



HIGHER EDUCATION  
COORDINATING  
COMMISSION

## Proposal for a New Academic Program

**Institution:** University of Oregon  
**College/School:** Architecture and Allied Arts  
**Department/Program:** Arts and Administration Program  
**Proposed Degree and Title:** B.A./B.S. in Arts Management

### 1. Program Description

**a. Proposed Classification of Instructional Programs (CIP) number.**

501001

**b. Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.**

Please see the Executive Summary document (a seven-page document) submitted along with this full OUS-format proposal for a concise overview of the proposed B.A./B.S. in Arts Management.

The Arts and Administration Program currently offers an undergraduate minor, an M.A. and M.S. in Arts Management, and a supporting area of study in Arts Administration to School of Music and Dance D.M.A. and Ph.D. students. Collaboration with other UO academic units also provides graduate certificate opportunities in Museum Studies, Nonprofit Management, and New Media and Culture. We now propose an undergraduate major in Arts Management. The new undergraduate major is offered in partnership with the School of Music and Dance and several units within the School of Architecture and Allied Arts.

Students studying arts management at UO receive comprehensive training in scholarly approaches and methods in cultural sector administration, policy, research, and education. The Arts and Administration Program's mission is to "educate cultural sector leaders and participants to make a difference in communities." The program prepares and inspires arts and culture sector leaders based on the belief that they must be familiar with the social, cultural, economic, environmental, political, technical and ethical contexts in which arts and culture flourish. Arts administration at UO is interdisciplinary in its approach, drawing on methods and theories from the arts, humanities, social sciences, and professional schools. The Arts Management major is distinctive from other undergraduate degree offerings at UO and other OUS institutions in its focus on developing pre-professional competencies and skills specific to management of arts and culture organizations, as well as career development in the arts. The Arts Management major (and minor) will also feature a cluster of arts entrepreneurship elective courses, developed in partnership with the School of Music and Dance and with the A&AA Professional Outreach and Development

for Students, designed for students interested in career development as emerging arts practitioners in their creative field, and in establishing their own entrepreneurial creative businesses.

- c. Course of study – proposed curriculum, including course numbers, titles, and credit hours.**

## **Overview of Major Requirements**

### **Detailed Program Description**

The University of Oregon's Arts and Administration Program proposes to launch a new Bachelor of Arts degree program in Arts Management. This program builds on the existing undergraduate minor program and master's degree program to offer a new undergraduate major educating cultural sector leaders for the growing creative sector of the economy. We expect this program to appeal to prospective students and their parents as a stand-alone major, as a double/concurrent major, and as a major combined with other UO undergraduate minor and certificate programs. We expect that some of the undergraduate courses required for the minor will be converted to an online format in several years' time, allowing for hybrid and distance educational opportunities.

The new B.A./B.S. in Arts Management will offer students the opportunity to pursue professional studies in the arts, in the framework of a liberal arts education, and to develop the skills required for creating professional development opportunities that address the needs of current and future leaders in a broadly defined creative sector. Courses will engage all art disciplines as a means of establishing an interdisciplinary general guide to building a career in the arts.

### **Major Coursework Required**

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**A minimum of 64 credits are required for the B.A. in Arts Management.**

**A minimum of 36 Arts and Administration Program (AAD) credits are required, of which at least 24 must be in upper-division work.**

#### **Required coursework for the B.A./B.S. in Arts Management:**

- Core courses in Arts Management (32 credits). Core requirements include minimum 3 credits of Practicum.
- Electives to meet the minimum total of 36 AAD credits (minimum 24 in upper-division work)
- Completion of a group of three history/survey courses (minimum 12 credits) in a specific arts sub-field (music history, history of Western art, theater history, folklore, dance, or other approved group of courses)

- Completion of a group of four courses (minimum 16 credits) of in-depth study in creative practice, arts or humanities. Courses must be in a cluster such as “visual arts,” “performing arts,” or “humanities.” Courses will be in creative arts, studio, performance, production, or humanities fields (e.g. art, acting, dance, instrumental performance, vocal performance, theatre production, creative writing, art history, history, anthropology), selected with adviser approval. There is a university limitation of music performance and dance activity credits for the BA/BS degree in Arts Management. Dance activity credits and performance in music (MUP) credits can total no more than 24 credits, with not more than 12 in any one area.
- A total of 180 credits with passing grades; at least 62 credits must be completed in 300- or 400-level courses (University of Oregon requirement for BA degree)
- General Education Requirements
  - A minimum of 45 credits, 15 credits in approved group-satisfying courses in each of three general-education groups: arts and letters, social science, and science. Each group must include at least two courses with the same subject code and at least one course with a different subject code. No more than three courses with the same subject code may be used to fulfill the 45-credit requirement. Students may use only one course that has the same subject code as their major to fulfill group requirements.
- Required (for the B.A.): 27 credits (two years) of a foreign language
  - First and second year completion French, Italian, Spanish, Portuguese, Russian, German, Finnish, Norwegian, Swedish, Chinese, Japanese, or Korean.
  - Additional options for completing this requirement exist; see UO B.A. requirements.
- Required (for the B.S.): 12 credits in mathematics or computer and information science courses
  - At least 12 credits in mathematics or computer and information science, or a combination of the two –in addition to the credits taken to fulfill the requirement for three general education science courses – are required for the B.S. degree. See UO B.S. requirements for options.
- Multicultural Requirements (8 credits)
  - Students must complete one course in two of the following categories: American Cultures; Identity, Pluralism, and Tolerance; International Cultures.

*Courses will be selected in consultation with the Arts Management Major Degree Program advisor(s). The curricular requirements are detailed below.*

**Required for all Arts Management Majors (32 credits)**

**AAD 301** Understanding Arts and Creative Sectors (4 cr)

**AAD 312** Arts Management (4 cr)

**AAD 315** Funding the Arts (4 cr)

**AAD 420** Event Management (4 cr)

**AAD 422** Cultural Programming (4 cr)

**PPPM 481** Fundraising for Nonprofits (4 cr)

**PPPM 422** Grant Writing (1 cr)

**AAD 409** Practicum (minimum 3 cr)

**And select ONE of the following courses:**

**AAD 471** Performing Arts Management (4 cr)

**AAD 475** Performing Arts Industry (4 cr)

**AAD 427** Planning Interpretive Exhibits (4 cr)

**AAD 451** Community Cultural Development (4 cr)

**And select ONE AAD elective 4-credit course (4 cr)**

A minimum of 12 credits are required from completing one of the following groups. With academic adviser approval, additional similar groups of three arts or humanities discipline-specific courses (minimum 12 credits) may be considered to meet this requirement.

