# Performing Arts Administration program Department of Music and Performing Arts Professions

**Steinhardt School of Culture, Education and Human Development New York University**

**Audience and Community Engagement in**

**Community Arts Organizations FALL 2020**

**INSTRUCTOR:**

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# COURSE DESCRIPTION

In today’s society, the need for diversity, equity, access, and inclusion in the workplace has significantly increased. This course will empower students to become dynamic leaders in the development and implementation of this process. In class, we will discuss the fundamental tools of audience development and community engagement. Students will develop an understanding of the challenges and opportunities of building diverse audiences and organizations through visiting multicultural arts centers in the City and meeting with leaders of community arts organizations.

# CLASS STRUCTURE

This course will be taught virtually through lectures, discussion, and site visits. Consistent class participation and completion of all assignments are vital components of student success.

Guest speakers form selected multicultural organizations will share their audience development and community engagement strategies. We will also discuss how the organization engages with the following management topics:

conducting market research, utilizing specific marketing tools (digital, print, electronic, promotions, public relations), budgeting, and measuring success. After the organizational leader departs, the instructor will work with the students to identify the challenges and opportunities associated with diversity, equity and inclusion initiatives and suggest practical solutions.

Students are required to research each guest speaker and their respective organization prior to the class.

# LEARNING OUTCOMES

1. Students will identify and describe the main concepts in audience development and community engagement theory and practice.
2. Through in class exercises, the in class presentation, and community engagement plan, students will correctly utilize specific marketing tools and techniques to increase the diversity of arts audiences.
3. Students will analyze existing community engagement initiatives, create a new proposal for an existing cultural organization, and present it in written and oral form.

# REQURED READING

**Invitation to the Party: Building Bridges to the Arts, Culture and Community**

by Donna Walker-Kuhne (2005) Theater Communications Group

htt[ps://www.amazon.com/](http://www.amazon.com/Invitation-Party-Building-Bridges-)I[nvitation-Party-Building-Bridges-](http://www.amazon.com/Invitation-Party-Building-Bridges-) Community/dp/1559362308/ref=sr\_1\_1?ie=UTF8&qid=1550083623&sr=8- 1&keywords=invitation+to+the+party

# Articles and Blog posts listed in the weekly reading assignments

**RECOMMENDED READING**

**Building Communities, Not Audiences: The Future of the Arts in the United States,**

by Doug Borwick (2012) Arts Engaged

[https://www.amazon.com/Building-Communities-Not-Audiences-Future/dp/0972780416/ref=sr\_1\_1?ie=UTF8&qid=1550083777&sr=8-1&keywords=doug+borwick](https://www.amazon.com/Building-Communities-Not-Audiences-Future/dp/0972780416/ref%3Dsr_1_1?ie=UTF8&amp;qid=1550083777&amp;sr=8-1&amp;keywords=doug%2Bborwick)

# Academic Integrity

All students are responsible for understanding and complying with the NYU Steinhardt Statement on Academic Integrity. More information is available here: <http://steinhardt.nyu.edu/policies/academic_integrity>

# Students with Disabilities Statement

Students with physical or learning disabilities are required to register with the Moses Center for Students with Disabilities at 726 Broadway, 2nd Floor, (212-998-4980) and are required to present a letter from the Center to me at the start of the semester in order to be considered for appropriate accommodation.

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| --- | --- |
| **Grading Criteria** |  |
| Class Participation | 20% |
| Homework | 30% |
| In class presentation | 15% |
| Community Engagement Plan | 35% |
| **Class Participation** |  |

Each student should make at least one substantive comment/suggestion in each class meeting. Typically, this will result in a grade of A- for class participation. Students should plan to attend every class. It is impossible to participate if you are not present.

# Homework

The small writing assignments due most weeks will be graded and returned to students the following week. Collectedly, they are worth 30% of the course grade.

# In Class Presentation

Students will form a group of four and deliver a five-minute presentation about one of the cultural organizations we visited. It should clearly identify diversity, equity, and inclusion goals, along with strategies for community engagement, and make recommendations about how to proceed. Students in the class represent the decision makers who can green light this project if convinced by the presentation.

