Museum Administration
MSTD A548, section #25327
Friday, 3:00pm-5:50pm, Spring, 2010
Cavanaugh Hall, room 411

Professor: Elizabeth Kryder-Reid
Office: CA 419
Office Hours: Thursdays, 1:30pm-3:00pm or by appointment
Office Telephone: 274-1406
E-mail: ekryderr@iupui.edu

COURSE DESCRIPTION:
This course presents a broad overview of issues and practices administrators who work in museums, historical societies, archives, special collection libraries, and other cultural resource agencies experience in their careers. In this course the term “administrator” applies to both the head of an organization as well as mid-level managers, and “leadership” is an opportunity for every museum professional regardless of their position. In addition to discussions that are unique to agencies that collect, preserve, and share cultural resources, the class will also look broadly at trends in management techniques and leadership that apply to any non-profit organization.

COURSE OBJECTIVES:
After the successful completion of this course, students will be able to . . .

- Demonstrate an understanding of management and operations techniques used by non-profit cultural resource administrators
- Discuss what makes an effective non-profit leader
- Assess the financial health of an organization
- Communicate the credentials a museum needs for accreditation and evaluate an accreditation proposal
- Identify potential controversial situations and ethical issues that can occur in museums and develop strategies for dealing with them
- Understand the significance of institutional planning in sustaining a cultural institution
- Demonstrate the skills required work in a team developing a strategic plan

POLICIES:
Attendance
Attendance is required and will be taken at class meetings. This seminar is based on experiential learning and active participation. What you put into the class will determine what you get out of
it. If you must miss class for illness, personal crisis, or professional commitment, please notify the professor as soon as possible to make arrangements for missed work.

**Cheating and plagiarism**
Students who cheat or plagiarize will receive a zero for the work in question and will be reported to the Dean. According to the *Code of Student Rights, Responsibilities, and Conduct* “Cheating is considered to be an attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment… Plagiarism is defined as presenting someone else’s work, including the work of other students, as one’s own.” For comprehensive information on IUPUI’s policy on cheating and plagiarism consult *Code of Student Rights, Responsibilities, and Conduct* available on-line at [http://www.iupui.edu/code/](http://www.iupui.edu/code/)

**Classroom courtesy and professionalism**
Please arrive on time and turn off cell phones and pagers prior to the beginning of class. It is expected that everyone in the class contribute fully and listen respectfully during discussions. When we meet in museums, you are in public, professional settings, and you are representing both the IUPUI Museum Studies program and yourselves as emerging professionals. Please dress and act accordingly. We often meet in non-public areas so arriving late may mean that you are not able to join the group. For classes meeting in museum exhibit spaces **only pencil** may be used (i.e. no ink pens) due to conservation concerns. I am fine with food discretely consumed in the classroom, but please do not bring food or drink into the museum settings.

**Incompletes**
I will be very reluctant to give a grade of Incomplete (I). I assign Incompletes only to students who have successfully completed most of the course work and who have been prevented by significant and unanticipated circumstances from finishing all of their assignments. If you are concerned about falling behind or missing an upcoming deadline, please meet with me as soon as possible.

**Submitting written work**
Unless otherwise specified, all work should be typed, double spaced, with 1 inch margins in legible 12 pt. font. and submitted **electronically to my IUPUI email** ([ekryderr@iupui.edu](mailto:ekryderr@iupui.edu) rather than via OnCourse). Please name the file beginning with your LAST NAME (ex. "Jones_A548_assign2"), and please only submit one assignment per email. Be sure your name is on the document itself and that you save a copy. I will reply to you to let you know I received the document. If I do not reply within 24 hours of submission (or 48 hours if submitted on the weekend), please email me to confirm that I received it. Some assignments may request you also post a copy to OnCourse so your fellow students can read and benefit from it. In most cases those “drop boxes” are set up in the FORUM section of OnCourse.

**Travel**
Several of the class meetings will be held at area museums. Transportation arrangements are the responsibility of students, but please be generous in offering rides to those who may need them. Parking is free at all area museums we will be visiting, but please pay attention to any posted restrictions (we’ve had towing problems in the past!).

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REQUIREMENTS
Readings:
All readings are available in required texts, on line, posted on OnCourse, or on reserve at the University Library. If you find a broken link or cannot find a reading, please notify the professor as soon as possible. If you want to build your museum leadership library, all of the books may be purchased through on-line book sellers, and you can find many at used book stores.