**MUS 267** Survey of Music History I

**MUS 268** Survey of Music History II

**MUS 269** Survey of Music History III

**ARH 204** History of Western Art I

**ARH 205** History of Western Art II

**ARH 206** History of Western Art III

**ARH 207** History of Indian Art

**ARH 208** History of Chinese Art

**ARH 209** History of Japanese Art

**TA 367** History of the Theater I

**TA 368** History of the Theater II

**TA 369** History of the Theater III

**FLR 411** Folklore and Religion

**FLR 412** Folklore of Subcultures

**FLR 413** Folk Art and Material Culture

**DAN 251** Looking at Dance

**DAN 453** Ballet from the Courts to Balanchine

**DAN 454** Evolution of Modern Dance

A unique component of the Arts and Administration program is a **practicum requirement**. Practicum is a foundational building block that cultivates civic engagement and education to strengthen and sustain arts, culture and heritage.

Students who enroll in the Arts Management degree program will engage in practicum opportunities (minimum 3 credits) to expand their cultural leadership skills in areas such as cultivating public participation in the arts, fostering creative activities, preserving cultural heritage, and developing sustainable community cultural development. This practicum curricular component builds on the Arts and Administration Program's existing and strong practicum structure already in place. Advisor approval is required for students wishing to enroll in a total of more than 8 total credits of Practicum.

With advisor and instructor approval, in rare cases it may be possible for upper-division students to also receive permission to enroll in other Arts & Administration Program concentration-area elective 400/500-level courses.

All students will be strongly encouraged to complete their undergraduate studies in Arts Management as either a concurrent/dual major or in a major/minor configuration. In these configurations, a maximum of eight (8) credits can "double-dip" across degree requirements.

One highly recommended minor degree program for students completing the Arts Management major is the PPPM minor in Nonprofit Administration.

Students interested in completing the PPPM minor in Nonprofit Administration need to take additional required and elective courses that do not "count" toward the completion of the arts management major. A maximum of eight (8) credits can "double-dip" across degree requirements.

The concurrent Nonprofit Administration minor for Arts Management majors requires 25 credits. To complete this minor, AAD majors should take the following courses:

- PPPM 422** (1 cr) Grant Writing (required for AAD majors)
- PPPM 481** (4 cr) Fundraising for Nonprofits (required for AAD majors)
- PPPM 280** (4 cr) Introduction to the Nonprofit Sector (recommended for AAD majors)
- PPPM 480** (4 cr) Nonprofit Management (4 cr)
- PPPM 484** (4 cr) Public and Nonprofit Financial Management (4 cr)
- And select two PPPM elective courses** (8 credits total)

The following chart provides an overview of all required and elective courses for the Arts Management major, with their current status in the approved UO curriculum.

Coursework Group	List of Required or Elective Courses for the Arts Management Major	Status of Each Course in the Approved UO Curriculum
<b>Required Courses for Arts Management Majors</b>	<p><b>AAD 301</b> Understanding Arts and Creative Sectors</p> <p><b>AAD 312</b> Arts Management</p> <p><b>AAD 315</b> Funding the Arts</p> <p><b>AAD 420</b> Event Management</p> <p><b>AAD 422</b> Cultural Programming</p> <p><b>PPPM 422</b> Grant Writing</p> <p><b>PPPM 481</b> Fundraising for Nonprofits</p> <p><b>AAD 471</b> Performing Arts Management</p> <p><b>AAD 475</b> Performing Arts Industry</p> <p><b>AAD 427</b> Planning Interpretive Exhibits</p> <p><b>AAD 451</b> Community Cultural Development</p> <p><b>AAD 409</b> Practicum</p>	<p>Existing course, offered in class and online</p> <p>Existing course, offered in class and online</p> <p>Existing course, offered in class and online</p> <p>Existing 400/500-level course</p> <p>Existing 400/500-level course</p> <p>Existing course</p> <p>Existing course</p> <p>Undergraduate-only section of an existing 400/500-level course</p> <p>Existing 400/500-level course in the final stage of “regularization”</p> <p>Existing 400/500-level course, to be submitted for “regularization” winter 2016</p> <p>Existing 400/500-level course</p> <p>Existing and robust AAD practicum structure</p>
<b>Elective Courses for Arts Management Majors</b>	<p><b>Arts Entrepreneurship Course Cluster</b></p> <p><b>AAD 434</b> The Artist Entrepreneur (4 cr)</p> <p><b>AAA 408</b> Individual Brand Strategy (1 cr)</p> <p><b>AAA 408</b> Creative Entrepreneur (2 cr)</p> <p><b>AAA 408</b> Career Exploration (1 cr)</p> <p><b>AAD 435</b> Arts Business Development (4 cr)</p> <p><b>Arts Education Course Cluster</b></p> <p><b>AAD 430</b> Youth Arts Curriculum &amp; Methods</p> <p><b>AAD 431</b> Integrated Arts Across the Curriculum</p> <p><b>Other Recommended Undergraduate AAD Elective Courses</b></p> <p><b>AAD 199</b> First-Year Seminar (4 cr)</p> <p><b>AAD 250</b> Art &amp; Human Values (4 cr)</p> <p><b>AAD 251</b> Art &amp; Visual Literacy (4 cr)</p> <p><b>AAD 252</b> Art &amp; Gender (4 cr)</p> <p><b>AAD 429</b> Museum Education</p> <p><b>AAD 425</b> Ethics in Arts &amp; Museums</p> <p><b>AAD 430</b> Youth Arts Curriculum &amp; Methods</p> <p>Undergraduate Arts Management majors and minors may also be granted adviser and instructor permission to take other existing 400/500-level Arts and Administration Program courses, such as:</p> <p>4/510 Arts in Healthcare Management</p> <p>4/510 Community Arts Management</p> <p>4/510 The Cultural Museum</p> <p>4/510 Museum Theory</p>	<p>Existing course</p> <p>Existing workshop</p> <p>Existing workshop</p> <p>Existing workshop</p> <p>Existing course</p> <p>Existing course</p> <p>New course, to be submitted for “regularization” in 2015-2016</p> <p>Various AAD first-year seminars and FIGs are instructed annually</p> <p>Existing course, in-class and online</p> <p>Existing course, in-class and online</p> <p>Existing course, in-class and online</p> <p>Existing 400/500-level course</p> <p>Existing 400/500-level course</p> <p>Existing 400/500-level course</p>

