

Professional Development Strategic Plan 2006-2008

**EXCERPTS
Objectives, Goals, and Action Plan**

**The American Institute for Conservation
of Historic & Artistic Works**

September 12, 2006

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EXECUTIVE SUMMARY

AIC's professional development program has grown quickly since its establishment in 2001. Beginning with the establishment of the FAIC Endowment for Professional Development, initiated by a grant from The Andrew W. Mellon Foundation, along with operating funds provided by the Mellon Foundation, the program has grown in size and impact. FAIC has been very successful at supplementing Endowment funds with project grants that have allowed for curriculum development, distance learning initiatives, and international projects. The current programs have begun to meet the needs of the conservation community, as revealed in surveys and planning retreats by conservation educators. The priority will remain on geographically-dispersed workshops to support the needs of mid-career professionals. AIC will continue to leverage its resources by building cooperative arrangements with other organizations and institutions. . Supporting activities, such as program assessment, curriculum development, instructor development, etc. will continue. In the 2006 – 2008 period, stronger emphasis will be placed on growing the existing endowment, seeking additional project grants that will also include funds for administrative and overhead costs, developing instructor skills, and integrating AIC's growing electronic capabilities to support professional development among the membership. Administrative support will be sought in order to expand existing programs and provide additional focus on grant writing and reporting

**The American Institute for Conservation
of Historic & Artistic Works
(AIC)
Professional Development Strategic Plan
2006-2008**

STRATEGIC OBJECTIVES

The AIC Strategic Plan for Professional Development fits into the broader AIC Strategic Plan for 2004-2007. Education programs are identified as enhancing member benefits and assisting with outreach to affiliated professionals and the public. Providing educational services to conservation professionals is especially highlighted:

“Goal IV: Provide Educational Opportunities to Advance the Field of Conservation

An essential goal of the AIC is to assure the well being of the profession through ongoing professional development opportunities for its members. The AIC will review the educational opportunities available within the field and work toward developing, expanding, and supporting such opportunities. The AIC will continue to refine and expand its professional development programs to serve its members and to attract other conservation professionals.

Strategies

- A. Review current continuing educational opportunities; evaluate needs for additional programs; and develop, implement, and support programs that enable members to remain informed of recent advances in the care of cultural material.
- B. Provide quality conservation education opportunities nationally with an emphasis on mid-level professional development.
- C. Develop and support high quality training methods utilizing advanced educational tools and pedagogy to broaden accessibility to participants in a cost-effective manner.
- D. Develop partnerships, leveraging resources to achieve maximum impact of education programming through collaborations with other organizations and institutions.
- E. Work with the FAIC to develop and implement funding strategies.” [*Strategic Plan 2004*]

The primary focus of the professional development program will be to fulfill the identified needs of conservation professionals more systematically. As stated in the *FAIC Strategic Plan 2000-2003*, the organization will continue to develop courses, workshops, and other training opportunities for mid-career conservation professionals. This population has been identified in the Mellon grant proposal and elsewhere as requiring specialized, on-going training best satisfied through AIC programs.

A secondary focus of professional development will be to identify and develop training opportunities to meet the needs of those seeking certification or recertification. Professional Development activities may be tailored to help “fill in the gaps” for conservators who learned through apprenticeship, self-study, or other non-degree programs, as well as those who received their degrees a number of years ago and would like to update their knowledge and skills. The eventual objective would be to have an organized system of “fill-in-the-gaps” training available to conservators seeking certification and re-certification. These courses could follow learning paths identified in the Qualifications Task Force report. AIC workshops and courses may then be evaluated for continuing educational units (CEU’s), linking them more closely to the future re-certification process.

There are many instructional vehicles and formats that could be used to reach these objectives. These may include hands-on workshops, professional development tours, lectures and various forms of distance learning (video, interactive, web access) that can be geographically dispersed throughout the mainland U.S. Balancing the resources available, the expectations of funding agencies, and the needs of the membership, priority may be given to in-depth coverage of topics requiring 1-5 days.

GOALS FOR 2006-2008

1. Continue to identify Professional Development needs among membership.
 - a. Continue to evaluate and receive guidance from the surveys administered in 2006 and 2001.
 - b. Continue to solicit on-going input from the Education and Training Committee, Specialty Groups, the AIC board, and organizations offering similar opportunities.
 - c. Continue to solicit information about educational needs on all workshop evaluation forms.
 - d. Continue to add and organize expressed needs in a database for analysis.
 - e. The Professional Development Director and the Education and Training Committee will continue to prioritize the most-requested workshop topics.
 - f. Begin to develop a learning matrix of knowledge, skills, and abilities needed by conservators, building on the documents produced by the Qualifications and Collections Care task forces.

