

# Emerging International Networks in Arts and Culture Research and Education

David Edelman  
Shenandoah University  
Winchester, Virginia, USA  
dedelman@su.edu

Katy Coy  
Association of Arts Administration Educators  
McAllen, Texas, USA  
kcoy@artsadministration.org

## ABSTRACT

The research paper presents an assessment and analysis of the state of networking and networking discussions among and between several of the principal transnational and international collectives that represent arts and culture researchers and educators in the field of higher education. These organizations and entities include the Association of Arts Administration Educators (AAAE), Taiwan Association of Cultural Policy Studies (TACPS), the China Arts Administration Education Association (CAAEA), and the European Network on Cultural Management and Policy (ENCATC). The authors have undertaken interviews of current and past leaders (both board and staff as appropriate) of these organizations to explore motivations for networking collaborations, purposes and goals of collaborations, challenges to effective collaborations, and collaboration outcomes. The authors also examined primary documents that reference international network collaboration from the various organizations. From their research, the authors have painted a picture of the path to, current state of, and prospective future for international collaborations among these arts and culture networks. To the best of their knowledge, the authors know of no similar research that has as yet been undertaken.

## Keywords:

arts networks,  
cultural research  
networks, cultural  
network  
collaborations

## 1. Methodology

The methodology used in conducting this research is qualitative content analysis. Each subject was interviewed using an online teleconferencing service (Zoom) or by email response to interview questions. The researchers extracted text data from the subject interviews and analyzed the content for meaning, themes and patterns that can illuminate the social construct of emerging networks of networks and its relevance to the theory and practice of arts and culture management education and research. Each interview subject was asked the following questions:

1. Please tell us the name of the network you are affiliated with, your position or title within the network, how long you have been in this position, and the mission and/or goals of the network.
2. Please identify your key stakeholders. Who does your network serve?
3. In what ways has your network collaborated with or attempted to collaborate with other similar international or transnational networks?
4. What, in your opinion, are the reasons and motivations for such collaborations?
5. Is/are the collaboration/s formal or informal?
6. If formal, is there a stated agreement or memorandum between the parties?
7. What are the goals, objectives, and activities of each collaboration?
8. In your opinion, has/have the collaboration/s been effective? Have they served the needs of your members or your network's mission/goals? How has/have the collaboration/s changed your network? Please provide examples.
9. In your opinion, has/have the collaboration/s been successful in fostering improved international/transnational communications, shared goals, shared programs/activities/services, and better understanding? Please provide examples.
10. Do you feel such network collaborations foster cross-cultural collaborations among the members of your network? Please provide examples.
11. Do you feel that such collaborations foster better international/transnational relationships between people and societies? Please provide examples.

The subject population of this research comprises the leaders of several networks that serve arts and cultural management educators and researchers.<sup>1</sup> They are:

1. Feng Dong, Associate Professor, Nanjing University of Arts, President of the Board, China Arts Administration Education Association
2. Sherburne Laughlin, Hurst Senior Professorial Lecturer Department of Performing Arts, American University, President of the Board, Association of Arts Administration Educators
3. Jerry C. Y. Liu, Associate Professor of Graduate School of Arts Management and Cultural Policy, National Taiwan University of Arts, President, Taiwan Association of Cultural Policy Studies
4. Alan Salzenstein, Director of Performing Arts Management, DePaul University, Immediate Past President, Association of Arts Administration Educators
5. GiannaLia Cogliandro Beyens, Secretary General, European Network on Cultural Management and Policy

In addition, the researchers examined a variety of source documents related to the various associations' efforts to build networks between and amongst them.

---

<sup>1</sup> Representatives of Canadian Association of Arts Administration Educators, International Association of Arts and Cultural Management, and Fachverband Kulturmanagement were invited to participate in research but did not respond to questions

## 2. Introduction

Beginning in 2012, members of the boards of directors of the Association of Arts Administration Educators (AAAE) based in the United States and of the European Network on Cultural Management and Policy (ENCATC), based in Europe, began discussing the possibility of sharing information, promoting international research and each other's annual academic conferences, and expanding each association's governance practice by placing a member on each other's board. The discussions were led by Alan Salzenstein, then president of the board of AAAE. Out of these conversations a protocol of understanding (POU) was created and signed by the two associations, describing a new relationship in international arts and cultural management. This 2016 POU has prompted further conversations among a larger group of international associations. How these initial and subsequent conversations developed, how the various associations were engaged, the outcomes of these conversations and prospects for future collaboration between networks are the subject of this paper. The authors hope that this research will provide not only an analysis of the history of these network collaborations but also insight into the developing global cultural phenomenon in arts and cultural management education of *network of networks*, a benchmark for future collaboration, and a record for future researchers.

