

Administration of Museums and Historic Sites
History 6301, Fall 2017
University of West Georgia and Atlanta History Center

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Office hours: Monday, 12-3 p.m. at the Center for Public History; Tuesday 3:30-4:30 p.m. at the Center for Public History; 11:30-12:30 at the Atlanta History Center *by appointment*; Thursday, 9-12 a.m. at the Center for Public History. Additional office hours by appointment.

Class meetings: 12:30-3, Education classroom, Atlanta History Center. For more information and directions, visit <http://www.atlantahistorycenter.com/>

AHC Class Coordinator: Dr. Gordon Jones, gjones@atlantahistorycenter.com

Course Objectives

The goal of this class is to introduce students to the wide range of administrative responsibilities that one might encounter at a museum or historic site. Directors and administrators wear a variety of hats in their daily interactions with staff, volunteers, board members, and the general public. While overseeing the daily operations of the museum or historic site, the director must also develop strategic plans as well as plan for projects and events, ensure funding for programs and exhibits, educate the board about issues that the museum is facing, market the museum to the public, and find resolution to controversial ethical or legal issues.

But it is not only the museum director who holds administrative responsibilities. As Hugh Genoways and Lynne Ireland argue in their book *Museum Administration*, *all* museum staff members participate in administrative duties of some type. They may contribute to the exhibit planning process, market a program they develop, write a proposal for corporate funding for a particular project, or supervise museum staff members, volunteers, and interns. Every professional staff member at a museum or historic site can benefit from learning best practices in administration.

This class will cover a variety of topics faced in administration. As a graduate seminar, this course will emphasize class discussion and participation and the preparation of five administration “exercises” in which one would participate as a museum staff member. These assignments will provide the basis of class discussion on the dates they are due. At the end of the semester, students will gather these assignments into a portfolio that will illustrate their work.

The collaboration with the Atlanta History Center offers several benefits to our students. First, students have the opportunity to become acquainted with and to learn from professional staff at the Atlanta History Center as well as other museum professionals around the region. Second, students will undertake assignments that are real-life projects at the AHC or another historic site.

We guarantee that you will leave this class better prepared to work effectively as an administrator in the many tasks in which you will engage at a museum, archive, park, or any other type of historic site or public history organization.

Learning Outcomes

1. Students will explore the range of organizational and governance structures used in museums and become familiar with the primary roles and responsibilities of the governing board and the director.
2. Students will learn basic principles and techniques of strategic planning, marketing, financial management, development, and human resource management for museums.
3. Students will become familiar with key ethical and legal issues surrounding museums and public history organizations

4. Students will become familiar with the range of career opportunities available in museum administration.
5. Students will gain experience in working in collaborative team projects.
6. Students will gain experience in presenting their work to reviewers and peers, both orally and in writing.

Graduate Program Learning Outcomes

1. Conduct historical research
2. Formulate and defend a historical argument in Standard English
4. Demonstrate knowledge of the theory and practice of public history
5. Demonstrate practical knowledge of a subfield of public history

Required Readings

- Ackerman, Anne W. and Joan H. Baldwin, *Leadership Matters*. Altamira Press/AASLH, 20013.
- Caitlin-Legutko, Cinnamon and Stacy Klinger, *Leadership, Mission, and Governance: Small Museum Toolkit Book 1*. Altamira Press, April 2013.
- Catlin-Legutko, Cinnamon and Stacy Klinger, *Organizational Management - Small Museum Toolkit, Book Three*. Altamira Press, April 2013.
- Cilella, Salvatore, *Fundraising for Small Museums: In Good Times and Bad*, Altamira Press, 2011.
- Caitlin Legutko, Cinnamon, and Genoways, Hugh H. and Lynn M. Ireland, *Museum Administration 2.0*. Walnut Creek, California: Altamira Press, 2017.
- Skramstad, Harold and Susan, *A Handbook for Museum Trustees*. American Association of Museums, 2003.
A digital version of this book will also be made available on Course Den.
- Yerkovich, Sally, *A Practical Guide to Museum Ethics*. Lanham, MD: Rowman and Littlefield, 2016.