Required:
- Donna Harris, New Solutions for House Museums: Ensuring the Long-Term (Lanham, MD: Alta Mira, 2007)

Case Studies on Reserve at UL (references for institutional history essay)

Participation:
Students will be expected to complete the assigned readings prior to class in order to participate in class discussion, be active contributors to discussion and group exercises.

Students are required to join MUSEUM-L and are encouraged to introduce relevant issues gleaned from the list serve during class discussion. For questions regarding appropriate use of the internet, consult the Code of Student Rights, Responsibilities, and Conduct available on-line at http://hoosiers.iupui.edu/studcode/studcode.htm. Please be aware that students are responsible for activity on their computer accounts.

ASSIGNMENTS – attainment of course learning objectives is assessed through the work student produce in the following individual and collaborative assignments.
### Individual Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Deadline</th>
<th>Pts</th>
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<tbody>
<tr>
<td>Museum Financial Health Evaluation</td>
<td>Feb. 12</td>
<td>10</td>
</tr>
<tr>
<td>Institutional History Change Analysis</td>
<td>March 5</td>
<td>15</td>
</tr>
<tr>
<td>Museum Operations Resource Guide and Presentation</td>
<td>April 2</td>
<td>15</td>
</tr>
<tr>
<td>Museum Leadership Essay</td>
<td>April 16</td>
<td>10</td>
</tr>
<tr>
<td>General Participation</td>
<td>on-going</td>
<td>5</td>
</tr>
</tbody>
</table>

### Team Project

**Deliverable 1:**  SWOT analysis & statement of critical issues

- **Deadline:** Feb. 19 - **Pts:** 5

**Deliverable 2:** Environmental scan and benchmarking

- **Deadline:** March 12 - **Pts:** 5

**Deliverable 3:** Proposed strategic directions

- **Deadline:** April 9 - **Pts:** 5

**Team presentation**

- **Deadline:** April 23 - **Pts:** 5

**Final report**

- **Deadline:** April 30 - **Pts:** 15

**Peer evaluation**

- **Deadline:** April 30 - **Pts:** 5

**Self evaluation**

- **Deadline:** April 30 - **Pts:** 5

**TOTAL POSS. PTS.** 100

### Assignment summaries (additional information will be distributed in class):

1. **Museum Financial Health Evaluation** (Due Feb. 12<sup>th</sup> – 10 pts)
   
   Review financial documents (audited financial statements, annual reports, and I-990s) from two museums of your own choosing. Based on this data, assess the financial health and compare their respective business models. Research the institution (through web sites, annual reports, etc.) to understand the museum’s broader context (its mission, collections, history, and community, etc.). Write a 4-6 page paper comparing the business models, assessing the financial health of the museums, and making recommendations for strengthening the financial position of the museums. Support your evaluation with specific evidence. Use [www.guidestar.org](http://www.guidestar.org) for access to I-990s.

2. **Institutional History Change Analysis:** (Due March 5 – 15 pts.)
   
   Select one of the institutional histories (on reserve at UL) or you may select another museum if you are able to locate enough sources to analyze the institution’s strategic planning and management of change. Note that this is an **analytical paper** – don’t just summarize the facts presented in the book.
   
   a. Read the museum case study
   
   b. Consult for general resources and background on organizational change, succession planning, etc. (in the OnCourse assignments folder) that you can draw on for your analysis
   
   c. In 4-6 pages, analyze the institution’s strategic planning and management of change.
i. Discuss the significant changes that occurred either over the history or the museum or at a specific point in its history;

ii. Identify the significant factors in the museum’s success or failure in navigating that change.

iii. Assess the effectiveness of the museum’s strategic (or not so strategic) planning in light of general principles of strategic planning

3. Museum Operations Resource Guide and Presentation (Due April 2 -15 pts.) (see separate handout for directions)

4. Museum Leadership essay: 5-7 pp. (Due April 17 – 10 pts.). This essay should be both analytical and self-reflective. First, discuss what makes effective museum leadership. Support your thesis with specific examples drawn from readings, case studies, guest speakers, and current museum practice, as well as your own experiences and reflections. Second, reflect on your own leadership – what qualities and attributes contribute to your effectiveness as a leader. What skills knowledge do you have or do you hope to develop and argue why these are important in the context of museums today.