## **Electives**

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### AAD/AAA Electives for the Arts Management Major:

**AAD 199** First-Year Seminar  
**AAD 250** Art & Human Values  
**AAD 251** Art & Visual Literacy  
**AAD 252** Art & Gender  
**AAD 410** Community Arts Management  
**AAD 410** The Cultural Museum  
**AAD 410** Museum Theory  
**AAD 425** Ethics in Arts & Museums  
**AAD 427** Planning Interpretive Exhibits  
**AAD 429** Museum Education  
**AAD 430** Youth Arts Curriculum and Methods  
**AAD 431** Integrated Arts Across the Curriculum  
**AAD 434** The Artist Entrepreneur  
**AAD 435** Arts Business Development  
**AAD 451** Community Cultural Development  
**AAD 471** Performing Arts Management  
**AAD 475** Performing Arts Industry  
**AAA 408** Individual Brand Strategy (1 cr)  
**AAA 408** Creative Entrepreneur (2 cr)  
**AAA 408** Career Exploration (1 cr)  
**AAA 408** Social Action Career (3 cr)  
**AAD 409** Practicum (minimum 3 credits required)

### Additional Recommended Elective Options to complete the total number of minimum required credits (180) for the Bachelor of Arts Degree in Arts Management:

**ART 101** Understanding Contemporary Media  
**ART 111** The Artist Experience

**BA 101** Introduction to Business

**HUM 101** Introduction to the Humanities I  
**HUM 102** Introduction to the Humanities II  
**HUM 103** Introduction to the Humanities III

**WR 121** College Composition 1  
**WR 122** College Composition II  
**WR 123** College Composition III

**ANTH 161** World Cultures

**HIST 101** Western Civilization I  
**HIST 102** Western Civilization II

**HIST 103** Western Civilization III

**HIST 104** World History I

**HIST 105** World History II

**HIST 106** World History III

**HIST 201** United States I

**HIST 202** United States II

**HIST 203** United States III

**ACTG 211** Intro to Accounting I

**ACTG 213** Intro to Accounting II

**EC 201** Introduction to Economic Analysis Macro Economics

**EC 202** Introduction to Economic Analysis Micro Economics

**CRWR 230** Introduction to Poetry Writing

**CRWR 240** Introduction to Fiction Writing

**PS 201** United States Politics

**PS 203** State and Local Government

**PS 301** Art and the State

**SOC 207** Social Inequality

**SOC 305** Americas Peoples

**ANTH 280** Introduction to Language and Culture

**ANTH 420** Culture, Illness, and Healing

**ANTH 314** Gender in Cross-Cultural Perspective

**ANTH 315** Gender, Folklore, and Inequality

**ANTH 320** Native North Americans

**ANTH 419** Performance, Politics, and Folklore

**FLR 250** Introduction to Folklore

**FLR 255** Folklore and U.S. Popular Culture

**FLR 370** Folklore and Sexuality

**FLR 411** Folklore and Religion

**FLR 412** Folklore of Subcultures

**FLR 413** Folk Art and Material Culture

**FLR 484** American Folklore

**ARTC 255** Ceramics

**ARTC 355** Intermediate Ceramics

**ARTC 468** Glaze-Fire I

**ARTC 469** Glaze-Fire II

**ARTD 250** Print Media Digital Arts

**ARTD 251** Time-Based Digital Arts

**ARTD 252** Interactive Digital Arts



**ARTD 256** Introduction to Production  
**ARTD 350** Digital Drawing  
**ARTD 360** Digital Imaging  
**ARTD 361** Introduction to Animation  
**ARTD 362** Digital Letterform  
**ARTD 378** Multimedia Design  
**ARTD 379** Introduction to Video Art  
**ARTD 395** Digital Video and Audio  
**ARTD 411** Web Art  
**ARTD 412** Experimental Animation  
**ARTD 413** Emerging Technologies  
**ARTD 416** Programming for Artists  
**ARTD 463** Communication Design  
**ARTD 471** 3-D Computer Imaging  
**ARTD 472** Computer Animation  
**ARTD 478** Multimedia Design II  
**ARTF 253** Off-Loom Textiles  
**ARTF 267** Weaving  
**ARTD 268** Introduction to Fibers: Structures  
**ARTD 269** Introduction to Fibers: Surfaces  
**ARTF 358** Natural Dyeing  
**ARTF 368** Textile Printing  
**ARTF 369** Woven Structures  
**ARTF 456** Advanced Fibers  
**ARTF 458** Textile Printing  
**ARTM 257** Introduction to Jewelry and Metalsmithing  
**ARTM 357** Metalsmithing and Jewelry  
**ARTM 457** Metalsmithing and Jewelry  
**ARTM 459** Advanced Metalsmithing and Jewelry  
**ARTO 251** Creative Black-and-White Photography  
**ARTO 351** Constructed Image Photography  
**ARTO 352** Creative Large-Format Photography  
**ARTO 354** Digital Photography I  
**ARTO 450** Digital Photography II  
**ARTO 451** The Fabricated Image  
**ARTO 455** Conceptual Strategies in Photography  
**ARTO 476** Alternative Photographic Processes  
**ARTO 484** Advanced Photography  
**ARTP 281** Introductory Painting  
**ARTP 381** Introductory Painting II  
**ARTP 390** Intermediate and Advanced Painting  
**ARTP 391** Intermediate and Advanced Drawing  
**ARTP 481** Advanced Painting Practice  
**ARTP 491** Advanced Drawing  
**ARTR 346** Introduction to Relief Printing  
**ARTR 347** Introduction to Intaglio  
**ARTR 446** Intermediate and Advanced Printmaking  
**ARTR 448** Screen Printing