2. Continue to develop curriculum for priority topics where curriculum does not yet exist.

While some topics have already been developed by individuals, groups or organizations, other important topics have been identified but have not yet been developed into an effective curriculum. A significant amount of resources – financial, expertise and time – may be needed to develop specific courses. AIC’s Professional Development programs have primarily consisted of workshops that

already have a developed curriculum and instructors who are known to be effective. However, it is important to develop new topic curricula in advance and to seek the resources necessary to do so. The “Adhesives for Conservation” and “Business and Management Practices for Conservators” are examples of such curriculum development. Plastics, polymers, and additional emergency response courses have been suggested for future development. Funding through project grants will be necessary to implement any new curriculum projects.

3. Continue to build partnerships with Specialty Groups, related organizations, regional guilds, and regional centers to expand offerings geographically and to leverage resources.

Co-sponsorship of selected workshops or other educational opportunities has been an effective method of expanding programs without stretching resources and manpower too thinly. AIC’s Book and Paper Group has had a strong education committee for many years that has partnered several times with the professional development program. Unlike the Workshop Development grants, a co-sponsorship initiative seeks to identify effective programs of interest to AIC members and encourage the repetition of the programs elsewhere in the country for the benefit of the membership.

- a. Seek to co-sponsor appropriate professional development activities.
 - b. Continue and encourage cross-marketing of appropriate events.
 - c. Develop on-going relationships regionally in order to offer activities at facilities throughout the country.
4. Align events into series based on learning paths/core competencies.

Building on the documents created by the Collections Care and Qualifications task forces, workshops can begin to be organized by the knowledge, skills, and abilities recognized as needed by conservation professionals. For clarity to the membership and for marketing purposes, workshops and other activities have been organized into thematic groups. A “series” in this sense may consist of only one event in one location in a year; an event repeated in several locations over a period of time; or a group of related events offered in various locations. Each series would address a recurring need of the membership. The organization of workshops around recurring needs allows for a long-range view of professional development, a planned cycle for repeating topics, and opportunities for seeking outside funding. Additional workshops not fitting into the series’ topics could of course still be offered as needed – the series are not meant to restrict, but to focus efforts.

Possible series could be based on:

- a. Opportunities to develop existing skills by working with leading experts.
A series of hands-on workshops that allow mid-career conservators to work with leading experts in a particular treatment technique. The focus would be on hands-on practice and discussion of specific cases. These have been called “Master Studies.”
- b. New technologies, tools, materials.

A series of hands-on workshops and/or lectures devoted to new materials, new tools, new techniques of interest and use to membership across specialty group borders, entitled “Current Issues.”

- c. Knowledge and/or skills that would probably be included in any future certification or recertification initiative.

A series of workshops and/or lectures addressing areas of knowledge and/or skills relating to certification or recertification. While AIC’s Professional Development program with occasional short courses, lectures and workshops can not be a substitute for a multi-year full-time graduate degree in conservation or for multiple years of experience in the profession, it can provide some needed training and education in areas of greatest identified need that may help fill in the gaps of one’s knowledge. Developing topics around certification or recertification will not be an immediate focus, but will evolve as certification and recertification plans develop. Possible series title: “Refresh and Recharge.”

- d. Issues for Conservators in Private Practice.

A series focusing on the particular needs of conservators in private practice. Both the 2006 and 2001 surveys indicated that 62 to 63% of the membership conduct at least some of their activities as private conservators [*Survey 2006*, p. 1]. AIC’s current distance learning offerings have been built within the larger theme of “Business and Management Practices for Conservators.” Additional courses will be developed and offered on a rotating basis. Materials developed for the distance learning courses may also be repurposed as web or print resources as well.

- e. A series repeating the most popular workshops and/or presentations from the Annual Meeting or from other venues in one or more locations at other times of the year. Possible series title: “Hot Picks”.

- f. Other needs identified from the member survey and future input.

- 5. Encourage and coordinate professional development activities by AIC Specialty Groups.

Many AIC Specialty Groups are extremely active and know their members’ needs very well. A variety of cooperative arrangements could be made, depending on the breadth of appeal of the project and the financial risks desired. A suggested set of guidelines has been distributed to Specialty Groups and is available from the Professional Development Director.