Recommended:

- The Foundation Center's Guide to Proposal Writing*, Available through the Foundation Center's website at www.fdncenter.org/atlanta/ . One copy of this book is also available for student use in the Center for Public History at UWG, but it **may not** be checked out from the Center.
- Pitel, Deborah, *Marketing on a Shoestring Budget: A Guide for Small Museums and Historic Sites*. American Association for State and Local History series, Rowman and Littlefield, 2016.

Course Requirements

This course is designed to offer students the opportunity to undertake several types of administrative projects in which a director or staff member at a museum or historic site might become involved. More details about all assignments will be provided in the class. Students will turn in these assignments throughout the class for a grade (see course schedule).

Students must submit two copies of each finished assignment (except the board exercise) in the final class portfolio.

We encourage students to revise their assignments, responding to suggestions and comments and using insights from the course readings, for the final portfolio. We believe this revision process helps students learn more, refine their skills, and enhance their knowledge of the process. We will re-evaluate the assignment grades based upon the revisions. However, *if you revise an assignment, you*

must submit the original copy, with my comments, for me to reassess the assignment grade. The second copies will be distributed to the Atlanta History Center.

Museum board role playing assignment (10 points)

Students will be assigned a role-playing scenario from the book *A Handbook for Museum Trustees*. For this scenario, a team of students will present the issue to the class. In addition, each student will prepare a written statement about how s/he would respond to one of the scenarios for which s/he is leading the discussion. Students will be graded both on the presentation and the paper.

Strategic Plan (15 points)

In this era of challenging financial resources, strategic planning has become even more essential to museums to set priorities and timetables for their work. In this exercise, students will work as a team to develop a strategic plan for a project at the Atlanta History Center. Guidelines and a template for the strategic plan will be presented in class. This semester, our class will work on a strategic planning exercise house for the Margaret Mitchell House.

Students will develop their strategic plans in small teams and present these to the class. Please be sure to bring a one-page executive summary of your plan for the class presentation day. Then each student will revise the group's strategic plan, based on feedback from peers and instructors. Students are expected to turn in both the original team plan and executive summary and their revised plans for the portfolio.

Foundation proposal (15 points)

Each student will research and write a foundation proposal for an upcoming project at the AHC. This semester, we will work on identifying funding prospects and writing proposals for the new Olympics gallery at the Atlanta History Center.

To prepare for this task, all students will attend a workshop at the Foundation Center, in Atlanta. This workshop is designed to teach you how to research and write foundation proposals. After the presentation, you will have the opportunity to identify a foundation for the class project. Please bring a laptop computer, if possible. Information and directions on the Foundation Center are available at <http://foundationcenter.org/atlanta/> There are also a variety of resources available on the website that will assist you in this project.

The Foundation Center has prepared a book *The Foundation Center's Guide to Proposal Writing* that you should use as you complete this assignment. An older-edition copy of this book is available in the Center for Public History for use there. We ask that you use the foundation proposal formula provided in the book in preparing your proposal, unless the specific foundation guidelines specify otherwise. In this case, you should follow their guidelines.

Please review the schedule for project deadlines. On October 11, each student will submit a one-page summary of the foundation s/he chose, including why you think the foundation would fund this project and the amount that would be reasonable to request, Proposal drafts are due November 8. Final, revised proposals are due with the portfolio.

Marketing Plan and Press Release (15 points)

Each student will develop a marketing plan and a press release for an upcoming event at the Atlanta History Center. We will follow the AHC marketing plan and press release templates, which the staff will provide. This semester, we will develop a marketing plan and press release for the opening of the Olympics exhibition.

Each student will develop his or her own marketing plan and will present these plans in class. Students are expected to revise their plans based on feedback from peers and instructors.

Human Resources Plan (15 points)

For this assignment, students will work as a team to develop a staffing plan for a proposed museum, the Goldworth Farm Park in Villa Rica. This site include a historic home, related agricultural outbuildings, historic gardens, and a Civilian Conservation Corp camp site as well as two archaeological home sites, all located on approximately 20 acres.