# Community Engagement Plan

Building on the presentation, students will remain in their teams and continue their analysis of one of the four organizations resulting in a written community engagement plan. Each student will work on a specific aspect of the plan. The plan will identify changing demographics, utilize the marketing tools and techniques discussed in class, be consistent with the organization’s mission and planned season of events, and establish indicators of success enabling the organization to know if it achieved its goal of building an engaged and diverse audience. The paper is due the week after the class is finished. October 28,2020 (10-12 typed pages, 12-point type, Times New Roman font, and 1-inch margins).

**Grade Breakdown**

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| --- | --- | --- | --- | --- | --- |
| A 94-100, | A-90-93, | B+ 87-89, | B 83-86, | B- 80-82, | C+ 77-79 |
| C 73-76, | C-68-72, | D65-67, | F 0-64 |  |  |

**Evaluation Rubric**

A= Excellent

This work is comprehensive and detailed, integrating themes and concepts from discussions, lectures, and readings. Writing is clear, analytical, and organized. Arguments offer specific examples and concisely evaluate evidence. Students who earn this grade are prepared for class, synthesize course materials, and contribute insightfully.

B=Good

This work is complete and accurate, offering insights at general level of understanding. Writing is clear, uses examples properly, and tends toward broad analysis. Classroom participation is consistent and thoughtful.

C=Average

This work is correct but is largely descriptive, lacking analysis. Writing is vague and at times tangential. Arguments are unorganized, without specific examples or analysis.

Classroom participation does not add to the conversation effectively.D= Unsatisfactory This work is incomplete, and evidences little understanding of the readings or discussions. Arguments demonstrate inattention to detail, misunderstand course material, and overlook significant themes. Classroom participation is spotty,

unprepared, and off topic. F=Fail

**Writing help --** If you need to improve your writing skills, please utilize the services of the writing center. It is located at: 411 Lafayette, 4th Floor. Appointments can be made online at <https://nyu.mywconline.com/>

# COURSE OUTLINE

**CLASS 1 – September 3**

**Introduction and Definitions of Terms**

**Guest Speaker: Dr. Indira Etwaroo, Executive Director, The Billie Holiday Theater**

* About the course
* Definitions
* Profile of each organization selected for a site visit
* Goals of the project
* What is our responsibility as arts administrators to ensure there is diversity, equity and inclusion in our work onstage and behind the scenes
* How do we transform the field?
* Creating your own vision for diversity, equity and inclusion

# Assignments Due September 8

Reading:

Invitation to the Party – Chapters 1-2 Articles:

* What we talk about when we talk about transforming the field -- JasonTseng, Americans for the Arts blog,8/7/15
* https://blog.americansforthearts.org/2019/05/15/what-we-talk-about-when-we-talk-about-transforming-the-field

Darren Walker, Ford Foundation

https://www.americansforthearts.org/news-room/americans-for-the-arts-news/darren-walker-gives-inspiring-nancy-hanks-lecture

Arts and Culture Connection Blog(available on the Walker International Communications website) https://walkercommunicationsgroup.com/category/arts-and- culture-connections/

* Interview with Erik Gensler: Recognizing Our Blind Spots to Diversity, Equity and Inclusion
* An Interview with Jim Joseph: Opening the Front of the House and Theater Operations to Diversity &Inclusion
* Current Voices of Diversity and Inclusion
* Fighting on the Frontlines for Diversity and Inclusion in the Arts on behalf of the Native American Community: A Conversation with John Haworth

Homework:

Write a one-page paper on the vision for community engagement in non-profit multicultural institutions (additional explanation will be given at the first class meeting)

**CLASS 2 – September 10**

**Guest Speaker: Carrie Gonzalez – Museum of the American Indian**

Presentation on mission, programs, and what is needed to engage a diverse audience

# Assignments: Due September 15

Reading:

Invitation to the Party, Chapter 3

Articles:

* Americans for the Arts, Mapping Our Progress Toward Cultural Equity, January 28, 2019