**ARTR 449** Lithography  
**ARTS 288** Sculpture I: Mixed Media  
**ARTS 393** Sculpture II

**ARH 207** History of Indian Art  
**ARH 208** History of Chinese Art  
**ARH 209** History of Japanese Art  
**ARH 324** Art and Politics in the Ancient World  
**ARH 322** Art of Ancient Greece  
**ARH 323** Art of Ancient Rome  
**ARH 331** Cultures of the Medieval West  
**ARH 341** Italian Renaissance Art  
**ARH 342** Southern Baroque Art  
**ARH 343** Northern Renaissance Art  
**ARH 344** Northern Baroque Art  
**ARH 348** Rome in Age of Bernini  
**ARH 349** History of Prints  
**ARH 351** 19<sup>th</sup> Century Art  
**ARH 353** Modern Art, 1880-1950  
**ARH 354** Art Since 1945  
**ARH 359** History of Design  
**ARH 359** History of Photography  
**ARH 387** Chinese Buddhist Art  
**ARH 397** Japanese Buddhist Art  
**ARH 488/588** Japanese Prints

**MUS 250** Popular Musics in Global Context  
**MUS 264** Rock History, 1950-1970  
**MUS 265** Rock History, 1965-present  
**MUS 270** History of the Blues  
**MUS 322** Music Fundamentals  
**MUS 240, 241, 242** Composition I  
**MUS 340, 341, 342** Composition II  
**MUS 351** Music of Bach and Handel  
**MUS 353** Survey of Opera  
**MUS 355** Beethoven  
**MUS 358** Music in World Cultures  
**MUS 359** Music of the Americas  
**MUS 360** History of Hip-Hop Music  
**MUS 398** Opera Workshop  
**MUS 447** Digital Audio and Sound Design  
**MUS 448** Interactive Media Performance  
**MUS 451** Introduction to Ethnomusicology  
**MUS 452** Musical instruments of the World  
**MUS 453** Folk Music of the Balkans  
**MUS 454** Music of India  
**MUS 457** Native American Music  
**MUS 458** Celtic Music

**MUS 459** African Music  
**MUS 460** Music and Gender  
**MUJ 270** Jazz Theory  
**MUJ 273, 274** Jazz Improvisation, I, II  
**MUJ 350** History of Jazz, 1911-1950  
**MUJ 351** History of Jazz, 1940 to present  
**MUE 326** Foundations of Music Education  
**MUP 100-400 level**, Music Performance (instrumental and voice)

**DAN 251** Looking at Dance  
**DAN 252** Fundamentals of Rhythm  
**DAN 255** Dance Production  
**DAN 256** Body Fundamentals  
**DAN 301** Dance and Folk Culture  
**DAN 342** Movement Theory and notation  
**DAN 351** Dance Composition I  
**DAN 352** Dance Composition II  
**DAN 355** Dance Production II  
**DAN 360** Dance Kinesiology  
**DAN 394** Modern Dance Laboratory  
**DAN 396** Ballet Laboratory  
**DAN 450** Choreographer and Composer Workshop  
**DAN 453** Ballet from the Courts to Balanchine  
**DAN 454** Evolution of Modern Dance  
**DAN 458** Music for Dancers  
**DAN 460** Scientific Aspects of Dance  
**DAN 480** Dance Repertory  
**DAN 490** Dance Accompaniment  
**DAN 491** Teaching Dance  
**DAN 494** Modern Dance Laboratory  
**DAN 496** Ballet Laboratory

**TA 121** Scenery and Lighting Laboratory  
**TA 122** Costume Laboratory  
**TA 124** Production  
**TA 210** Introduction to Design  
**TA 211** Theater Production I  
**TA 212** Theater Production II  
**TA 250** Acting I  
**TA 251** Acting II  
**TA 252** Acting III  
**TA 271** Introduction to Theater Arts  
**TA 321** Scenery Production  
**TA 322** Costume Production  
**TA 323** Lighting Production  
**TA 324** Production  
**TA 325** Performance  
**TA 326** Play Direction

**TA 411** Costume History I  
**TA 412** Costume History II  
**TA 413** Costume History III  
**TA 416** Costume Design  
**TA 417** Advanced Costume Design  
**TA 418** Costume Pattern Drafting  
**TA 419** Costume Construction  
**TA 420** Return and Review for Actors  
**TA 423** Theater Arts Pedagogy  
**TA 441** Scene Design: Single Set  
**TA 442** Scene Design: Multiple Sets  
**TA 445** Advanced Projects in Theater Technology  
**TA 452** Advanced Acting  
**TA 462** Advanced Script Analysis  
**TA 465** Playwriting  
**TA 467** Lighting for the Stage  
**TA 471** Studies in Theater and Culture  
**TA 472** Multicultural Theater  
**TA 474** Themes in Dramatic Literature

**J340** Principles of Advertising  
**J350** Principles of Public Relations

**PPPM 201** Introduction to Planning, Public Policy and Management  
**PPPM 202** Healthy Communities  
**PPPM 280** Introduction to the Nonprofit Sector  
**PPPM 322** Public Management  
**PPPM 325** Community Leadership and Change  
**PPPM 407** Strategic Planning  
**PPPM 446** Socioeconomic Development Planning  
**PPPM 455** Social Welfare Policy  
**PPPM 465** Program Evaluation  
**PPPM 480** Nonprofit Management  
**PPPM 481** Resource Development for Nonprofits  
**PPPM 484** Public and Nonprofit Financial Management  
**PPPM 494** Practice of Leadership & Change

