

ARTEDUC 7200.2

Overview of Research Planning for Arts Policy and Administration

Fall 2021

In recent years, “big data,” statistics, surveys, and quantitative measures are seemingly ubiquitous. Whether they measure the so-called “butts in seats” of arts participation, student test scores, or culture industry revenue, quantitative data drives decision-making, budgets, and organizational priorities across the arts and culture sector. The importance of quantitative measures to influence understandings of the role of arts in society will continue to be important for scholars, leaders, and educators in the field. This class will expose students to a variety of ways of understanding, collecting, and making inferences using quantitative data with the goal of using quantitative insights to contribute to theory and to inform cultural and/or educational policy.

General Information:

Class meets Thursdays 4:30 PM-7:15 PM

Sullivant Hall 225

Should class meet online, we will meet at:

<https://osu.zoom.us/j/96367405303?pwd=bFBjLzJReDFjMWlxdUozTnRlZCtSZz09>

Professor:

Dr. Rachel Skaggs

Lawrence and Isabel Barnett Assistant Professor of Arts Management

Department of Arts Administration, Education, and Policy

The Ohio State University

Email: skaggs.131@osu.edu

Office Hours:

Online by appointment. Schedule using my Calendly link <https://calendly.com/rachelskaggs>

NOTE: All students must come to office hours at least once during the semester as part of the participation grade.

Course Mission and Objectives:

The mission of the quantitative research methods course is for students to become informed consumers of quantitative empirical research, be able to formulate empirical research questions that could be adjudicated with basic statistical tests, and to be able to use these skills to meaningfully join in on scholarly and policy debates in arts fields.

Students will be able to understand the logic of selecting and operationalizing variables that can address meaningful research questions. They will be able to interpret or be able to find guidance on how to interpret statistical findings in reports using quantitative methods. They will be able to make meaning from the findings they read and draw implications for them.

They will be able to (1) formulate a research question, (2) operationalize the components of the research question, (3) collect or access appropriate data, (4) understand which basic analytic method would best analyze the data appropriately toward answering their research question, and (5) interpret their results toward making meaning from the findings and answering the question.

The entry point of this process is that students should be engaged in a particular scholarly or policy argument, and the exit point is that they should be able to insert their new knowledge into the scholarly or policy argument.

They should also be able to identify the limitations and generalizability of their contribution and communicate what future research should do to continue answering the question or contributing to this area of inquiry.

By taking this course, students will take on three interrelated identities as part of the scholarly community of quantitatively trained researchers in arts fields:

- **Consumers of Knowledge:**
 - Students will be able to effectively find, read, and interpret quantitative research in their fields of interest.
 - Key skills: Identify data source, identify research question, identify analytic technique and what its job is, what are the current issues and debates around quantitative research in the field.
- **Producers of Knowledge:**
 - Students will be able to conduct sound independent research and accurately communicate findings.
 - Key skills: Formulate a theoretically motivated research question, identify & operationalize appropriate variables to answer research question, choose appropriate data & analytic strategy, legibly display quantitative findings visually and in both written and spoken word.
- **Interlocutors in a Scholarly Community:**
 - Students will see themselves as part of a larger community of research and scholarship.
 - Key skills: Critically assess quantitative research, collegial peer review, identify opportunities for applying course skills in the field.

Required Readings:

- Firebaugh, Glenn. 2008. *Seven Rules for Social Research*. Princeton University Press. Princeton, NJ.
- All other course readings will be available in Carmen under the Files tab.

Course Policies

Attendance: Attendance is a requirement of this course, and there will be no make-up sessions if you are absent. Course slides and supplemental materials will be posted on Carmen within 24 hours after course meetings, and you may speak with your peers to clarify any missed material. Our class only meets once per week, so each absence is a full missed week of class. If you are absent more than two times, you will begin losing half a letter grade per absence. Please reach out to me via email if there are extenuating circumstances that you think should be an exception from this policy.

IF YOU ARE EXHIBITING SIGNS OF ILLNESS, DO NOT COME TO CLASS.

Late Work: Late work will be accepted but penalized 10% per day it is late.

Academic Misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

Plagiarism: Copying/claiming someone else’s words, ideas, or works (i.e., essays, term papers, in part or in full) as your own is considered plagiarism. A proper reference style should be used when using words or ideas of other people. Suspected cases of plagiarism will be reported immediately to the Committee on Academic Misconduct. The Committee regards academic misconduct as an extremely serious matter, with serious consequences that range from probation to expulsion. *If in doubt, credit your source.* Be sure to consult the course instructor if you have questions about plagiarism, paraphrasing, quoting, or collaboration. Consider using a citation manager like Zotero or Mendeley—using it now will help you immensely during graduate school and beyond in your writing and citation practices!

Disability Services:

Students with disabilities that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 292-3307, TDD 292-0901; slds@osu.edu

The SLDS has additional policies and resources related to the COVID-19 pandemic and its impact on their services. These additional policies can be found on Carmen in the file titled SLDS COVID-19.

Title IX Information:

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the

appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Mental Health Services: As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the **Office of Student Life's Counseling and Consultation Service (CCS)** by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

COVID-19 Contingency Plans:

Health and safety requirements: All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>), which includes following university mask policies and maintaining a safe physical distance at all times. Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses.

We must all be flexible and kind to ourselves and each other during this unprecedented time. It is possible that we will need to shift courses online for some or all weeks of the course, depending on OSU's orders and the evolving public health situation in Columbus and elsewhere. If that is the case, specific instructions will be sent to all students via Carmen.

