

THE UNIVERSITY OF NORTH CAROLINA ASHEVILLE

FACULTY SENATE

Senate Document Number SD4724S

Date of Senate Approval 04/04/2024

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Statement of Faculty Senate Action:

**APC Document 40 (AME):**    **Change the name of the Arts Management and Entrepreneurship concentration and minor to Arts and Markets;  
Revise the requirements for the major concentration and minor in Arts and Markets;  
Change the AME prefix to AM throughout the catalog**

**Effective Date: Fall 2024**

**1. Delete:** On page 199, the entry for the **Concentration in Arts Management and Entrepreneurship:**

**Interdisciplinary Studies: Concentration in Arts Management and Entrepreneurship:**

The Arts Management and Entrepreneurship concentration provides students with the knowledge and skills to connect their artistic abilities with business, innovation, and entrepreneurial endeavors. Successful artists in the 21st century recognize their artistic product is also a commodity requiring marketing, management, and creative entrepreneurship. The AME program provides students with education in the arts and the development of skills in accounting, management, legal and ethical practices, marketing, self-promotion, and entrepreneurship. The curriculum also provides exposure to evidence-based best practices in leadership and advocacy, informing students of issues in the arts and helping them visualize how they can make a difference in their communities. Additionally, each student has the opportunity to gain vital practical experience working in arts internships with an on-campus department or program, or as part of an approved off-campus professional arts organization, creative business and/or working artist. Graduates are equipped with the knowledge of various arts careers, the tools to create their own business, and the ability to innovate, market and monetize their creative ideas. The AME program is dedicated to cultivating innovation, creativity, and the entrepreneurial spirit.

**Add:** On page 199, in place of deleted entry, new title for the concentration:

**Interdisciplinary Studies: Concentration in Arts and Markets**

The Arts and Markets concentration provides students the knowledge and skills to connect their artistic abilities with business and entrepreneurial endeavors. Successful artists in the 21st century recognize their artistic product is also a commodity requiring marketing, management, and innovation. The Arts and Markets program provides students with education in the arts and the development of skills in accounting, management, legal and ethical practices, marketing, self-promotion, innovation, and entrepreneurship. The curriculum also provides exposure to evidence-based best practices in leadership and

advocacy, informing students of issues in the arts and helping them visualize how they can grow and thrive as successful artists, arts entrepreneurs, managers, and leaders. Students equipped with the knowledge of various art careers, the tools to create their own success as an artist or arts manager and the ability to innovate, market, and monetize their creative ideas. The program offers opportunities for students to shadow and intern with professionals in arts organizations and creative business and/or working artists to gain valuable current knowledge in the field. The Arts and Markets program is dedicated to cultivating innovation, creativity, and the entrepreneurial spirit.

2. **Delete:** On page 199, the requirements for the concentration:

### **Requirements for Concentration in Arts Management and Entrepreneurship**

- I. Required courses for the major—at least 32 hours: ACCT 215; ARTS 310; BUS 130, 250, 300, 366; ECON 306; IST 310; LANG 354 or NM 231.
- II. Arts Management & Entrepreneurship Seminar—4 hours: AME 420
- III. Arts Emphasis—16 credit hours. Complete one of the following groups:
  - a. ART 122, 133, 144, and 4 additional ART hours at the 200-level
  - b. ARTH 201, 202, 420, and 4 additional ARTH hours at the 300-level
  - c. DRAM 111 or 113, 121, 144, 220, and 6 additional DRAM hours at the 300-400 level
  - d. LANG 260 and 12 hours from LANG 361, 363, 365, and 366 chosen from at least two genres
  - e. MCOM 104, 201, and 8 hours from MCOM 393, 394 and 395 (designated topics)
  - f. MUSC 130, 131, 382, 383, one course from MUSC 343, 344, 345, 346, 347, 348, 349, 350, 357, 366, 367, or 368, and 2 hours of ensemble from MUSC 113-129
  - g. NM 101, one course from NM 142, 144, 146, or 344, and 8 additional NM hours at the 200-400 level
- IV. Other concentration requirements—Major competency is demonstrated in AME 420. The course must be completed with a grade of C or higher. At least 30 of the total required hours must be taken while a student at UNC Asheville. Students completing the concentration in Arts Management and Entrepreneurship who also want to minor in Art, Art History, Drama, English with a Creative Writing concentration, Mass Communication, Music or New Media must complete at least 6 hours of courses for the minor that are not used to complete the requirements for the AME concentration.