Students will develop three scenarios for staffing this new museum at different budget levels: a \$50,000, \$100,000, and \$150,000 annual budget. You will choose how you will staff the museum. What positions will you hire? What salaries will you pay? What knowledge, skills, and experience will you expect for each position?

The plan for each scenario must include the titles of each position as well as a brief job description, qualifications, and salary for each position. Your plan must also include whether these staff members are full-time with benefits or part-time, and if the latter, how many hours they will work and for what hourly wage. You may also include interns, graduate research assistants, and contractual services, if you choose to go that route, as well as unpaid volunteers, being realistic about what volunteers can accomplish. More details on the farm park and this assignment will be provided.

Students may submit the team proposal in the final portfolio, but all are encouraged to revise the plan based on feedback from peers and instructors on the presentation day.

Operations Plan (5 points)

One of the most important tasks of any museum administrator is to develop an operations plan for an event. Using a scenario that we provide, you will work as a team, in class, to develop an operations plan for the week leading up to and including the big event. We will provide a description of the event and the staff with which you can work. You will need to develop a plan for the six days leading up to the event and an hour-by-hour plan for the day of the event.

This exercise will begin as an in-class team discussion, but then each student will take home the plan the team developed, refine it as s/he sees fit, **and include the final version in his or her portfolio.**

Portfolio essay (10 points)

The portfolio essay should be a 2,000 to 3,000 word essay on what you have learned from the class. Please provide *insights, ideas, and concepts* that you will take from the class, not simply a discussion of what you did or a synopsis of what we discussed in class. Please do NOT write a week-by-week synopsis of the class or a summary of the speaker presentations.. The essay should be a personal reflection about the key issues you consider for museum administration.

All students *must* incorporate discussion of and references to the readings and use footnotes as appropriate. You are welcome to be creative in this essay, if you like, as long as it provides the required content.

Class participation and attendance (15 points)

This course will be taught as a graduate seminar in which discussion and participation are essential. Some classes will include guest speakers and presentations. We hope that you will make the most of the class experience and engage the guest speakers by asking questions and raising issues of interest to you.

On some days, students will present their ideas and projects for critique and discussion. Making effective presentations to others is also an important skill to develop, and you will have time to work on this skill during the class.

Students are expected to share their thoughts about the readings in advance of class on **Course Den**. I will create a discussion topic for each week's readings. Students will post their thoughts and ideas about the readings by Tuesday at 7 p.m. Students should post a minimum of 250 words each week. Course Den entries are part of the class participation grade.

Regular attendance at classes is required. We have some excellent speakers, and what you learn from them cannot be replicated elsewhere. Excessive absences will lower your final course grade.

Tentative Class Schedule

Please note: Class schedule and readings are subject to change.

- August 16: **Introduction to Museum Administration**
 Mission Statements
Guest: Sheffield Hale, President and Chief Executive Officer, Atlanta History Center
- Read:**
- *Leadership, Mission, and Governance, Chapter 3 Mission and Vision Again?*
 - *Museum Administration, Chapter 1, Museums and Administration*
- August 23: **Governance and Leadership**
Guest speaker: Dr. Sal Cilella, retired President and CEO, Atlanta history Center
- Read:**
- *Ackerson and Baldwin, Leadership Matters*
 - *Leadership, Mission, and Governance,*
 - *Chapter 5 “Thousands of Small Good Actions,” Successful Museum Governance*
 - *Chapter 6: Marry Me: The Relationship between the Director and the Board*
- August 30: **Strategic Planning**
Guest: Paul Carriere, Executive Vice President for Operations and Legal, Atlanta History Center
- Read:**
- *Museum Administration,*
 - *Chapter 2 Start Up*
 - *Chapter 3 Strategic Planning*
 - *Leadership, Mission and Governance*
 - *Chapter 4 DIY Strategic Planning*
- September 6: **Fundraising for Museums**
Guest speaker: Sal Cillela, retired President and CEO, Atlanta History Center
- Read:**
- *Cilella, Fundraising for Small Museums*
 - *Your assigned role-playing case study*
- Team discussion time to prepare for the role-playing assignment**
- September 13: **Museum Director’s Roundtable**
Roundtable participations:
- *Dr. Sal Cilella, retired President and CEO, Atlanta History Center President*
 - *Jan Galt, Director of Operations, Marietta Museum of History*