Special projects, such as the “Furniture in France” study tours and related activities by the Wooden Artifacts Group, could be encouraged. Funding has been secured through foundations that would not otherwise be approached. Although FAIC must take the lead on approaching foundations and soliciting funds, the Specialty Group must be willing to take on the bulk of the logistic, grant-writing, and administrative tasks involved.

- 6. Utilize Annual Meeting workshop opportunities more effectively.

In the past, Annual Meeting workshops have been primarily reflexive – waiting for proposals and scheduling them as appropriate – and have needed to be self-supporting – meeting all direct costs from registration fees. The experience since 2001 has shown that organizing one-day workshops outside the Annual Meeting takes as much time and focus as four- or five-day workshops, and are difficult to market without an active local partner organization. The workshop day in conjunction with the Annual Meeting offers a good opportunity to leverage small amounts of FAIC Endowment funds to reach a receptive audience of conservators at little additional cost or time. It is envisioned that FAIC funds would be used for perhaps only one event per Annual Meeting, selected based on its usefulness to the profession.

7. Coordinate activities with the Certification Development Committee.
 - a. Professional Development activities need to mesh with certification efforts.
 - b. Professional Development offerings must lead to gaining knowledge and skills needed for certification/re-certification.
 - c. Investigate the value to members of offering CEU's for Professional Development activities.
8. Create professional development activities to be widely available. Offer repeated workshops in various locations; distance learning options; book/multimedia formats; etc. as appropriate to the material.
 - a. Face-to-face workshops should ideally be offered at multiple sites or at least rotate geographically.
 - b. Given the costs of attending face-to-face workshops, blending learning (in which part of a workshop is delivered online or through other methods) should be employed when feasible and effective
 - c. Online courses in appropriate topics (such as the current “Business and Management Practices for Conservation”) will continue to be developed and offered.
 - d. Material created for online (and other) courses should be made available in other formats as appropriate and feasible, such as printed pieces or online content.
 - e. Make AIC-owned course outlines and materials available to the larger conservation community when appropriate and feasible.
9. Provide opportunities and mechanisms to improve effectiveness of instructors
 - a. Provide feedback from evaluations.
 - b. Encourage rehearsals, sharing of outlines with colleagues, staff.
 - c. Provide assistance with print, a/v materials, encourage creation of materials for future reference and use by participants.
 - d. Provide instructor training. Although formal training may not be practical, AIC should provide more complete guidelines and teaching tips to all instructors.
10. Develop and maintain additional resources on the AIC web site to support Professional Development.
 - a. Improve usability and timeliness of schedule of workshops, other training activities for AIC.

- b. Improve usability and timeliness of schedule or link to non-AIC training.
 - c. Clearer links to Conservation Training institutions (which are currently available on the web site, but within a larger body of text).
 - d. Possibility of materials that accompany workshops to be available for downloading from web page.
 - e. Ability to support web-based distance learning in the future.
 - f. Ability to support e-commerce so that registrations can be taken electronically, including payments.
 - g. Continue to offer web-based needs surveys and program evaluations.
 - h. Look for opportunities to “re-purpose” course materials for member and public information on website.
11. Work to develop funding sources for on-going support of Professional Development. Given the incomes of AIC members, the expense of running hands-on workshops, and the limitations on the number of participants for such events, most professional development activities will not generate more revenue than expenses. Additional unearned income from increasing the endowment to generate additional revenues and from seeking outside support for specific programs will be needed, especially now that the initial Mellon Foundation operational support for the Professional Development Director position has been expended.
- a. Conduct and expand upon current annual FAIC campaign.
 - b. Identify individual, foundation and corporate funding sources for endowment growth.
 - c. Identify foundation and government funding sources for special projects, such as study tours, curriculum development, and distance learning initiatives.
 - d. Project grants should support a portion of administrative costs when allowable.
 - e. Periodically evaluate registration fees to balance revenue needs with the financial capabilities of conservators.
12. Continue assessment of Professional Development activities.
- a. Continue workshop evaluations (measuring satisfaction).
 - b. Develop simple pre- and post-tests for selected events (measuring learning).
 - c. Review this strategic plan on an annual basis to ensure that the program is responsive to members’ needs.
13. Coordinate with FAIC as it develops educational opportunities for the general public and allied professionals to promote the conservation profession. Such activities will require additional funding and staff time.