- Add:** On page 199, in place of deleted entry:

### **Requirements for Concentration in Arts and Markets**

- I. Required courses for the major—at least 28 hours: ACCT 215; ARTS 310; BUS 130, 250, 300; ECON 306; BUS 366 or IST 310; LANG 354 or NM 231.
- II. Arts Management & Entrepreneurship Seminar—4 hours: AM 420
- III. Arts Emphasis—16 credit hours. Complete one of the following groups:
  - a. ART 122, 133, 144, and 4 additional ART hours at the 200-level
  - b. ARTH 201, 202, 420, and 4 additional ARTH hours at the 300-level
  - c. DRAM 111 or 113, 121, 144, 220, and 6 additional DRAM hours at the 300-400 level
  - d. LANG 260 and 12 hours from LANG 361, 363, 365, and 366 chosen from at least two genres
  - e. MCOM 104, 201, and 8 hours from MCOM 293, 294, 295, 393, 394, 395
  - f. MUSC 130, 131, 382, 383, one course from MUSC 343, 344, 345, 346, 347, 348, 349, 350, 357, 366, 367, or 368, and 2 hours of ensemble from MUSC 113-129
  - g. NM 101, one course from NM 142, 144, 146 or 344, and 8 additional NM hours at the 200-400 level

- IV. Other concentration requirements—Major competency is demonstrated in AM 420. The course must be completed with a grade of C or higher. At least 30 of the total required hours must be taken while a student at UNC Asheville. Students completing the concentration in Arts and Markets who also want to minor in Art, Art History, Drama, English with a Creative Writing concentration, Mass Communication, Music or New Media must complete at least 6 hours of courses for the minor that are not used to complete the requirements for the Arts and Markets concentration.

**3. Delete:** On pages 199-200, the entry for the **Minor in Arts Management and Entrepreneurship:**

**Minor in Arts Management and Entrepreneurship**

Required courses for the minor—at least 24 hours: ACCT 215; ARTS 310; BUS 130, 250, 366; IST 310; and at least 4 credit hours from the courses listed below. Note: electives courses may not be used to complete the course requirements for any other major or minor.

University-wide minimum requirements for a minor: 1) one-half of the hours required for a minor must be completed in residence at UNC Asheville, to include at least 6 hours at the 300-400 level; 2) students must have a cumulative grade-point-average of at least 2.0 on minor courses taken at UNC Asheville.

ARTH	420	Museum Studies (4)
BUS	230	Organizational Behavior and Theory (4)
BUS	300	Legal and Ethical Environment (4)
BUS	368	Digital and Social Media Marketing (2)
DRAM	220	Stage Management (2)
ECON	103	Introductory Economic Analysis (4)
ECON	306	Corporate Finance (4)
LANG	354	Professional Writing (4)
MCOM	104	Media, Ethics and Society (4)
MCOM	201	Basic Journalism (4)
MCOM	293	Mass Media Workshop (designated topics) (4)
MCOM	294	Mass Media Workshop (designated topics) (4)
MCOM	295	Mass Media Workshop (designated topics) (4)
MCOM	393	Issues in Media Studies (designated topics) (4)
MCOM	394	Issues in Media Studies (designated topics) (4)
MCOM	395	Issues in Media Studies (designated topics) (4)
MUSC	382	Music Industry and Business I (3)
MUSC	383	Music Industry and Business II (3)
NM	101	Digital Design Principles (4)
NM	231	Introductory Interactive Media (4)

**Add:** On pages 199-200, in place of deleted entry:

**Minor in Arts and Markets**

Required courses for the minor—at least 24 hours: ACCT 215; ARTS 310; BUS 130, 250; BUS 366 or IST 310; and at least 4 credit hours from the courses listed below. Note: elective courses may not be used to complete the course requirements for any other major or minor.

University-wide minimum requirements for a minor: 1) one-half of the hours required for a minor must be completed in residence at UNC Asheville, to include at least 6 hours at the 300-400 level; 2) students must have a cumulative grade point average of at least 2.0 on minor courses taken at UNC Asheville.

