Museum Management Syllabus
Y525/A450/A400 Spring 2025

Museum Management will explore the diverse skills required to effectively administer and manage mission-driven collecting organizations. The course will emphasize how the unique needs of museums, compared to other arts and cultural organizations, necessitate specialized approaches to management. Additionally, we will focus on the museum's evolving role in society, examining its response to rapid and unprecedented social, cultural, and technological changes shaping the field today.

This course explores the principles and practices of museum management, focusing on governance, collections management, audience engagement, financial sustainability, and strategic planning. Students will gain insight into the challenges and opportunities museums face in today's cultural landscape, with a blend of theoretical knowledge and practical applications.

Course Information:
Meeting Times: Mondays and Wednesdays, 9:35-10:50
Location: McCalla 150

Instructor Information:
Name: Dr. Heather K. Calloway
Office Location: McCalla 002A
Office Hours: By appointment, either in person or Zoom
Contact: hkc@iu.edu; 202-345-8600 mobile

Course Objectives:
This course aims to:
- Introduce students to the field of museum management and policy, fostering an understanding of the evolving role of museums in contemporary society.
- Equip students with rigorous analytical and problem-solving skills applicable to museums and other non-profit, collecting, and exhibiting institutions.
- Teach generalizable management principles relevant across various non-profit cultural organizations.
- Provide insights into the challenges of implementing management strategies within non-profit, collecting, and exhibiting institutions.
- Deepen students' understanding of the relationships between museums and their stakeholders, including the public, governing bodies, and funding organizations.

By the end of this course, students will be able to:
- Understand the organizational structure and governance of museums.
- Develop and evaluate museum mission statements and policies.
- Apply best practices in collections care and management.

- Analyze case studies to identify effective museum management strategies.
- Create strategies for audience engagement and community outreach.

The course content is all located on Canvas. Please see Canvas for all your videos, readings, assignments, etc.

Content subject to change as needed.

Class Policies

Attendance: Attendance is mandatory. More than three unexcused absences may result in a lower grade. Please communicate regularly with the instructor. This course is designed to be participative, and students are required to come to class with all readings and other assignments completed. It is understood that students may experience difficulties beyond their control, which result in failure to attend class. In case of illness or an emergency, students are expected to e-mail the instructor as soon as possible. Any unexcused absences will possibly result in your participation grade being lowered.

Late Work: Assignments submitted late will incur a 10% penalty per day unless prior arrangements are made.

Technology: Laptops and tablets may be used for notetaking during lectures. When given group work, sometimes use of browsers/internet/mobile phones is appropriate. Please pay attention when talks, lectures and discussions are happening. Taking phone calls and messaging or texting during class is inappropriate. Phones should be silenced.

Course Readings Schedule
Books:
Alex Sarian, ***The Audacity of Relevance: Critical Conversations on the Future of Arts & Culture,*** *2024*.
Gail Dexter Lord*, **Manual of Museum Management,** 2024*.
Trevor Owens*, **After Disruption: A Future for Cultural Memory,** 2024*.

Web links: Various Content (YouTube, Webpages, social media, etc.) listed on Canvas.
Always check Canvas for the latest updates.

Week 1 (Jan 13 - Jan 15): Introduction to Course Themes
> *Read:* Sarian: pages ix-18;
> Owens p. vii-17
> Lord, p. 2-16

Goal: Familiarize students with the authors' perspectives and core themes of the books.
Groups: Groups discuss both pleasant and not so pleasant experiences in museums.

Week 2 (Jan 20 - Jan 22): Foundations of Museum Management
     NO CLASS ON JANUARY 20
     Read: Lord, Chapter 2
     Articles: On Canvas

Goal: Cover the basics of museum roles and operational strategies in a changing landscape.
Groups: Challenges of museums today; Boards and governance

Week 3 (Jan 27 – Jan 29): Defining Relevance in Arts and Culture
     Read: *The Audacity of Relevance*, Chapter 1
     Mission Matters, PDF on Canvas
     Web links, on Canvas

Goal: Introduce the evolving role of relevance in cultural organizations.
Groups: What makes a museum relevant? Art? History? Other cultural institutions…

Week 4 (Feb 3 - Feb 5): Cultural Memory and Its Challenges
     Read: *After Disruption*, Introduction and Chapter 1
     Web links: On Canvas

Goal: Explore how memory and cultural preservation are impacted by modern challenges.
Groups: Challenges in museums and the arts

Week 5 (Feb 10 - Feb 16): Strategies in Museum Management
     Read: *Manual of Museum Management*, Chapter 3, 4
     Web links: On Canvas

Goal: Discuss financial management in museum settings.
Groups: Fundraising; Challenges with finances; Visitors

Week 6 (Feb 17 - Feb 23): Expanding Relevance
     Read: *The Audacity of Relevance*, Chapters 2-3
     Weblinks: On Canvas

Goal: Delve into methods cultural organizations use to maintain relevance.
Groups: TBD

Week 7 (Feb 24 - Mar 1): Shifting Paradigms in Cultural Memory
     Read: *After Disruption*, Chapters 2-3
     Web links: On Canvas

Goal: Investigate disruptions affecting how institutions preserve and interpret memory.
Groups: meaningful and measurable goals; what is a paradigm shift?