This paper will initially examine the development of the relationship between AAAE and ENCATC as the two largest international associations, and then look at the emergence of conversations among the other associations with whom interviews were conducted. A number of source documents and the interviews themselves will be referenced throughout the paper and concluding with the authors' theoretical speculation about the future of network collaborations and the idea of a network of networks.

## 3. AAAE and ENCATC

Established in 1992 with funding from its members and the European Union, ENCATC "is a network of more than 100 member institutions and professionals in over 40 countries active in education, training and research within the broad field of cultural management and policy." (ENCATC - About Us, 2017) According to the AAAE website, "The Association of Arts Administration Educators (AAAE) consists of more than 150 member programs, all training and equipping students in arts leadership, management, entrepreneurship, cultural policy, and more." (Association of Arts Administration Educators, 2017) AAAE was founded in 1979, with two primary roles – "to define an emerging area of professional practice, policy, and public action, and to develop the teaching, research, and service capacity to move it forward." (Laughlin, Defining and Transforming Education: Association of Arts Administration Educators, 2017)

AAAE and ENCATC have a history of shared individual and institutional members. Between 2008 and 2014, Dr. Richard Maloney, currently Clinical Associate Professor and Director of the Performing Arts Administration graduate program at the Steinhardt School of Culture, Education, and Human Development at New York University, served on the boards of directors of both ENCATC and AAAE, creating a link between the organizations and regularly reporting on the activities of each organization to the other's board. But this link was primarily informational and did not represent substantive formal collaboration between the

associations. In the early 2010s the need for closer cooperation became a more important agenda item for both organizations. At its annual meeting in June of 2012, AAAE Board President Doug Borwick stated “The world is globalizing and we have to be there. If not, we will be increasingly irrelevant.” (AAAE Annual Meeting Minutes, 2012) In 2012, the leaders of ENCATC and AAAE began formal conversations to discuss collaborative activity, including offering discounts on conference fees to each other’s members and the possibility of a joint academic conference. (Minutes of the August 8 Meeting of the AAAE Board of Directors, 2012)

A rapidly growing consensus emerged after this 2012 meeting, inspired by the acknowledgement of leadership within both AAAE and ENCATC of the need to integrate global experience into pedagogy, of a strong interest to explore issues of similarity outside of one’s own borders, of the desire to learn from international colleagues, and the need to increase benefit and value to the membership of each organization. (Salzenstein, 2017) In 2015, leaders from AAAE and ENCATC began a conversation to create a formal collaborative relationship between the two associations. One exploratory aspect of this conversation was a formal panel featuring representation from major arts and cultural management education networks at the AAAE conference in Portland, Oregon on April 18, 2015. According to the AAAE Board President Alan Salzenstein, “I envision the session to be fairly straightforward, focusing on the values and challenges of global connections/collaborations. I think it will be interesting to hear from the ENCATC, ANCER, AAAE perspectives – how they compare, especially the challenges.” (Salzenstein, email: International Session at AAAE, 2015). The proceedings created significant momentum in the development of a formal document that defined the nature and outcomes of their international cooperation and collaboration, to ultimately be signed by both associations. The Protocol for Exchange and Understanding Between ENCATC and AAAE was formally adopted by each organization in July of 2016. Four <sup>2</sup>areas emerged in which the two associations looked to “formalize and strengthen their cooperation:” governance, communication, projects and activities, and research.

Within the governance area, the Protocol formalized the establishment of a board position for each association filled by a member of the other. In the case of AAAE, the position was subsequently determined by a by-law amendment to be an *ex officio* (determined by the person’s office) board position and in the case of ENCATC, by an international correspondent board member. The Protocol established the communication between the two associations would be facilitated through six initiatives:

1. Exchange of information, materials, publications, call for papers, conferences, workshops, seminars and symposia;
2. Exchange of periodicals published by the two institutions, such as bulletins, journals, newsletters and others;
3. Promotion on reciprocal basis, through their respective information channels, of each other’s projects and activities, and dissemination of related information;

---

<sup>2</sup> The document states five primary areas of cooperation but only four are enumerated in the body of the document.