ARTH	420	Museum Studies (4)
BUS	230	Organizational Behavior and Theory (4)
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LANG	354	Professional Writing (4)
MCOM	104	Media, Ethics and Society (4)
MCOM	201	Basic Journalism (4)
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MCOM	294	Mass Media Workshop
MCOM	295	Mass Media Workshop
MCOM	393	Issues in Media Studies
MCOM	394	Issues in Media Studies
MCOM	395	Issues in Media Studies
MUSC	382	Music Industry and Business I (3)
MUSC	383	Music Industry and Business II (3)
NM	101	Digital Design Principles (4)
NM	231	Introductory Interactive Media (4)

**4. Delete:** On page 200:

**Courses in Arts Management and Entrepreneurship (AME)**

**Add:** On page 200, in place of deleted entry:

**Courses in Arts and Markets (AM)**

**5. Replace:** Throughout the catalog:

All occurrences of referring to the concentration as “Arts Management and Entrepreneurship” with “Arts and Markets”

**6. Replace:** Throughout the catalog:

All occurrences of course or other prefixes of “AME” with “AM”

**Impact:** The proposed changes will impact the program’s major concentration in a positive way by reducing the overall credit load requirement by 4.0 credits (note, the Business department is proposing to replace the 2-credit BUS 130 with a new 4-credit course, so the net change will be a 2-credit reduction (32-30 rather than 32-28) for the major concentration if that proposal is approved). Students completing both the major concentration and the minor will be provided more choice in course selection. The education will not be impacted negatively by reducing the courses to a selection process between BUS 366 and IST 310 and is explained in the Rationale statement below. Additionally, the process for making this decision was reinforced by years of student comments and concerns about the overlap of content between these two courses and their difficulty in matriculating through the program in a timely way during the junior and senior years of study.

The proposed course changes will allow more of our students to matriculate through the program and solve some problems that existed with students who were challenged with taking both courses that are only offered once per year, and one with an ACCT 215 course prerequisite, causing many students who either transferred or declared in their sophomore years to have to either take the courses in the same semester, which was not advised, or extend their matriculation period past the desired 4-year goal. Several other students who desired to participate in study abroad programs were challenged as well, and many of these students found themselves searching for substitutes for the Entrepreneurship course from other universities or UNC system online degree programs in order to complete their degrees. In order to help better support our students in fully engaging in their UNC Asheville educational experience, we feel this course proposal change in the curriculum will make a strong and positive impact for the students. Concerning faculty resources associated with course delivery, this choice in course selection change will also free up the course rotation stress on the faculty teaching both BUS 366 and IST 310. For example, when IST 310, Ideas to Action course was canceled one year, all the AME students fell behind in their program matriculation, and where this course is ideally taken by students no later than their Junior year, most in the Spring 2023 course were graduating seniors, or 5<sup>th</sup> year seniors who were quite disappointed with the requirement of taking what they considered to be a lower-level course so late in their learning. The current proposal could remedy such situations and remove the unnecessary stress it caused to the students and the faculty.

During the 2022-2023 academic year, an Ideas to Action Faculty Course Development team was informally formed to assist in discussing the recent changes in the Ideas to Action course description and how best to design the course for interdisciplinary delivery and the ability for faculty from various departments and programs to teach it. As a result of this team, a robust Moodle page of course resources was formed to support current and future faculty interested in teaching this course. With this support and these course selection option changes, there is great potential for positive impact in the future. The team members are Laura F. Bond- Professor of Drama and Interdisciplinary Studies and Ruth Paddison Professor, Melodie G. Galloway- Professor of Music and Director of Visual & Performing Arts, Renuka Gusain-Assistant Professor Interdisciplinary/International Studies and CLT Fellow, Ellen Holmes Pearson-Professor of History and Roy Carroll Professor of Arts & Sciences as well as Interim Vice Provost, Peter Kusek- Assistant Professor of New Media, Mary Lynn Manns- Professor Emerita and original course creator of “Ideas to Action”, Stephanie O'Brien- Lecturer of Mass Communication, Becky Sanft- Chair and Associate Professor of Mathematics and Statistics, and Anne Slatton- Assistant Professor of Mass Communications.

The program title change will certainly impact areas of the university where any name changes occur within program, prefix or name changes. We recognize that when any department or program changes their name or prefix, this requires a tremendous amount of work on the back-end to make all of the changes (Banner, catalog, GradPlan, etc) as well as some efforts will be needed to create new marketing and communications materials concerning the change which will fall upon the work of staff as well as faculty overseeing the program. This impact also provides us with an opportunity to re-evaluate how the program is being communicated to the public and if more clarity in the program deliverables, potential career outcomes, as well as the potential for marketing branding and design improvements can emerge during this transition.