Please act responsibly to protect yourself and others during this time. Consider how you can protect yourself and others by acting responsibly, social distancing, and always wearing a mask on and off campus when social distancing is not possible. **If you have symptoms of COVID-19 or have been exposed to someone with COVID-19 do not come to class—you will not be penalized for missing class.**

Masks are required in class at all times. This is not negotiable, and students who do not comply with this policy will be asked to leave class immediately. The instructor and all students will follow all OSU policies related to COVID-19 safety, and we will work together to make sure that your learning and progress in the course is minimally affected.

Resources and information will no doubt change throughout the semester, but students may refer to these sites for ongoing updates and information:

<https://safeandhealthy.osu.edu/>

<https://keeplearning.osu.edu/>

We are all doing a hard thing, so let's all do our best and be kind to ourselves and to one another.

Assignments (Rubrics available on Carmen):

Participation in Class Discussions & Office Hours Visit

Students will be active participators in course discussions, having read and prepared themselves for each class session. Students are required to come to the instructor's virtual office hours at least once, to be scheduled individually via email. Additionally, students are required to complete OSU's IRB ethics courses online, a prerequisite to conducting independent research; proof of completion of these modules is due by September 30th as part of the participation grade.

Introduction of course readings (6)

Each student is required to introduce three readings (assigned in week 1) to the class throughout the course of the semester. The student should spend about 10 minutes introducing the key points to the class and should be prepared with at least three questions to help generate discussion about this reading and about this reading in relation to other course materials during the class period. In addition to discussion of the topic of the paper, student leaders should focus on the research question, method of analysis, data and data collection/source, and how well the author's findings answer the question and can or cannot be generalized.

Research Process Memos (3)

Research process memos will give students an opportunity to work toward and receive feedback on their final project research proposal. Weeks with memo assignments should be treated as a chance for reflection on what you have learned to this point and the course objectives within the context of your own research interests. Each student will write 2-3 pages to consider themes and questions that emerged from the texts and methods we have learned and how they relate to your research question and the memo prompt. Homework will be digitally turned in before the start of the next class session unless the instructor states differently.

Midterm Assessments (2)

Due to ongoing concerns about COVID-19, the midterm exams will take place online synchronously at the normal class time. The instructor will be available for the entire period in a Zoom call if students need any clarification about the exam. Both portions of the exam will be closed book/closed note and students should not refer to any outside materials. Each portion will be allotted 75 minutes for completion, and students are welcome to take up to 25 minutes of a break between the two portions.

Final Paper & Final Presentation

Instructions to be given in class and are available on Carmen. We will have an in-class work day for the second half of class on 9/30. The final presentation will be on 12/2 in class, and the final paper is due to be turned in digitally on the night of 12/2 by 11:59 PM.

How do the assignments align with course objectives?

	Consumers of Knowledge	Producers of Knowledge	Interlocutors in a Scholarly Community	Grade %
PARTICIPATION	X		X	15%
INTRODUCTION OF COURSE READINGS (6)	X		X	10%
RESEARCH PROCESS MEMOS (3)	X	X	X	15%
MIDTERM ASSESSMENTS	X	X		20%
FINAL PAPER		X	X	25%
FINAL PRESENTATION		X	X	15%

OSU Grading Scale:

	A (93%-100%)	A- (90% - 92%)
B+ (87%-89%)	B (83% - 86%)	B- (80% - 83%)
C+ (77% - 79%)	C (73% - 76%)	C- (70% - 72%)
D+ (67% - 69%)	D (63% - 66%)	E (62% - 0%)

Course Schedule:

Course schedule is subject to change with notice from instructor.

Date	Theme	Readings	Assignments
August 26	Course Introduction		Student Information Sheet Course Pretest
September 2	From Theory to Method	Firebaugh Chapter 1 Cultural Data Project 2013 Ostrower 2020	
September 9	Where are we as a field?	Firebaugh Chapter 2 Iyengar 2013 Mears 2017 Moore 2016	
September 16	Measurement and Operationalization	Firebaugh Chapter 3 Markusen 2013 Morley & Winkler 2014 Crisman 2021	Research Process Memo 1
September 23	Replication & Triangulation	Firebaugh Chapter 4 Brooks 2001 Kim & Van Ryzin 2014 Jacobsmeier 2020	
September 30	Midterm Review & Final Project Preparations	Firebaugh Chapter 5 Firebaugh Chapter 6	Proof of CITI Training
October 7	Midterm Assessments, class will be synchronous but online		
October 15		Fall Break, class does not meet	
October 21	Example from the Field: Strategic National Arts Alumni Project Class will attend online SNAAP Symposium and debrief according to instructions given in class. https://snaapsymposium.indiana.edu	Frenette et al 2018 Lena and Lindemann 2014 Skaggs et al 2017	SNAAP Symposium Reflection
October 28	Presenting Findings & Data Visualization	Firebaugh Chapter 7 Woronkowicz and Noonan 2017 Vecco et al 2017 Grodoski 2018	Research Process Memo 2
November 4	Example from the Field: Arts Education through a Quantitative Lens	SPPA 2008 Fisher 2018 Gara et al 2018	
November 11	Example from the Field: The Creative Economy	Kemeney, Nathan, and O'Brien 2020 Ohio Creative Economy Report 2019 Askin and Mausekoff 2017	Research Process Memo 3
November 18	Connecting the Qualitative	Walmsley 2016 Novak-Leonard and Skaggs 2017 Robinson and Novak-Leonard 2021	
November 25		Thanksgiving Break, class does not meet	
December 2	Final Presentations, class meets online		Final paper due by 11:59 PM