**AAAP 411** Introduction to Historic Preservation  
**AAAP 416** Fundamentals of Historic Preservation  
**AAAP 431** National Register Nomination  
**AAAP 441** Legal Issues in Historic Preservation  
**AAAP 451** Historic Survey and Inventory Methodology

## **General Education Requirements:**

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*Courses are listed as 4 credits each unless otherwise indicated.*

**Minimum of 64 credits are required for the B.A./B.S. in Arts Management.  
Minimum of 36 credits in AAD major coursework is required, of which a minimum of 24 credits must be in upper-division courses.**

## **Recommended Lower-Division Courses for the B.A./B.S. in Arts Management**

The following courses included in the list below of recommended lower-division courses fulfill **General Education Requirements** and **Multicultural Requirements**:

**HUM 101** and **HUM 102** (Arts and Letters)  
**ART 101** (Arts and Letters)  
**ANTH 161** (Social Science / International Cultures)  
**PS 201** and **PS 203** (Social Science)  
**SOC 207** (Identity, Pluralism, and Tolerance)

## **Complete List of Recommended Lower-Division Courses for the B.A./B.S.:**

**ART 101** Understanding Contemporary Media  
**ART 111** The Artist Experience

**ARH 101** Global Masterpieces: Monuments in Context

**BA 101** Introduction to Business

**HUM 101** Introduction to the Humanities I  
**HUM 102** Introduction to the Humanities II  
**HUM 103** Introduction to the Humanities III

**ANTH 161** World Cultures

**AAD 250** Art & Human Values  
*and* **AAD 251** Art & Visual Literacy  
*or* **AAD 252** Art & Gender

**PPPM 201** Introduction to Planning, Public Policy and Management  
**PPPM 202** Healthy Communities  
**PPPM 280** Introduction to the Nonprofit Sector  
**PS 201** United States Politics  
**PS 203** State and Local Government

**SOC 207** Social Inequality

*All required courses listed below must be completed, with no “double-dipping” permitted between categories.*

**Required Writing Courses:**

**WR 121** College Composition 1  
and **WR 122** College Composition II  
or **WR 123** College Composition III

**Required: Three General Education Science courses (min. 15 credits) selected from these or other appropriate courses;** *two of the courses must have the same prefix (e.g., CIS, HPHY, ASTR, MATH, PHYS, or ANTH). The following courses may appeal to arts management majors:*

**CIS 105** Exploration in Computing  
**CIS 110** Fluency with Information Technology  
**CIS 111** Web Programming  
**GEOG 141** The Natural Environment  
**MATH 105** University Mathematics I  
**MATH 106** University Mathematics II  
**MATH 107** University Mathematics III  
**PHYS 152** Physics of Sound and Music  
**PHYS 153** Physics of Light, Color, and Vision  
**PHYS 155** Physics Behind the Internet  
**ANTH 170** Introduction to Human Origins  
**ANTH 173** Evolution of Human Sexuality  
**HPHY 101** Exercise as Medicine  
**HPHY 102** Exercise and Wellness across the Lifespan  
**HPHY 103** Exercise and Performance

**Required (for the B.A.): 27 credits (two years) of a foreign language**

First and second year completion French, Italian, Spanish, Portuguese, Russian, German, Finnish, Norwegian, Swedish, Chinese, Japanese, or Korean.  
Additional options for completing this requirement exist; see UO B.A. requirements.

**Required (for the B.S.): 12 credits in mathematics or computer and information science courses**

At least 12 credits in mathematics or computer and information science, or a combination of the two – in addition to the credits taken to fulfill the requirement for three general education science courses – are required for the B.S. degree. See UO B.S. requirements for options.

**Required: 12 credits by completing one of the following** (these may be completed as lower-division or upper-division courses). Other similar groups of courses may be selected with adviser approval.

**MUS 267** Survey of Music History I  
**MUS 268** Survey of Music History II  
**MUS 269** Survey of Music History III

**ARH 204** History of Western Art I  
**ARH 205** History of Western Art II  
**ARH 206** History of Western Art III

**ARH 207** History of Indian Art  
**ARH 208** History of Chinese Art  
**ARH 209** History of Japanese Art

**TA 367** History of the Theater I  
**TA 368** History of the Theater II  
**TA 369** History of the Theater III

**FLR 411** Folklore and Religion  
**FLR 412** Folklore of Subcultures  
**FLR 413** Folk Art and Material Culture

**DAN 251** Looking at Dance  
**DAN 453** Ballet from the Courts to Balanchine  
**DAN 454** Evolution of Modern Dance

**Required: 16 credits by completing a group of creative practice, art or humanities courses** in a cluster such as *visual arts, performing arts, or humanities*. This group of courses may be selected from art, digital arts, art history, historic preservation, acting, dance, music performance, creative writing, history, anthropology, or other similar groups of courses (these may be completed as lower-division or upper-division courses). This group of courses (minimum 16 credits) must be approved by the Arts Management program academic adviser.

The Arts Management academic adviser will maintain a list of pre-approved courses including, but not limited to the following prefixes: **ART, ARTC, ARTD, ARTF, ARTM, ARTO, ARTP, ARTS, ARH, AAAP, MUP, MUJ, DAN, CRWR, TA, ANTH, HIST, HUM.**

**In addition to requiring 16 credits of specialization courses in an arts or humanities field, all students will be strongly encouraged to complete their undergraduate studies in Arts Management as either a concurrent/dual major or in a major/minor configuration. In these configurations, a maximum of eight (8) credits can “double-dip” across degree requirements.**

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**Residency Requirement:** 28 credits of upper-division coursework for the major must be completed at the University of Oregon.

**Advising:** The undergraduate program in Arts Management is overseen by the Arts and Administration Program director, working closely in consultation with the AAD Associate Director for Undergraduate Studies. A team of TTF and NTTTF faculty is in place to provide individualized academic and pre-professional advising to majors and minors. At least two terms before graduation, students who want to apply for an arts management degree must consult with their academic advisor to obtain authorization and course work approval.

**Minimum grade:** Course work required for the Arts Management major, both lower division and upper division, must be passed with grades of C+ or better. No more than 12 credits graded P/NP may be applied to the major.