Additionally, students over the years have often complained of the program title, asking why they were not part of the Management department if the title stated “Management” and why they have a degree with “Entrepreneurship” in the title when they only have one course with that title in their curriculum. Many students felt disenfranchised from the Management department based on this assumption and not being included in their department events and communications. (See Addendum B for 2023 AME Student Survey Results). Although communications have been clear to students that they are within the Interdisciplinary Studies program, the title of the program aligned with another department caused them great confusion. We feel the new title does not imply to the students that they should or would be aligned with a specific department but are truly interdisciplinary by its very names: Arts and Markets. We believe this name change has great potential for positive impact over time.

Finally, discussions with Mass Communications department Chair, Sonia DiPalma concerning the “designated topics” limitation next to the Arts Emphasis courses of MCOM 393, 394, and 395 becoming problematic for student matriculation over the years and confusing to students who found the course catalog and GradPlan reports on course communications around required courses for this emphasis area confusing. After several discussions between Laura Bond and Sonia DiPalma, it was determined that the courses the department now offered with these course number designations, along with the 200-level MCOM workshops were in full support of the Arts and Markets program goals and that all parties were in agreement with the removal of “designated topics”. This will alleviate significant impact on student confusion, as well as administrative oversight and course tracking.

**Rationale:** The program title has also been changed out of necessity now that the Management department name has changed its name to Business. All the course titles that the program used to rely on as Management, are now titled as Business, so there is an obvious disconnect in terminology between the program title and a large percentage of our program’s courses.

The new title of Arts and Markets was inspired by the program title of the Hawaii Pacific University program<sup>1</sup> and in recognition of how their curriculum general goals, objectives, and design<sup>2</sup> are similar to our UNC Asheville Arts Management and Entrepreneurship program.<sup>3</sup>

We see the new title as more modern, sleek, and clearly states the program’s goal as an interdisciplinary arts business and entrepreneurial program of study. The word markets creates a clearer focus on the intent for students to learn how to align their arts products with those they intend to connect: markets. To help clarify and distinguish the term, the author of the *A New Entrepreneurial Dynamic* explains,

“While marketing and advertising are closely related, they must not be conflated. Each does what it sounds like—marketing creates markets, and advertising creates advertisements. Marketing can be broadly defined as the activities of a company associated with creating demand for the firm’s products or services within their target market. Advertisements are one useful tool for positioning products within the market, informing potential customers of the existence of the product, and generating demand.” (Autry, 2022, p. 272)<sup>4</sup>

In a 2020 article in *Entrepreneur*, the relationship of the entrepreneurial skills in innovation while understanding markets is explained well in this passage,

“Entrepreneurship is ultimately to bear the risk of enterprise. It must be heroic and creative since the action requires that the costs of establishing and carrying out production are borne before market demand is known. ...entrepreneurs are in the business of creating tomorrow. Whether or not a specific entrepreneur's business is revolutionary and potentially disrupts the market, it is a creative act without which the economy cannot progress and without which we cannot raise our standards of living.” (Bylund, 2020)<sup>5</sup>

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<sup>1</sup> Hawaii Pacific University. Arts and Markets program description. Retrieved September 20, 2023 from <https://www.hpu.edu/cla/aclm/arts-at-hpu/art-and-markets.html>

<sup>2</sup> Hawaii Pacific University. 2023-2024 Course Catalog for the B.A. in Arts and Markets course requirements. Retrieved September 20, 2023 from <https://catalog.hpu.edu/undergrad/ba-degrees/ba-artmkt#requirements>

<sup>3</sup> University of North Carolina Asheville. 2023-2024 Course Catalog for the B.A. in Arts Management and Entrepreneurship. Retrieved September 20, 2023

<sup>4</sup> Autry, Greg. (2022) *A New Entrepreneurial Dynamic: 21<sup>st</sup> Century Startups and Small Businesses*. Flat World, pg 272

<sup>5</sup> Bylund, Per. (2020, August 14) The entrepreneurial history of the term ‘entrepreneur’: First they were cheaters. Then they were heroes. *Entrepreneur*. Retrieved September 21, 2023. <https://www.entrepreneur.com/leadership/the-entrepreneurial-history-of-the-term-entrepreneur/353812>