4. Cross promotion of website links for each organization, when suitable;
5. Exchange of knowledge and innovative best professional practices;
6. Dissemination of information on current research and members' publications. (Protocol for Exchange and Understanding , 2016);

Projects and activities would focus on a series of five commitments:

1. Encourage participation by their members in each other's conferences, seminars and other educational and research activities;
2. Offer to their respective members a "member discount" for registration to ENCATC and AAAE conferences and, if previously agreed, to other ad hoc activities;
3. Where appropriate, actively contribute to each other's projects and activities;
4. Help finding suitable partners for projects involving each other's members;
5. Encourage other means to foster mobility that improve professional practice. (Protocol for Exchange and Understanding, 2016).

The area of research contained no specific actionable items but only a commitment to “to encourage the exchange of cutting edge research on cultural management and policy.” (Protocol for Exchange and Understanding, 2016) According to AAAE President Sherburne Laughlin “these collaborations have been effective in cementing what was already occurring between our networks. In addition, for ENCATC for example, the collaboration increased digital cross-promotion of conferences and calls for papers; established corresponding board seats from ENCATC on the AAAE board; increased accountability of the AAAE seat on the ENCATC board; the close working relationships that have developed among the board and staff leadership have expanded understanding of each other’s work and organizational goals. Further, these collaborations have placed AAAE more on the world stage and cemented our leadership among the international networks.” (Laughlin, 2017)

The impact of this protocol on both associations has been largely successful, with the swap of board members, competitive conference fee pricing for members of the associations who attend the other’s conferences, and invitations for network leadership to speak at each other’s conferences on various subjects of mutual interest, most particularly the expanding internationalization of the networks themselves. But even before the adoption of the protocol, ENCATC and AAAE were advancing expanded international engagement. GiannaLia Congliandro Beyens stated that non-European nations have formed the largest contingents at ENCATC conferences since 2014. Study tours for network members began with a joint ENCATC – AAAE tour to New York City in 2013 and have continued each year, with new and differing collaborative partners for ENCATC’s subsequent tours of Shanghai (2014), Barcelona (2015 and 2016), and United Arab Emirates (2017) and again with AAAE in Boston (2016). (Beyens, 2017)

Despite these demonstrable successes in expanded internationalization, conference research presentations that are co-authored by members of the two associations have been very small in number. There has been substantive discussion of a joint conference, most recently in the planning for the AAAE conference in Edinburgh in May of 2016. The entities mutually agreed, however, that the timing was not right, primarily due to the upcoming anniversary year of ENCATC. Instead, AAAE and ENCATC held a gathering of several leaders of associations while in Edinburgh, which included representatives from AAAE, ENCACT, and TACPS. The result was a draft “Brussels Manifesto” which is slated to be discussed and approved by these organizations’ board leaders prior to the September, 2017 ENCATC Congress.

#### **4. TACPS**

According to TACPS President, Jerry Liu, Associate Professor in the Graduate School of Arts Management and Cultural Policy at the National Taiwan University of Arts, the mission of the Taiwan Association of Cultural Policy Studies is “to create an open and accessible knowledge sharing platform, and to develop a public sphere that would facilitate cultural collaborations, dialogues, engagements and rational debates among different agents, including academia, NPOs, cultural enterprises, creative industries and governmental cultural institutions in Taiwan and abroad.” (Liu, 2017) TACPS has actively pursued collaborative networking opportunities with other associations “to connect Taiwanese cultural policy studies with the East Asian, American, European, and global networks.” TACPS has been an active convener of international forums, symposiums and workshops and has signed Memoranda of Understanding with ENCATC and the Korea Culture and Tourism Institute KCTI). The 2017 MOU with ENCATC follows the same protocol as the anticipated Brussels Manifesto (see below) while TACPS understanding with KCTI is more specifically focused on co-hosting of academic meetings, the promotion of co-research, co-hosting academic faculty training and exchange, and support for consulting projects.

#### **5. CAAEA**

According to its Chairman, Prof. Dong Feng of the Nanjing University of Art, the purpose of The China Arts Administration Education Association (CAAEA) is

1. To strengthen the academic exchanges and resource sharing of art administration education in China, including the fields of management, education, communication and organization of visual art, performing art, musical art, dance art and film art.
2. Under the guidance of the Ministry of Education of the People's Republic of China, provide formal industry, curriculum, teaching standards and codes of conduct for members and their institutions.
3. Encourage and support the research, publication and academic exchange of member institutions in the field of art administration to strengthen the understanding and practicality of the core issues in the field of education and art administration. (Feng, 2017)

CAAEA's networking activities have been informal, relying more on its member institutions to collaborate with international partners and institutions rather than acting on behalf of its members, focusing on study abroad activities and presentations by members at international academic conferences. The field of arts administration is less than 10 years old in The People's Republic of China, and until recently CAAEA was more focused on learning about European and American arts management education curricula and pedagogy. In recent years, however, CAAEA is looking more to the creation of collaborative projects with international partners.