<https://www.americansforthearts.org/2019/05/15/mapping-our-progress-toward-> cultural-equity

Blind Spots to diversity:

<https://walkercommunicationsgroup.com/2018/10/07/interview-with-erik-gensler-recognizing-our-blind-spots-to-diversity-equity-and-inclusion/>

White Fragility:

<https://walkercommunicationsgroup.com/2019/04/14/exploring-white-fragility-and-why-diversity-in-the-arts-is-essential/>

EDI Recommendations from Case Studies in Eight Art Museums:

<https://sr.ithaka.org/publications/interrogating-institutional-practices-in-equity-diversity-and-inclusion/>

How to expand equitably:

<https://www.policylink.org/sites/default/files/Eq_Growth_Strategy_Guide-03c.pdf>

Homework:

Share observations within the context of community engagement (one page). How can we build a sustainable plan for implementation?

**CLASS 3 - September 17**

# Discussion on cultural organizations

# Discussion on distinctions between Audience Development and Community Engagement

# Discussion on role of Equity Diversity Inclusion in arts organizations

# Assignments ; Due September 22

Reading:

Invitation to the Party – Chapters, 4-5

Articles:

Pew Research Center, Fact Tank, February 22, 2018 Five Facts about Blacks in the U.S. by Kristen Bialik

https://www.pewresearch.org/fact-tank/2018/02/22/5-facts-about-blacks-in-the-u-s/

Arts and Culture Connection Blog:

* Open your house to welcome new audiences
* Using history as a catalyst for community engagement

Homework:

Write a one-page statement about the challenges of engaging the African American community and sustaining cultural partnerships in a rapidly changing community.

**CLASS 4 – September 24**

**Guest Speaker – Lisa Gold, Executive Director, Asian American Arts Alliance**

Review and discuss observations from site visits and how to create a strategic DEI plan

**Assignments due October 6**

Reading:

Invitation to the Party, Chapters 6-7

Articles:

* Building Millennial Audiences: Barriers and Opportunities, TheWallace Foundation

 <https://www.nytimes.com/2017/07/06/nyregion/soha-in-harlem-the-misguided-madness-of-neighborhood-rebranding.html>

Arts Equity Toolkit, Toronto Arts Foundation: <https://torontoartsfoundation.org/research/reports-and-publications/pages/resource-1>

Building Your Plan, Los Angeles County Arts Commission: <https://www.lacountyarts.org/building-your-plan-cultural-equity-inclusion-toolkit>

Homework:

One page summary of observations and recommendations towards building diversity, equity and inclusion in an organization and within a community.

**CLASS 5 – October 1**

**Assessment and Review**

* Assessment Class – explore challenges and solutions
* Prepare for final presentations
* Review of topics: research, marketing, promotions, public relations, community engagement, budget, measurements of success

# Assignments: Due October 6

Articles:

Reading:

Arts and Culture Connection Blog https://walkercommunicationsgroup.com/category/arts-and-culture-connections/

* An Interview with Skawennati – A New Frontier for Arts andCulture
* An Interview with Kersten Stevens – Digital Marketing
* The Road to Diversifying Theater Leadership
* Pipeline for Cultivating Leadership in the Arts
* Creating a Culture of Diversity by becoming “ColorBrave”
* National Theatre Conference Expands Efforts to Diversify Leadership

Articles

* Is Price a reason for low engagement – or just an excuse? https://www.artsprofessional.co.uk/magazine/article/price-reason-low-engagement-or-just-excuse

Reading:

Invitation to the Party – chapters, 8, 9

Homework

One page summary on how art service organizations can support the goals of audience development

**CLASS 6 – October 8**

**Guest Speaker – Ellen Kodadek, Executive Director, Flushing Town Hall**

* Summary of the cultural tour and next steps

**Assignments**

 Prepare for in class presentation.

**CLASS 7 – October 15**

**Class presentations (class will meet for one additional hour) 4:10 – 6:30pm**

After the completion of the presentations, we will conduct a Vision exercise – what will you do in 10 years that will bring diversity, equity and inclusion to your arts