ACTION PLAN

I. STRUCTURE AND SELECTION OF ACTIVITIES

A. Criteria

The 1050 course suggestions made by members in the 2006 Survey and the 1138 education suggestions made in the 2001 Survey spanned a wide range of topics. Approximately 1000 additional suggestions have been collected on workshop evaluation forms between 2001 and 2005. Few specific suggestions are repeated by more than twenty respondents. In response, the AIC Education and Training Committee developed a set of criteria to be used in prioritizing topics. In selecting workshops for professional development, AIC will aim to provide those that might closely fit several of the following criteria:

- Be accessible: offered in a way that includes members from all parts of the U.S., whether that be by offering scholarships, having offerings in multiple locations, and/or through distance learning technologies
- Be affordable, roughly \$150 per day (for 2006, with an increase of no more than about 5% annually, and keeping in mind the current economy)
- Be led by recognized experts in the subject
- Be led by effective instructors
- Respond to expressed needs of the membership
- Be based on the best research available
- Cut across Specialty Group interests when feasible
- Help advance the conservation profession
- Be aimed at mid-career practicing conservators (priority will be given to helping conservation professionals keep up to date with advances since their initial training.)
- Focus on hands-on training (when appropriate)
- Follow “best practices,” including AIC Code of Ethics, AIC Guidelines, and health and safety considerations
- Not be readily available elsewhere

In a 1993 survey of the membership, the topic and instructor were identified as more important factors in attending professional development activities than location or costs. The Education and Training Committee reviews proposed projects according to the above criteria, with input from Specialty Group representatives as appropriate.

B. Co-sponsorships

Because of the wide variety of workshop needs and wide range of potential co-sponsors, flexibility is needed to work with organizations and facilities across the country. Relationships have been as simple as agreeing to publicize events, or have involved cost- and profit-sharing arrangements. In addition to partnering with outside organizations and institutions, similar agreements could be made with AIC Specialty Groups. Suggested guidelines for these internal and external relationships are attached in Appendix IV.

C. Length and Timing

The length of workshops will obviously vary by the complexity of the topic. Responses in the 2006 membership survey averaged 2.9 days, but specific lengths varied from a half-day session to two-week programs. Due to cost considerations and the consequences of time away from work or private practice (these were listed as the primary reasons for not attending AIC Annual Meetings), programs ranging from ½ day to 5 days in length would be given priority over longer sessions.

In a 1993 survey, respondents indicated that winter, late summer, and October were the best months for education activities. The 2007 and 2008 AIC Annual Meetings will be held in April, which will open June up as a potential month for regional workshops.

D. Locations

Forty percent of the AIC membership is concentrated in the Northeast. However, AIC has chosen to offer events in a number of locations. Workshops have been offered in 20 states in 2002-2005. Not surprisingly, workshops held in the areas where members are concentrated get higher response rates. Scholarships are offered through FAIC to help offset travel and registration costs. Additional information on workshop locations and AIC membership is provided in Appendix I and II.

E. Marketing

Marketing workshops and other events to the AIC membership is relatively simple, since this is a “captive” audience. The AIC News, web site, “AIC Announce” email list, committees, annual meeting, and specialty groups provide basically no-cost ways to get the word out to the membership. Professional development opportunities are a strong incentive for joining an organization, and every effort should be made to publicize AIC’s professional development activities to non-members as well. Notices to related organizations and publications can be sent out at little cost. This was done initially and should be reinstated. Although high-end print materials might be helpful in attracting memberships and grant support, they do not seem to be necessary to fill small-capacity workshops. However, consideration should be given to creating print materials for events that can accommodate larger numbers of participants.

II. TIME LINE

Given the slow growth of the FAIC Endowment for Professional Development, no major expansion of professional development activities can take place without grants for special projects. Even with NEH funding, the twelve events produced in 2005 put major stress on the PPD’s time and ability to support the various events, grant reporting, and curriculum development work. Sources of funding, including project grants, will be sought to support additional staff costs. Co-sponsorships that shift administrative duties to volunteers or the staff of other organizations will also be sought.

Current professional development activities will be continued. The FAIC Professional Development and Workshop Development Awards, initiated in 2001, will continue to be awarded. These awards provide support for professional training opportunities in diverse

topics and geographic regions. One-day and half-day workshops will continue to be offered in connection with annual meetings. The following is a suggested time line for implementation of the various components of the professional development program. (This timeline may need to be adjusted to accommodate certification needs as those develop.)