## 6. Expanding the Network of Networks

The Brussels Manifesto marks the first step away from bi-lateral agreements between international associations towards a more encompassing multi-lateral framework. As the opening states, "This Manifesto is a next step in the creation of a network of networks as a platform of exchange and dialogue between educators and researchers, practitioners and policymakers in different parts of the world." (The Brussels Manifesto (Draft), 2017)

The manifesto highlights six areas of concern for this new network of networks:

1. We believe in the significant contribution of arts and culture to society, and in the power of arts and cultural management education to enrich arts organizations and practices, making them more effective and sustainable. Through sound management, policy, and research approaches, we wish to unlock the significant potential of arts and culture to strengthen and invigorate different frames of understanding.
2. The ever-shrinking world demands awareness of the global context and requires international competencies that can be transmitted via education programs focused on cultural management and policy in order to preserve and enhance the specificities and diversity of our respective cultures.
3. Globalization is propelling the field toward varying approaches in policymaking and education on cultural management and policy around the world. This evolution is taking place in a variety of ways, via different means and rhythms of engagement, thus reflecting the specific contextual circumstances of local (regional and national) need. ENCATC, AAE and TACPS wish to use our distinctive platforms and connections to stimulate and support this global evolution with local opportunities and accessible resources.
4. Cultural management and policy are fields that operate within the intersection of different disciplines, offering significant opportunities to bridge educators, practitioners and policymakers. Therefore, we call for an understanding that arts and cultural education can act as an incubator for innovative methodologies and ways of working that attracts and generates current and future investments in the arts and cultural sector.

5. After several decades of investment in education professionalizing the arts and cultural sector, there is a growing commitment to research in cultural management and policy that is practice-based, comparative and interdisciplinary. This evolution should be viewed as an ongoing deepening of understanding of how arts and culture correspond to different contexts and how we can synthesize learning across those contexts. Such research needs to take place at a global level to maximize benefits and then must be available to all. Networks (such as ENCATC, AAAE and TACPS) wish to provide continuous opportunities to maximize these opportunities and benefits.
6. Education in cultural management and policy should explore how different organizational forms and collaboration models of arts and culture can be renewed in order to transform society. These new ways of collaborating creatively offer considerable inspiration and value to societal and business sectors, warranting ongoing attention and support. (The Brussels Manifesto (Draft), 2017)

According to GiannaLia Cogliandro Beyens, the manifesto will be the “first joint declaration ever from the educational sector to policy makers aimed to make visible the place of cultural education in the shaping of a better society.” (Beyens, 2017) Of particular note in the document is the mention of collaborations that are distinctly global in nature: a focus on international competencies, globalization in policymaking and education, the desire to use a network of networks to spur innovation and investment in the international field, and the expanding global context for research. Much of the rest of the manifesto references universal best practices in the field or concepts of shared concern. It should be noted that at this writing the manifesto has been presented to the boards of AAAE and ENCATC but not yet adopted. Language and intent may be modified as the document moves to ratification.

### **What is Motivating Expanded Collaboration**

All of the interviewees cited increased international dialogue or exchange between their associations as an important factor in motivating network collaboration. The dialogue, however, appears to be mostly a facilitation of other needs. Each of the interview subjects cited a need of their association and members to be informed of each other’s activities as a learning tool arising out of expanded international collaboration. Jerry Liu of TACPS and GiannaLia Cogliandro Beyens refer to the importance of knowledge transfer between members, with Liu calling this an opportunity to create “a long-lasting forum for the transfer of knowledge.” (Liu, 2017) GiannaLia Cogliandro Beyens framed this as a need of members to learn from each other about best practices and trends in the field. Both Alan Salzenstein of AAAE and Dong Feng of CAEE described this motivation simply as a desire to “learn from each other.” All interviewees see building relationships between their members is an equally important motivator. GiannaLia Cogliandro Beyens stated that international collaboration offers ENCATC members “the possibility to expand their contacts and create strong links with colleagues in other world regions” (Beyens, 2017) and others viewed new research opportunities generated by expanded international relationships as an important motivating factor.



And while none of the interviewees sees such dialogue as a springboard to global policy-making, engagement does help organizations “stay aware of international trends and culture shifts.” (Laughlin, 2017) The need to stay informed of research and the opportunities for research collaboration for association members are at the fore for the interviewees. The primary instruments for this are the various academic conferences in arts management and policy and each interviewee reinforced the importance of increased international conference participation.