5. Team project: (various due dates, 45 pts. total) [see also separate handout]
   Deliverable 1: SWOT analysis & statement of critical issues (Due Feb. 19)
   Deliverable 2: Environmental scan and benchmarking (Due March 12)
   Deliverable 3: Proposed strategic directions (Due April 9)
   Team presentation (Due April 23)
   Final report (Due April 30)
   Peer evaluation (Due April 30) see form on OnCourse
   Self evaluation (Due April 30) see form on OnCourse

6. Participation: The participation grade will be based on evidence of reading prior to class, active participation in class discussions and presentations, and attendance. Exemplary leadership on team projects, presentations, and in-class exercises may earn extra credit.

GRADING:
Students must earn a B- or better for credit toward the MA or Graduate Certificate. Graduate Students’ letter grades will be assigned in the following manner:

- 100-98 = A+
- 93-97 = A
- 90-92 = A-
- 88-89 = B+
- 83-87 = B
- 80-82 = B-
- 78-79 = C+
- 73-77 = C
Edited 1/25/10

70-72 = C-
68-69 = D+
63-67 = D

60-62 = D-
0-59 = F

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**Summary of class schedule, topics, location, and due dates**

*Tentative schedule – see OnCourse for updates*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Location/Time</th>
<th>DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 15</td>
<td>Wk 1 Introduction</td>
<td>CA 411/3:00</td>
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<tr>
<td>Jan. 22</td>
<td>Wk 2 Museum Leadership</td>
<td>CA 411/3:00</td>
<td>• Submit Institutional case study</td>
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<td></td>
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<td></td>
<td>• Select museum operations topic for 4/2 presentation</td>
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<tr>
<td>Jan. 29</td>
<td>Wk 3 Money Matters: Museum Finance Basics</td>
<td>CA 411/3:00</td>
<td>• Bring in audited financial statements for museum of your choice</td>
</tr>
<tr>
<td>Feb. 5</td>
<td>Wk 4 CASE STUDY: Eiteljorg Museum with John Vanausdall</td>
<td>Eiteljorg/3:00</td>
<td>• Team project progress report (via email)</td>
</tr>
<tr>
<td>Feb. 12</td>
<td>Wk 5 Strategic Planning</td>
<td>CA 411/3:00</td>
<td>• <strong>Assign. #1:</strong> Financial Health Comparative Analysis</td>
</tr>
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<td>Feb. 19</td>
<td>Wk 6 CASE STUDY: Conner Prairie with Ken Bubp and/or Ellen Rosenthal</td>
<td>Conner Prairie/3:00</td>
<td>• <strong>Team Project deliverable 1:</strong> SWOT analysis and statement of critical issues</td>
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<tr>
<td>Feb. 26</td>
<td>Wk 7 Museum Governance</td>
<td>CA 411/3:00</td>
<td>• Team project progress report (via email)</td>
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<tr>
<td>March 5</td>
<td>Wk 8 Case Studies: Led by Ron Newlin at the Indiana State Museum</td>
<td>ISM/3:00</td>
<td>• <strong>Assign. #2:</strong> Institutional History Change Analysis</td>
</tr>
<tr>
<td>March 12</td>
<td>Wk 9 Ethics, Legal Issues, and Accountability</td>
<td>CA 411/3:00</td>
<td>• <strong>Team Project deliverable 2:</strong> Environmental scan and benchmarking</td>
</tr>
<tr>
<td>March 19</td>
<td>SPRING BREAK (no class)</td>
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<tr>
<td>March 26</td>
<td>Wk 10 CASE STUDY: Indianapolis Museum of Art with Maxwell Anderson</td>
<td>IMA/3:00</td>
<td>• Team project progress report (via email)</td>
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<tr>
<td>April 2</td>
<td>Wk 11 Museum operations</td>
<td>CA 411/3:00</td>
<td>• <strong>Assign. #3:</strong> Museum operations resource guide and presentation</td>
</tr>
<tr>
<td>April 9</td>
<td>Wk 12 Historic House and Small Museum Administration</td>
<td>CA 411/3:00</td>
<td>• <strong>Team Project deliverable 3:</strong> proposed strategic directions</td>
</tr>
<tr>
<td>April 16</td>
<td>Wk 13 CASE STUDY: Morris Butler House with Gwendolen Raley and Amiee Rose Formo</td>
<td>Morris Butler House/3:00</td>
<td>• <strong>Assign. #4:</strong> Museum leadership essay</td>
</tr>
<tr>
<td>April 23</td>
<td>Wk 14 Institutional Study presentations</td>
<td>CA 411/3:00</td>
<td>• Team Project presentations</td>
</tr>
<tr>
<td>April 30</td>
<td>Wk 15 Final class</td>
<td>CA 411/3:00</td>
<td>• Team Project final reports and evaluations</td>
</tr>
</tbody>
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SCHEDULE:
Unless otherwise noted, we meet in CA 411.