**Foreign Language Requirement:** Majors must complete the university foreign-language requirement for the B.A. degree.

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**d. Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).**

The delivery of the program will not change from the current delivery of arts management course offerings at the undergraduate and graduate levels. Students currently have the option to enroll in the AAD 250, 251, 252, 301, 312, and 315 courses as online courses, and all AAD courses are offered in the classroom setting. Arts and Administration Program faculty have a long history of offering courses online and in non-traditional formats, and will explore opportunities for delivery of undergraduate coursework as changing patterns in student demand for higher education continue to evolve.

**e. Ways in which the program will seek to assure quality, access, and diversity.**

The Arts & Administration Program is a full member in the Association of Arts Administration Educators (AAAE). Full membership is granted after a program curricular review. Founded in 1975, the AAAE provides a forum for communication among arts administration programs and promotes formal training and high standards of education for arts managers. Membership in this association is by application and only given after a record of conferring degrees for three years and review by the board. The AAAE publishes a working document, Standards for Arts Administration Undergraduate Curricula, which establishes standards for core knowledge and competencies in the field for those earning an undergraduate degree in Arts Management. As a full member in the AAAE, we will align our curricula with these standards, ensuring that our graduates are trained to the highest standards in the field.

The AAD program has a long history of diversity within our graduate student body, attracting a high number of traditionally underrepresented students and international



students, including a high number of Fulbright graduate students. We seek to maintain and increase this level of diversity in our undergraduate program by implementing a multi-pronged approach to recruitment and retention that includes working closely with internal UO partners (the A&AA Office of Communication and External Relations, UO Academic Advising, UO Admissions, and the UO Center for Multicultural Academic Excellence), Oregon high school and community college counselors and affiliated faculty, affiliated professional and academic associations, and regional career fairs. We will partner with other programs and departments in A&AA that are already engaged in diversity recruitment through summer career exploration programs that introduce traditionally underrepresented high school students to the art, design, and planning fields.

**f. Anticipated fall term headcount and FTE enrollment over each of the next five years**

We re-launched our long-existing Community Arts Minor as the Arts Management Minor in fall term 2013, and have subsequently seen our enrollment in the program increase from roughly 5-8 students per year to roughly 40-50 students per year. Cross-campus interest in the Arts Management Minor continues to increase, and many students currently enrolled in the minor program have indicated their interest in participating in a major degree program. We plan to invest in “soft” recruitment efforts throughout 2015-2016 and wish to launch the new Arts Management major in fall 2016. We anticipate that both the major and the minor will be particularly attractive to prospective students and parents as combined with other major/minor degree programs offered by the University of Oregon. For planning purposes, we conservatively anticipate the following enrollment over each of the next five years.

**Year 1 (2016-2017)**

5 new majors  
5 new double/concurrent majors  
50 continuing and/or new minors

**Year 2 (2017-2018)**

5 continuing majors  
7 new majors  
5 continuing double/concurrent majors  
7 new double/concurrent majors  
45 continuing minors  
15 new minors

**Year 3 (2018-2019)**

12 continuing majors  
8 new majors

12 continuing double/concurrent majors  
7 new double/concurrent majors  
45 continuing minors  
20 new minors

**Year 4 (2019-2020)**

18 continuing majors  
10 new majors  
17 continuing double/concurrent majors  
10 new double/concurrent majors  
48 continuing minors  
20 new minors

**Year 5 (2020-2021)**

23 continuing majors  
12 new majors  
19 continuing double/concurrent majors  
10 new double/concurrent majors  
51 continuing minors  
20 new minors

**g. Expected degrees/certificates produced over the next five years.**

Corresponding with the anticipated enrollment figures provided above, we expect the following degrees produced over the next five years.

**Year 1 (2016-2017)**

0 B.A. degrees  
at least 20 minor degrees

**Year 2 (2017-2018)**

0 B.A. degrees  
at least 20 minor degrees

**Year 3 (2018-2019)**

2 B.A. degrees  
2 double major B.A. degrees  
at least 25 minor degrees

**Year 4 (2019-2020)**

5 B.A. degrees  
8 double major B.A. degrees  
at least 25 minor degrees

## **Year 5 (2020-2021)**

5 B.A. degrees

8 double major B.A. degrees

at least 25 minor degrees

### **h. Characteristics of students to be served**

**(resident/nonresident/international; traditional/nontraditional; full-time/part-time; etc.)**

The Arts Management major would attract a full range of students already at the University of Oregon, both resident/nonresident, traditional/nontraditional, and full-time/part-time. It is possible for students to declare the Arts Management major program of study at the freshman/sophomore level upon beginning studies at the University of Oregon. It is also possible to enter the major program as a junior or senior, making this an especially attractive concurrent degree or double-major option for students initially majoring in music, theatre, dance, art, art history, anthropology, folklore, creative writing, and education. The Arts Management major may also be an excellent option for students who begin studies in the creative, visual, or performing arts but are advised by their faculty to pursue alternate academic and career paths. We also anticipate that, in partnership with our partner programs, the double-major option will enhance recruitment of undergraduate students (and greatly appeal to parents). As the only undergraduate program of its kind in the Pacific Northwest region, we anticipate that we will attract students from a variety of cultural backgrounds, both domestic and international.

### **i. Adequacy and quality of faculty delivering the program.**

The Arts and Administration Program boasts a team of more than 20 core tenure-related faculty and career instructors. All tenure-related faculty hold doctoral degrees, pursue an active research agenda (with a strong regional as well as international focus), and all participate in professional networks and associations. Complementary research projects are initiated and managed individually, but are supported by an “umbrella” research center – the Center for Community Arts and Cultural Policy. The mission of the CCACP is to “sustain and strengthen arts, culture and heritage in the American West through research, policy, education, and community engagement.”

Current graduate level areas of concentration/specialization include Arts in Healthcare Management, Community Arts Management, Museum Studies, and Performing Arts Management. AAD is an academic partner in the Oregon Folklife Network, and possesses strong interdepartmental relationships across campus. AAD faculty also instruct in-class and online undergraduate courses meeting general education requirements, and are frequent participants as faculty for UO First-Year Programs and the Clark Honors College. About 3,000 UO students are currently taught every year by AAD faculty. A strong team of tenure-related faculty, non-tenure-track faculty, and partner units is firmly in place to launch a new undergraduate major.