Week 8 (Mar 2 - Mar 8): Innovation in Museum Operations
    Read: *Manual of Museum Management*, Chapters 5-6
    Web links: On Canvas

Goal: Explore leadership and adaptation strategies in museum management.
Groups: Collections, Programs, Administration; Risk management, Strategic Plan; Tools for managers and staff to use

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Week 9 (Mar 9 - Mar 14): Relevance in Community Engagement
    Read: *The Audacity of Relevance*, Chapters 4-5
    Web links: On Canvas

Goal: Analyze case studies of cultural institutions' community involvement.
Groups: Education in Museums; "We" are the problem; What is being offered at museums?

Spring Break (Mar 15 - Mar 23): No Readings. No Class.

Week 10 (Mar 24 - Mar 30): Addressing Digital Disruption in Cultural Memory
    Read: *After Disruption*, Chapters 4-5
    Weblinks: Canvas

Goal: Review how digital transformations shape the future of cultural preservation.
Groups: Digital Change

Week 11 (Mar 31 - Apr 6): Advanced Topics in Museum Management
    Read: *Manual of Museum Management*, Chapters 7-8
    Web links: Canvas

Goal: Cover strategic planning and future challenges.
Groups: TBD

Week 12 (Apr 7 - Apr 13): Innovation and Relevance
    The Audacity of Relevance, Chapters 6-7
    Web links: Canvas

Goal: Examine cutting-edge practices for maintaining cultural relevance.
Groups: TBD

Week 13 (Apr 14 - Apr 20): Future Outlooks in Cultural Memory
　　　After Disruption, Chapters 6-7
　　　Web links: Canvas

Goal: Explore final thoughts on the future of cultural memory institutions.
Groups: Cost of operations; Solutions for cost

Week 14 (Apr 21 - Apr 27): Reflective Synthesis
　　　Selective readings and review of key themes. TBA on Canvas.

Goal: Connect core themes across texts and prepare for final assessments.
Groups: TBA

Week 15 (Apr 28 - May 4): Final Discussions and Wrap-Up
　　　Read: Web links on Canvas

Goal: Reflect on course takeaways and implications for future work in arts and cultural institutions.
Groups: What does future have? What kind of changes will museums make?

Grading Policy
A: 90–100%
B: 80–89%
C: 70–79%
D: 60–69%
F: Below 60%

Course Assignments:

Participation/Attendance (20%)
Description: Attend class regularly and participate in discussions and activities in person and on Canvas.

Weekly Connection Topics (25%)

Description: Submit an example of a real-world situation that illustrates a concept from the week's reading. These could be recent articles, museum exhibits, news, or community initiatives that relate to themes in the books**. What do you turn in?** A link to the article, website, podcast, video, or other – then write a few sentences about how it relates.

Objective: Connect students' theory to practice, fostering discussion on the practical relevance of course topics.

Midterm Project – Choose 1 Topic (25%)

Assignment: Facility Management, Board Governance, or Personnel Challenges
Objective: Explore a key area of museum management—facility management, board governance, or personnel challenges—and present findings and solutions in a format of your choice.

Instructions:
Select **one** of the following topics:
1. **Facility Management**
2. **Board Governance**
3. **Personnel Challenges**

Conduct a detailed analysis of your chosen topic, addressing the required components outlined in the original assignment. Present your findings in one of the following formats:

Presentation Formats:

1. Video Presentation
- Create a 5-7 minute video explaining your analysis, findings, and proposed solutions.
- Use visuals, such as slides, diagrams, or footage, to support your points.
- Ensure your presentation is clear, engaging, and professional.

Tools:
- PowerPoint or Google Slides (for visuals); Images, etc.
- Video editing software like iMovie, Canva, or Adobe Premiere.

Visuals: Free stock footage from Pexels or Unsplash; animations via Powtoon.
Submission: Upload your video to a platform (YouTube, Google Drive, Vimeo, etc.) and share the link.

2. Podcast Episode
- Record a 7-10 minute podcast episode where you discuss your chosen topic.
- Include an introduction, key points, and a conclusion with actionable solutions.
- You may include interviews, sound effects, or background music to enhance the presentation.

Tools:
- Audacity, GarageBand, or Anchor or any other programs for recording and editing.
- Host your podcast on platforms like Anchor or Google Drive.

Enhancements: Freesound.org for sound effects or background music.
Submission: Upload the episode as an MP3, audio file or share an Anchor link to the hosted episode.

3. Written Report
- Write a detailed report analyzing your topic.
- Include an introduction, analysis, proposed solutions, and a conclusion.

- Supplement your report with visuals like charts, graphs, or images where relevant.

Submission: Submit a PDF or Word document.