## **Successes and Obstacles**

The creation of memoranda of understanding is viewed as a significant achievement by the interviewees and there is an increased desire among associations to formalize relationships through these memoranda. For ENCATC and AAAE, the exchange of board members is one of the clearest signs of the success of the relationship between these two networks. However, the exchange of board seats proved to be one of several insurmountable obstacles in the creation of an MOU between AAAE and the Canadian Association of Arts Administration Educators (Differences in organizational governance structures and differing measures of success for the MOU made a workable model unattainable) and those discussions have been suspended. And while there is increased dialogue between various associations, not all are moving toward formal understandings. The relationship between the Chinese Arts Administration Education Association and other networks remains informal, as is the relationship of more established networks and the newly emerging German association, Fachverband Kulturmanagement. AAAE has been more successful in creating an agreement with Social Theory, Politics and the Arts<sup>3</sup> to serve as a fiscal agent for its conference registrations. The Brussels Manifesto, while not establishing a formal relationship between any of the signatories, does lay out a rationale and framework for expanded collaboration.

In the fall of 2017, a joint press release from ENCATC, AAAE and TACPS announced the adoption of the Manifesto by the authoring organizations. The release also referred to the new Global Conversation project undertaken by the three organizations, expanding the opportunities for continued collaboration among the three networks and expanding that conversation to other networks in the future. In the press release, ENCATC Secretary General, GiannaLia Cogliandro Beyens stated that “the document is also a clear proof of the wish of our three networks to start playing an active role in the global societal change instead of reacting to a pre-defined context for arts and culture management education.” (ENCATC, AAAE and TACPS, 2017)

## **The Future**

The Brussels Manifesto is the most recent and the most expansive statement between the three networks that created the document: AAAE, ENCATC and TACPS. The document expresses a mature acknowledgement among the drafters that globalization is a driving force in international collaboration. The document lends muscle to the creation of a global structure: a formal network of networks. But it also recognizes that such a network must tread carefully. As the draft document states, “We wish to utilize our

---

<sup>3</sup> STP&A is a conference convener and not a member association

collective voice as those who support and enable arts and cultural management and policy education to amplify the essential need to balance local needs with global challenges.” (The Brussels Manifesto (Draft), 2017) Beyond the network of networks, the Manifesto also positions the field of arts management education and research for recognition on a larger international arena, such as the United Nations Educational, Scientific and Cultural Organization. The United Nations indicia would mark a milestone for the field as it continues to progress in both professionalism and scholarship. But with or without such recognition, networks within the field will most certainly move toward greater collaboration in an increasingly globalized world.

## References

- AAAE Annual Meeting Minutes. (2012, June 1). Association of Arts Administration Educators. *Association of Arts Administration Educators*. (2017, August 18). Retrieved from Association of Arts Administration Educators: <https://www.artsadministration.org/>
- Beyens, G. C. (2017, August 29). Interview with GiannaLia Cogliandro Beyens. (Coy/Edelman, Interviewer)
- ENCATC - About Us. (2017, August 18). Retrieved from <https://www.encatc.org/en/about-us/>
- ENCATC, AAAE and TACPS. (2017, November 14). *ENCATC News*. Retrieved from ENCATC: <https://www.encatc.org/en/news/51-encatc-aaae-and-tacps-launch-the-brussels-manifesto-on-arts-management-cultural-management-and-policy-education/>
- Feng, D. (2017, July 31). Interview with Dong Feng. (Coy/Edelman, Interviewer)
- Laughlin, S. (2017). Defining and Transforming Education: Association of Arts Administration Educators. *Journal of Arts Management, Law, and Society*, 47(1), 82-87.
- Laughlin, S. (2017, July 31). Interview with Sherburne Laughlin. (Coy/Edelman, Interviewer)
- Liu, J. (2017, August 1). Interview with Jerry Liu. (Coy/Edelman, Interviewer)
- Minutes of the August 8 Meeting of the AAAE Board of Directors. (2012, August 8). Association of Arts Administration Educators.
- Protocol for Exchange and Understanding . (2016, July 12). *Protocol for Exchange and Understanding between ENCATC, the European network on cultural management and policy and AAAE, the Association of Arts Administration Educators*. AAAE and ENCATC.
- Salzenstein, A. (2015, March 17). email: International Session at AAAE.
- Salzenstein, A. (2017, August 1). Interview with Alan Salzenstein. (Coy/Edelman, Interviewer)
- The Brussels Manifesto (Draft). (2017, August). *The Brussels Manifesto on Arts and Cultural Management and Policy Education*. AAAE, ENCATC, and TACPS.