Specific oversight of the Arts Management undergraduate program is provided by a team of faculty, including:

Patricia Lambert, Ph.D., Associate Professor and AAD Program Director

Eleonora Redaelli, Ph.D., Assistant Professor and AAD Associate Director for Undergraduate Studies

Tina Rinaldi, M.A., AAD Managing Director

**AAD Undergraduate Committee (2015-2016)**

Eleonora Redaelli, Ph.D., Assistant Professor (Chair)

David Bretz, M.S., Instructor

Greg Gurley, Ph.D., Senior Instructor

Betsy Tanenbaum, M.S., Instructor

David Turner, M.A., Senior Instructor

Julie Voelker-Morris, M.S., Senior Instructor

Tina Rinaldi, M.A., AAD Managing Director (ex officio)

**AAD Undergraduate Recruitment and Advising Team (2015-2016)**

Tina Rinaldi, M.A., AAD Managing Director (Coordinator)

Eleonora Redaelli, Ph.D., Assistant Professor

Betsy Tanenbaum, M.A., Instructor

David Turner, M.A., Senior Instructor

Julie Voelker-Morris, M.S., Senior Instructor

Sisy Anderson, M.A., Instructor, serves as AAD Practicum Coordinator, and Liaison to Local/Regional Arts Organizations

Scott Huette, M.S., Senior Instructor, serves as AAD Coordinator of Online/Hybrid/Low Residency Programs Development

All Arts and Administration Program faculty resources, as listed in (j) below, are available to provide academic and pre-professional advising to undergraduate and graduate students.

**j. Faculty resources – full-time, part-time, adjunct.**

## Faculty

### Professors

Date in parentheses at end of each entry is the first year on University of Oregon faculty.

[Doug Blandy](#), professor (community arts, cultural development, material culture studies, disability studies, arts education). BS, 1974, Ohio; MA, 1979, PhD, 1983, Ohio State. (1987)

[Christina Kreps](#), associate professor (museum studies, anthropology). BA, 1981, Colorado College; MA, 1988, University of Oregon; PhD, 1994, University of Oregon. (2015)

[Patricia Dewey Lambert](#), associate professor (cultural policy, performing arts management, arts in healthcare management). BM, 1990, Indiana University; MA, 1997, Webster University; MAS, 1998, International Center for Culture and Management; PhD, 2004, The Ohio State University. (2003)

[John Fenn](#), associate professor (community arts management, media technologies, ethnography). BA, 1992, University of California, San Diego; MA, 1998, Indiana University; PhD, 2004, Indiana University. (2005)

[Eleonora Redaelli](#), assistant professor (cultural policy, cultural planning, arts management education). Laurea in Filosofia (Summa cum laude), 1997, Università degli Studi di Milano; Diploma in Music Composition (Doctorate in Musical Art, DMA), 2000, Conservatorio di Musica Giuseppe Verdi; PhD, 2008, The Ohio State University. (2013)

## Instructors

Date in parentheses at end of each entry is the first year on University of Oregon faculty.

[Sisy Anderson](#), instructor (arts entrepreneurship, practicum, community arts management). BA, 1992, Western Oregon University; MS, 1996, Arts and Administration, community arts and nonprofit management, University of Oregon.

[Catherine Ballard](#), instructor, (arts education, community development, arts administration). BA, 1976, University of Hawaii; MA, 1982, Pepperdine University; PhD, 1990, University of Oregon. (2002)

[David Bretz](#), instructor, (performing arts management, arts and disability, arts and athletics). BME, 1971, University of Denver; MS, 2002, University of Oregon.

[Michael Bukowski](#), instructor, (visual arts education, controversies in the arts). BA, 1978, The Ohio State University; MFA, 1987, PhD, 1992, University of Oregon (2000)

[Bill Flood](#), instructor, (community cultural development, arts participation and evaluation, artisan economies). BSW, 1975, University of Missouri; MS, 1982, Pennsylvania State University. (1999)

[Greg Gurley](#), senior instructor, (arts curriculum development and assessment, theatre for youth and child drama, theatre and interdisciplinary arts pedagogy). BA, 1979, LaGrange; MA, 1984, West Georgia; MA, 1997, Washington State University; PhD, 2006, Arizona State University. (2006)

[Scott Huette](#), senior instructor, (arts entrepreneurship, art and contemplative practice, educational technology). BFA, 1993, Ohio University; MS, 1997, University of Oregon. (1998)

[Darrel Kau](#), Instructor (arts marketing, performing arts management, arts funding ). Development Director at FOOD for Lane County. BM, 1991, MS, 1998, Oregon. (2000)

[Alice Parman](#), courtesy instructor, (museum consulting, exhibit development, nonprofit management). BA, 1964, Rochester; MAT, 1965, Harvard; PhD, 1972, Chicago. (1988)

[Julie Voelker-Morris](#), senior instructor, (gender, culture, and the arts; contemplative arts pedagogy; performing arts management). BA, 1996, Augustana College; MS, 2002, University of Oregon. (2002)

[Betsy Tanenbaum](#), Instructor, (Public Art Management, Arts in Healthcare, Gender, Culture & the Arts). BA, 2005, University of Wisconsin – Green Bay; MS, 2008, University of Oregon. (2011)

[David Turner](#), senior instructor, (museum leadership and ethics, visual literacy, photographic history) BBA, 1971, Southern Methodist University, business administration; MA, 1974, University of Oregon, art history (2007)

## Participating

Date in parentheses at end of each entry is the first year on University of Oregon faculty.