Jan. 15    WEEK 1: Introduction
Orientation to course expectations, goals, and content; Museum leadership and organization charts; Museum accreditation introduction; In-class exercise on Emerald City Museum accreditation report
AAM Accreditation guidelines:
http://www.aam-us.org/museumresources/accrds/index.cfm

MAP guidelines: http://www.aam-us.org/museumresources/map/index.cfm

Jan. 22    WEEK 2: Museum Leadership
Stakeholders; Roles of the CEO/Director; mission and money; intro. to principles and processes of strategic planning; institutional study projects introduced
DUE: submit institution for assignment #2 case study analysis, select (in-class) museum operations topic for 4/2/10 presentation
Readings :
- Genoways and Ireland, Ch. 1-3, 4: “Introduction,” “In the Beginning,” “The Working Museum,” and “Strategic planning”
- Jeffrey Sonnenfeld, “How Leaders Fail” Leader to Leader (Winter 1997)
Read at least one of the following: (be prepared to share with the rest of the class what you got out of it regarding the role of a museum director)

Jan. 29    WEEK 3: Money Matters: Museum Finance Basics
DUE: bring to class a copy of an audited financial statement and (if possible) a recent annual report from a museum; small group reading presentations
- Genoways and Ireland, Ch. 5 “Budgets and Accounting” pp.91-119; Ch. 6 “Development” pp.121-160.
Each reading group should present a brief summary of the articles they read and discuss what they think are the most substantive issues, concerns, or points for museum administrators.

**Fundraising**

**Growth**

**Recession**
- AAM, “Considerations for AAM Accredited Museums Facing Retrenchment or Downsizing” Issued by the AAM Accreditation Commission on August 28, 2003, Reissued with updated Resources , November 20, 2008
Feb. 5  
**WEEK 4: Mission and Money Case Study: the Eiteljorg Museum**
MEET AT EITELJORG MUSEUM
DUE: Team project progress report (via email)
**Guest Speaker:** John Vanausdall, President and CEO, Eiteljorg Museum

Feb. 12  
**WEEK 5: Strategic Planning**
*DUE:* Assignment #1: Financial Health Comparative Analysis
**Readings:**
- Genoways & Ireland, chapter 4, “Strategic planning” pp.75-90.
- Cinnamon Catlin-Legutko “DIY Strategic Planning” *History News* (Spring) 2008
- See also sample strategic plans posted on OnCourse

Feb. 19  
**WEEK 6: Strategic Planning with Audiences in Mind: Conner Prairie**
MEET AT CONNER PRAIRIE
**Guest Speakers:** Ellen Rosenthal, President and CEO, Conner Prairie Museum, Inc.; Ken Bubp, Chief Operating Officer, Conner Prairie Museum, Inc.
*DUE:* Team project deliverable 1: SWOT and statement of critical issues
**Readings:**
- Conner Prairie Annual Report, 2007
- Conner Prairie Annual Report, 2008

Feb. 26  
**WEEK 7: Museums Governance**
*DUE:* Team project progress report (via email)
**Readings:**

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March 5

WEEK 8: CASE STUDIES: GOVERNANCE
MEET AT THE INDIANA STATE MUSEUM
DUE: Assignment #2: Institutional History Change Analysis
Guest Speaker: Ron Newlin

Readings:
- ConsultEcon, Inc., Draft report “Louisiana State Museum Governance Opportunities”
- Case Study materials will be posted prior to class. Read them and be prepared to use these cases for in-class discussion:
- Indiana State Museum, “Who we are”: http://www.indianamuseum.org/about/who/

March 12

WEEK 9: Ethics, legal issues, and accountability
DUE: Team project deliverable 2: Environmental Scan and Benchmarking Research
Readings:
- Genoways and Ireland, Ch. 10 “Ethics and Professional Conduct” and 13 “Legal Issues.”
- AAM: Standards and Best Practices Fact Sheet
- Independent Sector “Sarbanes-Oxley and Implications for Nonprofits”
http://www.independentsector.org/issues/accountability/Checklist/index.html and

Specific issues (readings and case materials to be presented in class by small groups --see OnCourse for case study background resources):

**Collections capitalization**

**CASE STUDY:** Randolph-Macon Women’s College (University art museum selling paintings collection to raise money for struggling school’s operating budget).