Thorough discussions and course reviews have occurred between the Ideas to Action and Entrepreneurship course instructors, IST and MGMT/BUS department Chairs, and area Deans during the two years concerning potential crossovers of content similarities between the Ideas to Action course (IST 310) and the Entrepreneurship course (BUS 366). This included email communications as well as in person meetings with the following faculty and leaders of Arts & Ideas program, Interdisciplinary Studies program, Business department, and the Director of Visual and Performing Arts and the Dean of the Social Science Division: Laura Bond, Melodie Galloway, Susan Clark, Marcia Ghidina, Jinhua Li, and Agya Boakye-Boaten. Although many changes to the Ideas to Action course have been made to focus more on interdisciplinary innovation and ideation development, while still developing skills in helping students visualize how they can make a difference in their communities, the faculty and students in the program still find there are enough similarities in core concepts shared between the two courses that students would benefit equally by taking either course rather than both. (See Addendum A for Course Objectives & Goals, and Addendum B for AME Student Survey comments). Making this change to give students the choice of either course also supports the UNC System Strategic Plan goal of Increasing Undergraduate Degree Efficiency and its focus on timely acquisition of a degree.<sup>6</sup>

## ADDENDUM A

### **Ideas to Action Course Objectives and Goals (2015-2022)**

Source: from the original course creator, Mary Lynn Manns

#### **Ideas to Action Course Goals**

Students will ...

- turn ideas into a vision with a plan (which can be executed following the course)
- improve written and oral presentation skills
- develop professional correspondence and interaction skills
- understand how to accept and give feedback in a professional manner to improve work products
- learn how to use contemplative practices to improve creativity
- sharpen critical thinking and problem-solving skills

### **Ideas to Action Course Objectives and Goals**

(2023 after APC changes to course description in 2022)

#### **Course Student Learning Outcomes**

##### **FIRST QUARTER:** *Self-Awareness, and Critical & Creative Thinking Development*

- demonstrate sharp critical thinking and problem-solving skills
- apply contemplative practices to improve creativity
- affirm self-knowledge and assess personal values clarification

##### **SECOND QUARTER:** *Ideation & Communication Skill Development*

- apply methods for ideation processing, testing, and development
- demonstrate improved written and oral presentation skills

##### **THIRD QUARTER:** *Project Research, Planning & Testing, Professional Development & Mentorship*

- demonstrate responsible, reliable, and quality research abilities and reporting in project development and planning

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<sup>6</sup> UNC System Strategic Plan. Student Success. Retrieved September 18, 2023 from <https://www.northcarolina.edu/impact/strategic-plan/>

- accept and give feedback in a professional manner
- develop professional correspondence and interaction skills

**FOURTH QUARTER:** *Project Presentations, Public Speaking/Pitching & Feedback*

- turn ideas into a vision with a plan, which can be executed following the course
- demonstrate abilities in organizing and presenting complex ideas in tangible understandable ways for a diverse audience

**Entrepreneurship 366 Course Objectives and Goals**

Source: **Syllabus:** MGMT 366.001 – Dr. Clark p. 2 (*Fall 2022*)

**COURSE DESCRIPTION & OBJECTIVES**

The overarching goal of this course is to develop in you a rich and enduring entrepreneurial mindset, build your confidence in your creative and entrepreneurial capabilities, and to introduce you to the entrepreneurial community, support organizations and ecosystem. An ethically grounded, empathetic, and sustainably minded entrepreneurial mindset will best serve your future. Further, the organizations you will build and run, and the stakeholders impacted by your enterprising activities will benefit! To these ends, this course will primarily be focused on increasing your understanding of and comfort with the creative and innovative processes involved throughout the entrepreneurial experience. You will learn about the evolution of various methods of creativity and innovation in the entrepreneurial process, including design thinking, business model canvassing and customer validation. Further, you will engage in activities and explore readings that enhance your understanding of the world of entrepreneurship. The knowledge you gain throughout the semester and the expression of your creativity, research and innovation will culminate in the presentation of a business plan in the form of a pitch deck and pitch at the end of the semester.

Building innovative, sustainable enterprises with highly positive impacts on diverse stakeholders is a critical factor in realizing an individual’s promise, in sustaining an economy and ecosystem, and thus in enhancing collective well-being. For individuals who do not wish to start an organization but to work for one, applying the entrepreneurial mindset and processes enables you to contribute to more productive, innovative and sustainable ways of doing things. With our rapidly changing technological, economic, environmental, political and globalized landscape, thinking and acting entrepreneurially has become essential to surviving and thriving. Thus, entrepreneurship education plays a key role in developing the capacities for the next generations of entrepreneurs and intrapreneurs to create value in positive, sustainable, and even transformational ways.

