Context and Process
This document provides a statement of educational goals, and areas of learning that address different aspects of professional and scholarly development for the Arts and Cultural Leadership Program. Goals in the process of preparing this document were to build upon a highly valued learning environment and experience for arts and cultural leaders and to shape a program that is clear and distinctive in its strengths and methods.

The ACL staff team met on at least four occasions to prepare an initial draft. The team included Tom Borrup, Kathleen Corley, Constance Hessburg-Odland, and Ritu Saksena. Informing the draft were previously published programs goals and an April 2014 publication, Standards for Arts Administration Graduate Program Curricula, from the international Association of Art Administration Educators, of which the program is a member. The team arrived at a structure that began with a statement of vision and purpose, guiding principles, and a set of learning areas each with a rationale and a set of more specific assessment areas (the latter not included here).

The process undertaken to define the program vision, values, and areas of learning was thorough. It required challenging assumptions of the program and examining its core purpose vis-a-vis contemporary practices in the cultural sector and the program’s relative or competitive position among peers. The initial draft was circulated first to faculty and a representative sample of current students and graduates. Numerous substantive and detailed responses were received. The staff team met again on two occasions to integrate many of these thoughtful ideas.

A revised draft was then distributed to the program’s 15-member Advisory Committee, a group representing a robust spectrum of professionals in the cultural sector, including adjunct faculty and a program graduate. At an October meeting, review of the learning objectives document was the primary agenda item and generated additional substantive ideas. These were integrated into the document and a final draft was circulated to the program Steering Committee. This group approved the learning objectives for this submittal.

All participants in the process appreciated the purpose and value of this living document, a guide for program development, a framework for assessing successful student learning, and a platform for discussion as the sector continues to evolve and the profession grows.

The Program is Driven by Vision…
The Master of Professional Studies in Arts and Cultural Leadership (ACL) works to expand and deepen leadership, training, and scholarship within the cultural and creative fields. The program envisions a society fully engaged in dialogue, learning, exchange, and celebration in which artists, cultural traditions, and creative organizations inform and inspire individuals and communities; a society in which cultural leaders, practitioners, and artists of all backgrounds and interests practice deeper understanding, appreciation, respect, and interactions among people. The program prepares leaders who enhance the role of artists and arts and cultural organizations in society; leaders engaged in ongoing learning who understand and engage with the world beyond the organizations they are leading.

…and Supported by Theory and Practice
The program reflects the values, cultures, and needs of the community and of its students. It supports a learning environment that enables students to develop and practice leadership inside and outside the structured learning environment. They learn with practitioners and each other as they find themselves at the intersection of critical inquiry and practice to emphasize the role they play in impacting communities.

Guiding Principles
- Critical thinking and creative problem-solving capacities expand through inquiry rooted in historical knowledge and in emerging ideas.
Arts and cultural leadership represents a unique and important role within and beyond the structures and management of organizations. Thoughtful and creative leaders understand their own cultural identity and capacities, as well as the mission and the impact of their work in a greater context.

Leadership advances the production of knowledge and promotes the value and reach of research, inquiry, and innovation.

Arts and culture provide valuable tools for people in globalized communities to communicate, collaborate, navigate conflict, and celebrate complexities and commonalities.

Leaders collaborate within and across sectors to advance the work of artists, cultural practitioners, organizations, and their communities.

Relationship building serves as both means and ends in effective leadership.

Students enter the program with professional experience, thus outcomes are also measured based on how they leverage and deepen their experience. It is expected that they contribute to their own and others’ learning process, and that they extend their knowledge into new areas.

**Areas of Learning:**

1. **Scholarship, critical and strategic thinking, and effective communication.**
   Leaders are challenged to formulate and communicate responses in an ongoing stream of change. The cultural sector requires nimble leaders comfortable with inquiry, paradox, and the unknown. Leaders engage in rethinking and articulating process and product, ends and means; they chart new courses while navigating turbulence. Critical thinking grounded in both historical knowledge and emerging ideas is employed constantly.

2. **The intersection, navigation, and impacts of cultural and creative practices within local and global dynamics.**
   Artists and the cultural sector are vital and catalytic agents within communities on all levels. They represent an essential part of the complex whole of local and global community life. As globalization implies a tension between the global and the local, leaders must build and support relationships within communities to connect ideas, individuals, societal groups, and organizations across professions, sectors, cultures and geography. Leaders in the arts and culture sector remain especially vigilant to the dynamic nature of culture and creativity, the emotional dimensions of cultural identity, and the role of culturally based values and practices among diverse communities.

3. **Policy formation, implementation, and application relevant to culture, creativity, and the arts.**
   Arts and culture exist in complex policy environments while organizational and social cultures significantly shape policy thinking. Policy takes many forms. Policies and the structures that formulate, advance, and implement them inherently reflect the power relationships from which they arise. Cultural leaders understand policy and the mechanisms that produce and apply policies in order to ensure the wellbeing of their communities and the organizations and cultural practices important to them.

4. **Leadership practices in a variety of contexts.**
   Arts and cultural leaders hold vital roles in their communities and face complex demands. They utilize their capacities through a variety of formal and informal roles and operate in an ever-evolving cultural, legal, and economic environment. Leaders recognize legal and/or ethical implications of their actions, and that these actions have ramifications that are not always anticipated or apparent. Leaders listen, learn, and articulate the relevance of arts and culture in a broad social context. They motivate others, understand dimensions of leadership and group dynamics, and adapt to ever-changing environments.

5. **Engagement with knowledge, relationships, and resources.**
   Leaders bring practical skills to plan, manage, and assess the multiple ways different art forms serve communities within different cultural settings. Intrinsic to arts and cultural leadership is passion for and knowledge of cultural practices as well as an understanding of and competence with the managerial, economic, creative, and social processes that enable and sustain these


practices. Leaders build relationships and activate professional and personal networks across interest areas and sectors to generate capacity, support, and resources.