4. Emerging Technology Format
- Use an innovative technology to present your findings, such as:
  - **Virtual Reality (VR):** Create a VR walkthrough of a museum showcasing solutions.
  - **Interactive Website or Infographic:** Build a site or infographic with multimedia elements to present your ideas.
  - **AI-Generated Narratives:** Use tools like ChatGPT to script role-play scenarios (e.g., board meetings or staff negotiations).

Tools:
- For VR: Unity, Canva for 3D infographics, or similar platforms.
- For websites: Wix, Squarespace, or Google Sites.
- For infographics: Canva, Piktochart, or Adobe Express.

Submission: Provide a link to the technology or a demonstration video.

Evaluation Criteria:
- Clarity and depth of analysis.
- Creativity and effectiveness of the chosen format.
- Feasibility and innovation of proposed solutions.
- Use of research and supporting evidence.
- Engagement and professionalism in presentation.

Final Project – Choose 1 Topic (30%)
Crisis, Fundraising or Strategic Plan

Crisis Management Simulation Report
- **Objective:** Prepare and submit a response to a hypothetical museum crisis.
- **Examples of Scenarios:**
  - Artifact theft or damage.
  - Negative public relations incident.
  - Funding cuts or financial challenges.
  - Natural disaster affecting the museum.
- **Components:**
  - Crisis assessment and immediate response plan.
  - Stakeholder communication strategies.
  - Long-term recovery and prevention measures.
- **Deliverable:** A report with a description of crisis responses.

Fundraising Campaign Design
- **Objective:** Develop a fundraising campaign for a museum project or initiative.

- **Components:**
    - Campaign theme and objectives.
    - Identification of potential donors and sponsorship opportunities.
    - Strategies for donor engagement, including events, communications, and incentives.
    - Budget and financial goals.
    - Timeline and implementation plan.
- **Deliverable:** A campaign proposal with a visual pitch for potential donors.

Strategic Plan Development
- **Objective:** Develop a comprehensive strategic plan for a fictional or real museum.
- **Components:**
    - Mission, vision, and values.
    - SWOT analysis.
    - Goals and objectives for the next 3-5 years.
    - Marketing, outreach, and audience development strategies.
    - Financial and fundraising plans.
    - Evaluation and assessment methods.
- **Deliverable:** A professional document or report summarizing the strategic plan.

Final Project Submission – *You Choose and Submit product/report online; each student will have 3 minutes to share a reflection (what you learned) about their project in person.*

Other University Information

Academic Integrity: All students are expected to adhere to university policies on academic honesty.

Accessibility Services: Students requiring accommodations should let instructor know during the first week of classes.

Diversity and Inclusion: Respectful engagement is always expected in the classroom and online.

Academic Misconduct

Academic honesty is fundamental to the activities and principles of this university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed and presented. Any effort to gain an advantage not given to all students is dishonest whether the effort is successful. All submitted written work is to be done by the student her/himself. The academic community regards academic dishonesty as an extremely serious matter, with serious consequences that range from reduction in grade, probation to expulsion. Using someone else's work as if it is your own— plagiarism— is a serious university offense and will be dealt with following university guidelines. You must cite borrowed ideas or text, including lecture material,

regardless of whether it is a direct quote or a paraphrasing. When in doubt— cite. ([See section III, Student Misconduct, of the Code of Student Rights, Responsibilities, and Conduct](). Honesty requires that any ideas or materials taken from another source for either written or oral use must be fully acknowledged. Offering the work of someone else as one's own is plagiarism. The language or ideas thus taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches, or the writings of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgment also is considered plagiarism. Any student who fails to give credit for ideas or materials taken from another source is guilty of plagiarism (Faculty Council, May 2, 1961; University Faculty Council, March 11, 1975; Board of Trustees, July 11, 1975) Source comes from [IU's Policies site.]()

According to the [Indiana University Code of Student Rights, Responsibilities, and Conduct (2010),]() a student must give credit to the originality of others and acknowledge indebtedness whenever: Directly quoting another person's actual words, whether oral or written; Using another person's ideas, opinions, or theories; Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written; Borrowing facts, statistics, or illustrative material; offering materials assembled or collected by others in the form of projects or collections without acknowledgement.

Accessibility Services
Every attempt will be made to accommodate qualified students with disabilities (e.g. mental health, learning, chronic health, physical, hearing, vision neurological, etc.) You must have established your eligibility for support services through the appropriate office that services students with disabilities. Note that services are confidential, may take time to put into place and are not retroactive; Captions and alternate media for print materials may take three or more weeks to be produced. Please contact your campus office as soon as possible if accommodations are needed.

Title IX and Sexual Misconduct
As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help. I encourage you to visit the [Stop Sexual Violence website]() to learn more. If you are seeking help and would like to speak to someone confidentially, you can make an appointment with a [Mental Health Counselor on campus.]()

Technology and Support
Students who need help accessing Canvas, resetting a password, using email, or with any technology problems, can contact UITS using the link: [University Information Technology Services (UITS).]() Use IUanyWare to stream 400+ apps on your desktop or through the mobile app with your IU login.