Our economic system is requiring everyone to become an entrepreneur, or at least to think and act like an entrepreneur. The broad exposure of ways of thinking entrepreneurially and the experiences in this class will be useful to you throughout your lifelong career. Over the next several decades, you are very likely to find yourself engaged in diverse enterprises and endeavors, including self-employment, serving on a founding team or board of a startup company, working for a small to medium size enterprise, employment with a family business, serving as an independent contractor, working an entrepreneur support organization, investing in startups, and climbing the corporate ladder as a successful intrapreneur and innovation manager. In all of these roles, creative problem solving, empathetic management of people, processes and organizations, and transformational leadership—all of which you will be exposed to in this class—will maximize your likelihood of success, as defined by positive impact on people, organizations, communities and the planet.

Other objectives of this course include exposing you to the process of starting, growing and managing an enterprise and equipping you with the confidence, knowledge, skills and awareness of what you would need to go into business for yourself. However, this is not a traditional course in small business management. A-B Tech, the U.S. Small Business Administration, Mountain BizWorks and other online resources providers are widely available (most of them free or low-cost) to assist you on your journey once you actually decide to take the leap into business ownership and small business management. What



this course is designed to do is to engage you in a deep reflection of who you are, what your calling is, what would be the most meaningful and powerful impact you could have and developing the self-efficacy and understanding of the process to maximize your chances of being highly impactful, resilient, and influential. This might be through the enterprise you create, or through your role in transforming existing organizations, or simply positively influencing yours and others' ways of thinking.

Being creative is about solving problems or approaching opportunities in novel and valuable ways. This course is designed to help ALL students better harness their full creative potential—whether you think: “I am not creative” or “I already have more ideas than I can handle”, this class will help you come up with more creative ideas that offer more value and have greater impact on the world. Although creativity has been studied by nearly every professional domain, this course focuses on creativity as a driver of organizational innovation—from non-profits to small businesses and large corporations, as well as students' own entrepreneurial startups. Creativity and innovation are critical to providing value and ensuring long-term survival of any organization. Throughout this course, students will develop important life skills while learning to creatively solve problems through a number of real-world innovation challenges. No matter what career or profession you are going into, being more creative and appreciating how and why modern organizations function the way that they do will help you to be more valuable, more employable, more innovative, and more entrepreneurial.

Note that you may find the purpose, structure and content of this class to be very different from your classroom experiences in the past. Instead of focusing primarily on the delivery, retention and mastery of content collected from the past (e.g. theories, best practices, conceptual models, empirical facts), this course will focus on inspiring and developing in you the capacity and confidence to imagine and design the future that does not yet exist, while reflecting and engaging in activities that bolster your individual entrepreneurial skills and capacities. Such a process is the heart of entrepreneurial creativity, innovation, and value creation. I encourage you to think boldly, and to use this class as a launching pad for a future career as the founder, owner, operator and CEO of a thriving enterprise of your choice. **Syllabus:** MGMT 366.001 – Dr. Clark p. 3 (*Fall 2022*)

### **Primary Learning Objectives**

Student learning outcomes include a theoretically and empirically informed understanding of the creative and innovative process. Experiential learning through individual, small group and class wide exercises will provide confidence in your capacity to create, innovate, problem-solve and build solutions. The goal is for you to be inspired and confident that you hold the power to engage your mind, heart and will in the positive transformation of yourself, your groups and teams, your organizations and your communities now and in the future. Participants in this course will graduate with the desire and ability to build, grow and contribute to innovative, sustainably minded enterprises that seek highly positive impacts on their diverse stakeholders. Applying this entrepreneurial mindset and innovation processes across domains and contexts will enable you to realize your individual promise, while enhancing value creation and collective well-being.