- *Trey Gaines, Director, Bartow History Museum*
- *Amy Wilson, former Director, Chemung County Historical Society*

Museum Development

Cheri Snyder, Vice President for Development, Atlanta History Center

Read:

- *Museum Administration,*
 - Chapter 5 Sustainability
 - Chapter 11 Collections and Stewardship
 - Chapter 12 Interpretation, Exhibits, Programming

September 20: **In the Trenches: Working with Your Board**

Read: A Handbook for Museum Trustees

Due: Role-Playing Assignment, presentation and paper. Each group will lead a 15-minute discussion of your scenario. Bring questions to ask the class!

September 27: “Proposal Writing,” at the **Foundation Center in Atlanta, 1-2:30 p.m.**, at the Foundation Center-Atlanta, 133 Peachtree Street NE, Lobby Suite 350, Atlanta, GA 30303-1804, Tel. 404-880-0094.

October 4: **Student Planning Presentations**

Due: Team presentations on strategic planning exercise. Be sure to bring a one-page executive summary of your plan to share.

Budgeting 101

Guest speakers: Jeff Rutledge, Vice President Finance

Read:

- *Museum Administration, Chapter 4, Finance*
- Review the financials located in the AHC annual report at the State of the Atlanta History Center report, starting around page 55. <http://www.atlantahistorycenter.com/about-us/history/governance-finance>

October 11: **Marketing 101**

Guest speaker: Hillary Hardwick, Vice President Marketing Communications

Preliminary discussion of foundation proposal ideas

Read:

- *Museum Administration, Chapters 10, Marketing and Public Relations*
- *Marketing on a Shoestring Budget (excerpts on Course Den)*

Due: one-page summary of the foundation you chose, including why you think the foundation would fund this project and the amount that would be reasonable to request

October 16: **Introduction to Development**
Guest Speaker: Aaron Berger, Cox Curry and Associates

Museum Accreditation and Assessment

Read:

- American Alliance of Museums, Accreditation, review resources available at <http://www.aam-us.org/resources/assessment-programs/accreditation>
- *Leadership, Mission and Governance*,
 - Chapter 1: Assessment Tools for Advancing Your Museum

October 25: **Student presentations and critiques of marketing ideas**

Due: Marketing plan

November 1: **Project Management, Facilities, and Museum Operations**
Guest speakers: Jackson McQuigg and Jeremy Underwood

Operations plan (in-class exercise)

Read:

- *Organizational Management*,
 - Chapter 1 Can you Hand Me That Wrench? Managing Museum Operations
 - Chapter 5 Many Hands Make Light Work: Strength through Collaboration
- *Museum Administration*
 - Chapter 9, Facilities Management

November 8: **Human Resources**
Guest speaker: Paul Carriere, Executive Vice President Operations and Legal, Atlanta History Center

Read:

- *Organizational Management*,
 - Chapters 2 Human Resource Management
 - Chapter 3 Are You Being Served? Attracting and Keeping Volunteers
 - Chapter 4 Let's Get an Intern: Managing a Successful Internship Program
- *Museum Administration*,
 - Chapter 6, The Working Museum
 - Chapter 7 Ethics and Professional Conduct

Due: Foundation proposal

November 15: **Ethics and Legal Issues in Museums**

Human Resources team discussions

Read:

- Yerkovich, *A Practical Guide to Museum Ethics*
- *Museum Administration*,
 - Chapter 8 Legal Issues

November 22: No class, Thanksgiving break

November 29: **Human Resources Plan: student presentations and critiques**

Due: Human Resources plan

Monday, December 4:

*Due: Portfolio with all assignments and portfolio essay by at 5 p.m.
No late portfolios will be accepted!*

Class Policies

Common language for Course syllabi at UWG is available here:

http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf

Please note that students are expected to act professionally at all times.