

**Administration of Museums and Historic Sites**  
History 6301, Fall 2019  
University of West Georgia and Atlanta History Center

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**Office hours:** Tuesday 1:00-5:00 p.m. at the Center for Public History; Wednesday 11:00-12:30 at the Atlanta History Center; 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](mailto: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, historic site, or a non-profit organization in which public historians might work. 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 and plan for projects and events, ensure funding for programs and exhibits, educate the board about issues museums face, market the museum to the public, and find resolution to controversial ethnical 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 and non-profit management. 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 professional online portfolio that will illustrate their work.

The collaboration with the Atlanta History Center offers several benefits to our students. First, students become acquainted with and 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 non-profit history organizations 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 and non-profit history organizations.
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 and professional writing.
6. Students will gain experience in presenting their work to reviewers and peers, both orally and in writing.
7. Students will prepare a professional museum portfolio.

### **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*. An older edition 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.

### **Assignments**

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 (see course schedule).

**Revision Policy:** Students may revise several of the assignments 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. There are several requirements for revisions:

- These must be substantial revisions, not minor editing or spelling or syntax.
- Revised assignments must highlight the changes that you made in yellow.
- The original assignment and comments must be included.
- Students must write a paragraph describing how the assignment was revised.

**Late assignment policy:** Students are allowed *one* time during the semester to turn in a assignment up to 48 hours late. If or when you choose this option, *you must contact me before the assignment is*

*due to tell me that you have elected to make this your one late assignment.* All other assignments must be turned in on time, or they will not be accepted. Missing the points from even one assignment will automatically lower your final grade at least one grade. Turning in papers on time is part of the professional expectation for this class.

## **Class Requirements**

### ***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.

Please note that this assignment is not available for revision.

### ***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, for your final portfolio. Remember to turn in both the original team plan and executive summary and your own 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 an upcoming project at the Atlanta History Center.

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. ***Please 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.***

### ***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. We will develop a marketing plan and press release for an upcoming project at the Atlanta History Center

Each student will develop his or her own marketing plan and will present these plans in class. Students may 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 includes 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 will be a 2,000-word reflective essay addressing this question: What are the top five lessons that you have learned about museum administration from this class? Please engage readings, speaker presentations, and class discussions as appropriate. Use footnotes for your reading references. 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 required to share their thoughts about the readings in advance of class on **Course Den each week**. Students will post their reflections on the readings by Tuesday at 12 noon. Posts should be 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.

## **Class Policies**

Common language for UWG course syllabi is available here:

[http://www.westga.edu/assetsDept/vpaa/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf)

**Please note that students are always expected to act professionally in activities and assignments related to this class, including**

- coming to class on time
- turning in work on time in the requested manner
- acting appropriately in class (paying attention to classmates and speakers, not using cell phones in class, being engaged with class discussion)
- dressing in an appropriate manner for class
- treating speakers and classmates with respect at all times
- working professionally in team and group projects

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### Tentative Class Schedule

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

August 14:     **Introduction to Museum Administration**  
**Mission Statements**

**Read:**

- *Leadership, Mission, and Governance*, Chapter 3 Mission and Vision Again?
- *Museum Administration*, Chapter 1, Museums and Administration

August 21:     **Governance and Leadership**

*Guest speakers:*

*Sheffield Hale, President and CEO, Atlanta History Center*

*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 28:     **Strategic Planning**

*Guest: Paul Carriere, Executive Vice President for Operations and Legal, Atlanta History Center (1:30 p.m.)*

**Read:**

- *Museum Administration*,
  - Chapter 2 Start Up
  - Chapter 3 Strategic Planning
- *Leadership, Mission and Governance*
  - Chapter 4 DIY Strategic Planning

September 4:   **Fundraising for Museums**

*Guest speaker: Sal Cilella, 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 11: **Museum Director's Roundtable**

*Guest speakers:*

*Sal Cillela, retired President and CEO, Atlanta History Center*

*Bonnie Speed, Director, Michael C. Carlos Museum of Emory University*

*Jan Galt, Director, Marietta Museum of History*

**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 18: **In the Trenches: Working with Your Board**

*Gordon Jones*

*Read: A Handbook for Museum Trustees*

***Due: Role-Playing Assignment, presentation and paper.*** *Each group will lead a 15 to 20-minute discussion of your scenario. Bring questions to ask the class!*

September 25: **Foundation proposal workshop** by Ivonne Simms, Atlanta Lead, Candid (formerly the Foundation Center), <http://foundationcenter.org/connect-with-us/atlanta>

**Please bring laptops to class!**

October 2: **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 9: **Development**

*Rachel Katz, Development Manager, High Museum of Art*

**Preliminary discussion of foundation proposal ideas**

***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: **Marketing 101**  
Martha Tye, Director of Marketing, AHC

**Museum Accreditation and Assessment**

***Read:***

- *Museum Administration*, Chapters 10, Marketing and Public Relations
- *Marketing on a Shoestring Budget (excerpts on Course Den)*
- 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 23: **Student presentations and critiques of marketing ideas**

***Due: Marketing plan***

October 30: **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 6: **Human Resources**  
*Guest speaker: Paul Carriere, Executive Vice President Operations and Legal, Atlanta History Center (1:30 p.m.)*

***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 13: **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 20: **Human Resources Plan: student presentations and critiques**

***Due: Human Resources plan***

November 27: No class, Thanksgiving break

December 4: No class

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