2006

- Continue offering regional workshops
- Initiate new series of NEH-funded workshops
- Complete business and management practices curriculum development, offer additional online courses
- Collaborate with WAG on French conservator exchanges and programs
- Offer support to Latin American and Caribbean conservators to attend AIC annual meeting (Getty Foundation funding)
- Initiate web-based resources for self-directed learning
- Write IMLS grant for emergency response/recovery of wet materials series
- Co-sponsor Directors' Retreat on distance learning in conservation education (GCI funding)

2007

- Continue offering regional workshops
- Continue NEH-funded workshops
- Support possible study tour (funding to be identified)
- Offer series of workshops on emergency response, recovery of wet materials (if funded)
- Continue offerings of existing distance-learning courses
- Write new NEH grant for 2008-2009 events
- Possible NEA grant request
- Possible new curriculum development project (funding to be identified)
- Distribute first version of guide for instructors, containing logistic and policy items as well as tips for effecting instruction

2008

- Continue offering regional workshops
- Continue series of distance learning courses
- Initiate new series of NEH-funded workshops (if NEH proposal is funded)
- Offer support to Latin America/Caribbean conservators attending AIC Meeting (Getty Foundation support to be sought)
- Develop new online or blended-learning courses (funding to be identified)
- Re-evaluate professional development program, develop new strategic plan.

III. FUNDING

While the Professional Development Endowment, initiated by the Mellon gift, provides the much needed support to launch a more expansive program, further funding will be necessary to continue this ambitious plan on a sustainable, on-going basis.

In addition to the generous \$1.5 million endowment to launch educational programming, The Andrew W. Mellon Foundation provided a \$300,000 grant in support of a staff position for

professional development. The grant funding, coupled with the earnings from the Endowment, helped to sustain the program through 2005. Now that the initial “spendable” grant has been used, the Endowment alone will support the base costs of the program, and external grants will be sought for specific projects.

In order to preserve the current value of the Endowment and to ensure adequate funds to maintain professional development activities, it will be necessary to develop fund raising strategies to grow the Endowment for Professional Development. Goals for fundraising will include:

- doubling the \$1.5 million endowment by the end of 2008 to support on-going programs and administration.
- seeking additional grants/gifts (for both endowment and specific projects) to increase educational programming as presented in this plan.

Several fund-raising efforts in the form of grants, donations from the membership, from interested individuals, and corporations will be needed to help implement this Professional Development Plan. Additional grants for specific initiatives such as curriculum development, distance learning opportunities, and international study tours, will be necessary to support these efforts. It is anticipated that FAIC will re-apply to NEH for funds for 2008-2009 projects. IMLS support has been sought for emergency response and other courses beginning in 2006.

CONTRIBUTORS AND REFERENCES

This document is based on the first Strategic Plan for Professional Development (2001-2005), which was created with the formal and informal input of many individuals, committees, and Board Members of AIC, as well as conversations with representatives of outside organizations. Key shapers of the initial text were Elizabeth F. “Penny” Jones, Executive Director, Katharine A. Untch, Board Director of Professional Education, and Eric Pourchot, Professional Development Director.

The revisions for the 2006-2008 Strategic Plan for Professional Development were shaped by Eryl Wentworth, Executive Director, Karen L. Pavelka, Board Director of Professional Education and Training, members of the AIC Education and Training Committee, and Eric Pourchot.

Key documents consulted included the following:

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APPENDIX

Guidelines for Co-Sponsorships

As AIC builds its professional development programming, co-sponsorship between AIC and its Specialty Groups, and between Specialty Groups, AIC, and external organizations can play an important role in achieving AIC’s professional development goals. The following guidelines describe the forms that co-sponsorship can take. Specialty Groups should keep the Board Liaison for Specialty Groups informed of workshop plans early in the process. Please contact the AIC Professional Development Director if you have further questions.

DEFINITIONS:

It is important to understand the differences used in these guidelines between the terms “coordinate” and “sponsor”.

Coordinating a workshop entails planning, organizing, and carrying out logistical tasks. Coordination between AIC and Specialty Groups should be defined in advance by the Specialty Group Chair or his/her designee, and AIC’s Professional Development Director. Any coordination between a Specialty Group and an external organization should first go through the AIC Professional Development Director.

Sponsorship entails financial risk as well as potential financial gain. When sponsoring a workshop, the sponsor assumes responsibility for this potential financial loss or gain. For every workshop there is a “break-even” point that can be calculated by dividing the total cost for a workshop (minus any contributions, donations or expense reductions) by the number of registrants multiplied by the registration fee. The “break-even” point defines the minimum number of registrants needed to cover the expenses to put on the event. If fewer people register than the “break-even” point, there is a potential financial loss and the sponsor must decide whether to cancel or underwrite the loss. If more people register than the “break-even” point, there is financial gain for the sponsor.

