquette**

I expect you to demonstrate your presence and participation in class by your being on camera in all Zoom sessions. If you will be unable to keep your camera on during the synchronous Zoom session, please contact me prior to the class session to discuss.

**Technological Proficiency and Hardware/Software Required**

This course requires you to have access to a computer with an internet connection that allows you reliable access to both Blackboard and the Zoom interface with a camera and sound capabilities.

**USC technology rental program**  
We realize that attending classes online and completing coursework remotely requires access to technology that not all students possess. If you need resources to successfully participate in your classes, such as a laptop or internet hotspot, you may be eligible for the university’s equipment rental program or other assistance. To apply, please [submit an application](https://studentbasicneeds.usc.edu/resources/technology-assistance/) on the Student Basic Needs portal.

**USC Technology Support Links**

[Zoom information for students](https://keepteaching.usc.edu/start-learning/)

[Blackboard help for students](https://studentblackboardhelp.usc.edu/)

[Software available to USC Campus](https://software.usc.edu/)

**Academic Conduct**

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” [policy.usc.edu/scampus-part-b](https://policy.usc.edu/scampus-part-b/). Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, [policy.usc.edu/scientific-misconduct](http://policy.usc.edu/scientific-misconduct).

**Support Systems**

*Counseling and Mental Health - (213) 740-9355 – 24/7 on call*

[studenthealth.usc.edu/counseling](https://studenthealth.usc.edu/counseling/)

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

*National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call*

[suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org/)

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

*Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call*

[studenthealth.usc.edu/sexual-assault](https://studenthealth.usc.edu/sexual-assault/)

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

*Office of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298*

[equity.usc.edu](https://equity.usc.edu/), [titleix.usc.edu](http://titleix.usc.edu)

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

*Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298*

[usc-advocate.symplicity.com/care\_report](https://usc-advocate.symplicity.com/care_report/)

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

*The Office of Disability Services and Programs - (213) 740-0776*

[dsp.usc.edu](http://dsp.usc.edu/)

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

*USC Campus Support and Intervention - (213) 821-4710*

[campussupport.usc.edu](https://campussupport.usc.edu/)

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

*Diversity at USC - (213) 740-2101*

[diversity.usc.edu](https://diversity.usc.edu/)

Information on events, programs and training, the Provost’s Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

*USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu/), [emergency.usc.edu](http://emergency.usc.edu/)

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

*USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu/)

Non-emergency assistance or information.