**Closing a museum**
- American Association For State And Local History (AASLH), “When A History Museum Closes,” Ethics Position Paper #2
- NC Center for NonProfits “Go out of business the right way”
- **CASE STUDY:** Lincoln Museum (A museum supported by the Lincoln Financial Group closes in Fort Wayne)

**Illegal Trafficking of Cultural Property**
- ICOM: Conventions: http://icom.museum/convention.html
- ICOM Measures concerning the Fight against the Illicit Traffic of Cultural Property: http://icom.museum/measure.html

**CASE STUDY:** Getty Museum (accusations of illegal trafficking of imported antiquities lands in Greek and Italian criminal courts and costs long-time Getty curator Marion True her job).

**Restricted gifts**
- **CASE STUDY:** Smithsonian Institution’s National Museum of American History (Philanthropist Catherine Reynolds makes a major gift with strings attached).

**Recommended resource:**
- Greater Twin Cities United Way: Checklist for an Assessment of Legal Activities in U.S. Nonprofit Organizations
March 19  WEEK 10: Spring Break  Enjoy!

March 26  WEEK 11: Museum Ethics, Accountability, and Public Trust
MEET AT INDIANAPOLIS MUSEUM OF ART
DUE: Team project progress report (via email)
Guest Speaker: Maxwell Anderson, Director and CEO, Indianapolis Museum of Art

Readings: [additional readings TBA]
- Maxwell Anderson, "Head vs. Heart in Art Museums," The Art Newspaper (July-August 2005)
  http://www.maxwellanderson.com/HeadvHeart.htm
- Indianapolis Museum of Art Dashboard http://dashboard.imamuseum.org/
- NPR, All Things Considered, “Can Collectors Have Their Art And Lend It, Too?” January 18, 2010 [pdf of transcript on or listen to podcast]

April 2  WEEK 12: Museums Operations Roundup
MEET IN CA411
Due: Assignment #3: Museum Operations Resource Guides and presentations

April 9  WEEK 13: Planning for the Future: Historic house museums and other small museum conundrums
DUE: Team project deliverable 3: Proposed Strategic Directions Research

Readings:
- Donna Harris, New Solutions for House Museums: Ensuring the Long-Term (Lanham, MD: Alta Mira, 2007) read Ch. 1 “Current Trends in Historic House Museums” Ch. 3 “Legal and Ethical Issues” Ch. 4 “The Decision-Making Process”, Ch. 6 “Eight Solutions Explained”
• AASLH, “Gift of History.” [Note – the Lew Wallace Museum uses this article to train new board members about why history really matters.]
• Case studies from the Harris book (chaps. 8-15) will be assigned to pairs of students to read and present a summary to the class for discussion.

April 16  WEEK 14: Small Museum Administration  
MEET AT THE MORRIS BUTLER HOUSE  
Guest Speakers: Gwendolen Raley and Aimee Rose Formo  
**DUE:** Assignment #4: Museum Leadership essay  
**Readings:**  
Morris Butler House Museum web site:  
http://www.historiclandmarks.org/HistoricSitesToursEvents/MorrisButler/Pages/default.aspx  
Morris Butler House AAM accreditation self-study questionnaire

April 23  WEEK 15: Oral presentations of Institutional Case Studies  
**Due:** team project presentations and handouts

April 30  Final Class: Museum futures, accreditation and assessing what matters in museum administration and leadership  
**DUE:** Team project final reports and evaluations (turn in by 3:00 to CA419).  
**Readings:**  
• Genoways and Ireland, Ch. 14 “The “Isms”: Challenges for the Modern Museum”  
• James Chung, “Museums & Society 2034: Trends and Potential Futures” December, 2008 AAM Center for the Future of Museums  (Read on-line):  
https://www.policyarchive.org/handle/10207/12355  
• John H. Falk and Beverly K. Shepherd, Ch. 6, “Understanding What’s Important,” Thriving in the Knowledge Age, (Lanham: Alta Mira, 2006), pp. 106-134  
• AAM, “Reinventing AAM Accreditation”  

Web sites of museums for off-campus class meetings  
*See for directions and parking information, and as background for the class familiarize yourself with the museum mission, collections, and history if you do not already know the museum.*
• Eiteljorg Museum (Feb 5)
  http://www.eiteljorg.org/
• Conner Prairie (Feb. 19)
  http://www.connerprairie.org/
• The Indiana State Museum (March 5)
  http://www.indianamuseum.org/
• Indianapolis Museum of Art (March 26)
  http://www.imamuseum.org/
• The Morris Butler House (April 16)
  http://www.historiclandmarks.org/HistoricSitesToursEvents/MorrisButler/Pages/default.aspx