## ADDENDUM B

### Arts Management & Entrepreneurship Program Survey *Results Spring 2023*

The survey was handed out in hard copy in the IST 310: Ideas to Action course on the last day of class where declared AME majors and minors were asked to fill out the survey. It was also sent via Google Survey to all AME graduating majors twice (*only one online survey was filled out. These are the results of 13 anonymous survey responses.*

**Check the following core courses that you have either completed or are currently enrolled in that are required courses within the AME program curriculum.**

- 10 ARTS 310: Arts & Ideas
- 13 IST 310: Ideas to Action
- 12 ACCT 215: Principles of Accounting
- 11 ECON 306: Corporate Finance
- 12 MGMT 130: Introductory Seminar in Organizations
- 10 MGMT 250: Marketing Principles
- 6 MGMT 300: Legal & Ethical Environment
- 2 LANG 354: Professional Writing
- 6 NM 231: Introductory Interactive Media
- 7 MGMT 366: Entrepreneurship
- 5 AME 420: Arts Management & Entrepreneurship Seminar

**Out of these core classes, which have been the MOST beneficial?**

- 5 ARTS 310: Arts & Ideas
- 3 IST 310: Ideas to Action
- 4 ACCT 215: Principles of Accounting
- 2 ECON 306: Corporate Finance
- 3 MGMT 130: Introductory Seminar in Organizations
- 7 MGMT 250: Marketing Principles
- 6 MGMT 300: Legal & Ethical Environment
- 1 LANG 354: Professional Writing
- 1 NM 231: Introductory Interactive Media
- 5 MGMT 366: Entrepreneurship
- 4 AME 420: Arts Management & Entrepreneurship Seminar

### OPEN QUESTIONS

**What are the weaknesses of the program or areas that you might suggest for improvements to make within the AME core curriculum?**

*Student comments are summarized here as follows:*

Several mentioned a desire for more focus on start-up businesses skills

Overall desire for curriculum to be more consistent and courses offered more frequently

Some students mentioned ACCT and ECON aspect was very difficult, and financial information in curriculum seemed redundant at times

Several students reported frustration with redundancies between entrepreneurship and IST 310 and the requirement for Ideas to Action, as well as it would have been helpful to take earlier than junior/senior year

Some mentioned that AME needs a new name and that taking one entrepreneurship class does not support a degree with an entrepreneurship title

Some also mentioned the minor could try to allow for students to draw connections to their major more. Many classes felt only managerial and missing arts components and connections

**What are the strengths of the program or areas that you feel are an asset to the AME core curriculum and design of the program?**

*Student comments are summarized here as follows:*

Overall the reality of business decisions and general goals

Having a mix of media, accounting, and creative courses is very helpful

Learning basics of marketing and identifying quality marketing skills

Great appreciation was shared by many for how the arts and management courses scaffolded towards the senior seminar experience capstone course and that they found AME 420 highly beneficial as a culminating experience

Many expressed that the teaching of basic business practices, effective individual and group work, and the creative/exploratory concepts presented and explored were highly beneficial throughout the curriculum

**What was most challenging for you, personally, as a student within the program as whole?**

*Student comments are summarized here as follows:*

A desire was raised for more diversity of electives for AME

Some raised issues around class availability and how some class times conflict with required courses leading students to look into transfer credit from other institutions and the potential of not graduating within 4 years.

A request for better assistance for transfer students in matriculation towards graduation goals

Several mentioned a need for better balance between arts and business classes.

Many expressed a desire for building a community of peers and sense of departmental belongingness within the program

Many expressed feeling disconnected within Management/Business classes as arts students trying to bring arts content and creativity into these courses and their process

**What was most beneficial for you, personally, as a student within the program as whole?**

*Student comments are summarized here as follows:*

Many expressed appreciation for the senior capstone course, AME 420

Several expressed that although these courses were challenging, accounting, finance and entrepreneurship were highly beneficial for use of skills for a lifetime of applications.

Much gratitude was expressed for the opportunity to explore the business world through the arts lens.

Appreciations were expressed for great faculty that all wanted students to succeed.

Several acknowledged the benefits in exploring marketing, new concepts and ideas, as well as new ways of thinking.

**Is there one last thing you would like to share about the AME program? Something left unsaid, a special testimonial note of appreciation, commendation, or wish for an addition or change? Please share that here.**

*Student comments are summarized here as follows:*

I loved being able to view the arts and managerial work in equal light during my time in this major track.

I love the program! There are just some growing pains that stress out the students. I think improving the communication between arts departments and improving the advising program (in Academic Success Office about the program) will be super beneficial for future AME students & majors.

I think it was pretty successful in having me explore business classes.

More finance preparedness and freelance preparedness please! Arts & management currently feel so separate