FORMS OF COORDINATING AND/OR CO-SPONSORSHIP:

Specialty Groups may coordinate and/or co-sponsor workshops with AIC in one of the following ways:

- A. *Specialty Groups may coordinate a workshop without providing co-sponsorship.* In this scenario, the Specialty Group would not be responsible for any expenses, would not contribute any funds from its budget, and would not gain any profit should there be any. AIC would be the sole sponsor of the workshop, assuming all financial risks and any potential profits, while the Specialty Group could still coordinate the event.
- B. *Specialty Groups may allocate a portion of their budget toward the costs of a workshop as a gift.* With this option the Specialty Group agrees not to accept any

- financial risk and therefore not receive any profit or loss should there be any. A Specialty Group might donate funds toward the costs of putting on a workshop to keep registration costs lower or to underwrite development of a topic that benefits their group in particular, but may not want to accept any further financial risk. For example, if the SG donated \$1000 and there were a profit, the Specialty Group would not receive any of the \$1000 back and all profits would go to AIC. If there were a loss, the Specialty Group's \$1000 would still be paid out and AIC would be solely responsible for paying the remaining losses.
- C. *AIC may offer a one-time gift in support of a workshop sponsored by a Specialty Group.* In doing so, AIC would not accept any financial risk and therefore not receive any profits or losses should there be any. This scenario is similar to the existing FAIC awards for workshop development but would be separate from the competitive grant process. Approval would be made by the FAIC Board and would most likely require ample advanced notice. The Professional Development Director may be involved with some aspects of event coordination and marketing.
 - D. *Specialty Groups may co-sponsor a workshop with AIC.* In this scenario, the AIC and the Specialty Group would negotiate the formula for shared risk ahead of time. For example, if the split were 40% SG and 60% AIC, the SG would assume 40% of the financial risk in producing the workshop. If there were a financial loss for the workshop, then 40% of the loss would come out of the Specialty Groups budget and 60% of the loss would come out of FAIC's budget. Conversely, if there were a financial gain from revenues, then the Specialty Group would receive 40% of the gain and FAIC would receive 60% of the gain. Any percentage can be negotiated between FAIC and the Specialty Group, as long as it is agreed upon in writing prior to agreeing to put on the workshop.
 - E. *Specialty Groups may be the sole sponsors of a workshop.* In doing so the Specialty Group assumes full financial risk from its own budget. They would be responsible for all costs associated with the workshop and would benefit from all profits should there be any. If there were a financial loss, the Specialty Group would pay for the loss out of the Specialty Group budget. AIC would not offer any financial support. The Professional Development Director may still offer guidance and advice on coordinating the workshop and may assist with advertising the workshop to the general membership.

CANCELLATION POLICY

The decision on whether to cancel an event is made in accordance with AIC's policy on cancellation. (See separate document.) In the event that an insufficient number of registrants determine that the event could result in a financial loss, the sponsor (not the coordinator) makes the decision of whether to cancel the event. When there is more than one sponsor for an event, both sponsors have agreed to sharing potential losses according to the previously agreed upon fraction, and both must agree to a minimum number of registrants to enable the

event to proceed. If the event is cancelled, the losses due to cancellation are split among the co-sponsors according to the agreed upon fraction of co-sponsorship.

Negotiations will be carried out between the Specialty Group Chair and AIC's staff Professional Development Director for each proposed event. The agreement is subject to approval by the AIC Executive Director and FAIC board. Approval for the Specialty Group expenditures of funds and their associated risks would have to be in accordance with the Rules of Order relating to expenditures of that Specialty Group's funds. The extent of support from FAIC will depend upon the degree to which the proposed workshop meets the goals of the FAIC Strategic Plan for Professional Development and upon the availability of funds.

SPECIALTY GROUP CO-SPONSORSHIP WITH EXTERNAL ORGANIZATIONS

Co-sponsorship between Specialty Groups and external organizations (including regional guilds, regional centers, training programs, and external organizations such as the National Parks Service or the Campbell Center) must be accomplished through the AIC Professional Development Director. Agreements must be made in writing prior to AIC accepting involvement in putting on an event and must be signed by the AIC Executive Director.

FAIC AWARDS FOR WORKSHOP DEVELOPMENT

External organizations may qualify for FAIC Workshop Development Awards.

Specialty Groups cannot qualify for FAIC Workshop Development Awards because the Foundation of AIC is not able to give awards to "itself" or one of its own supporting entities.