[Lisa Abia-Smith](#), instructor and director of educational outreach at the Jordan Schnitzer Museum of Art (art and special populations, art and museum education, arts in healthcare) BA, 1989, Art, St. Mary's College of California; MA, 1992, Museum Studies, John F. Kennedy University. (1997)

[Kassia Dellabough](#) instructor and director of Professional Outreach and Development for Student at UO School of Architecture and Allied Arts (creativity, arts entrepreneurship, career planning and professional development). BA, 1988, MS, 1989, PhD, 2011, University of Oregon. (1989)

[Kristin Grieger](#), instructor and advisor in Professional Outreach and Development for Student at UO School of Architecture and Allied Arts (career planning and professional development) BA, 1994, University of California, San Diego; MS, 1996, University of Oregon. (2012)

[Elizabeth Kallenbach](#), instructor and Anthropological Collections Manager at UO Museum of Natural and Cultural History (museum studies, collections care and preservation, ethnographic history and archaeology of the Northwest) BA, Anthropology, 1995, University of Vermont, MA, Anthropology with Museum Studies focus, 2003, California State University, Chico (2013)

[Eric Schiff](#), instructor and technology coordinator and instructor at Eugene School District 4J (information technology, digital media, arts education). BA, 1977, MA, 1981, Oregon. (1988)

[Robert Voelker-Morris](#), instructor and IT faculty consultant at UO Teaching and Learning Center (visual literacy; comic book, popular culture, and new media studies; educational technology). BS, 1992, Oregon State University; MS, 2003, University of Oregon (2003)

**k. Other staff.**

Arts and Administration Program staff include a 1.0 FTE Managing Director (Tina Rinaldi, M.A.). Administrative support is provided by a pool of administrative experts serving five academic units in the School of Architecture and Allied Arts.

**l. Facilities, library, and other resources.**

Students in the Arts and Administration Program have full access to the Knight Library and the library of the School of Architecture and Allied Arts, as well as all other library and digital resources available through the University of Oregon. The Arts and Administration Program already has access to classrooms, meeting rooms, lecture halls, and other facilities available to academic units on campus.

**m. Anticipated start date.**

Upon approval, recruitment into the major will begin in Spring 2016; expected start date for the full major is Fall 2016.

## **2. Relationship to Mission and Goals**

**a. Manner in which the proposed program supports the institution's mission and goals for access; student learning; research, and/or scholarly work; and service.**

The new major will fill a gap in our program between the existing minor and master's degree that we currently offer, and as such will enhance our ability to serve a broad student audience. The mission of the UO Arts and Administration Program is to "educate cultural sector leaders and participants to make a difference in communities." The AAD Program at the University of Oregon informs cultural sector administration, policy, research, and education. We prepare and inspire cultural leaders based on the belief that they must be familiar with the social, cultural, economic, environmental, political, technical and ethical contexts in which arts and culture flourish. Faculty and students accept the challenge of an evolving social, political, and technological environment by welcoming and guiding change.

Research and teaching in the field of arts administration is inherently multi- and interdisciplinary. The program has a long history of collaboration with a broad range of UO units, including Art, Art History, Architecture, Historic Preservation, PPPM, Education, Folklore, Anthropology, the School of Music and Dance, the College of

Education, the School of Law, the Jordan Schnitzer Museum of Art, the Museum of Natural and Cultural History, and many others.

Faculty and students in the Arts and Administration Program create and transfer knowledge across the liberal arts, social sciences, and the professions. The Program is committed to providing the highest standards of academic inquiry, learning, and service, and contributes to the university's highest standards of instruction in critical thinking, communicating, acting creatively, and living ethically. A dedication to inclusion and access, for all peoples of the state, the region, nation, and global society, is a foundational principle shared by all faculty in the Program.

Arts and Administration Program faculty view their research, teaching, and service as inextricably intertwined and mutually enriching. Faculty and graduate students engage in basic and applied research, particularly focused on enhancing a vibrant arts and culture sector for its intrinsic values as well as its instrumental values, such as economic development, community-building, and educational achievement. As all students learn the manifold ways in which research and civic engagement are part of a rigorous educational process, they establish a framework for lifelong learning that leads to productive careers and to the enduring joy of inquiry.

**b. Connection of the proposed program to the institution's strategic priorities and signature areas of focus.**

The proposed undergraduate Arts Management major is fully aligned with the University of Oregon's mission to enrich the public through the integration of teaching, research, and service as mutually enriching enterprises. The UO Arts and Administration Program is committed to helping students to meet the economic, cultural, technological and environmental challenges of the twenty-first century. Faculty and students embrace the value of a liberal arts education that includes competencies and skills that will enable students to adjust and thrive in an increasingly pluralistic society and a context of constant change. The Arts and Administration Program faculty and students live the spirit of resourceful creativity and are actively engaged in public scholarship and community engagement locally, regionally, nationally, and internationally.

The new undergraduate major in Arts Management will contribute meaningfully to the breadth and depth of the Program's ability engage in institutional strategic priorities and signature areas of focus. Because the University of Oregon is currently undergoing strategic realignment, it may be most helpful to articulate how the program has been recently aligned with four of the five University of Oregon "big ideas": Sustainable Cities Initiative, The Americas in a Globalized World, Global Oregon, and Human Health and Performance.

- Sustainable Cities Initiative: The Arts and Administration Program's strong emphasis on arts in communities supports a commitment to engagement in community cultural planning and development. Implicit in this orientation is a



commitment to sustainability, as characterized by the four pillars of social, economic, ecological, and cultural sustainability. Core Arts and Administration Program faculty are regular participants in the Sustainable Cities Initiative, emphasizing through coursework and community engaged scholarship the importance of the arts and culture sector in contributing to healthy communities and quality of life for citizens.

- **The Americas in a Globalized World:** The arts serve as a medium of communication about diverse cultures, understood as ways of being, ways of living. As such, critical engagement with the systems and institutional structures that provide for expression of cultural practices of diverse peoples serves as an important tool to enhance students' capacity to engage cultural diversity. The breadth and depth of the curriculum required for a bachelor's degree in Arts Management provides a sociocultural framework for approaching lifelong engagement with the hemisphere's populations, cultures, and economies.
- **Global Oregon:** Similar to the approach discussed above to foster students' understanding and respect for cultural diversity, global citizenship for Oregon's emerging leaders requires understanding of world-wide social, economic, political, legal, technological, and cultural interdependencies. Citizenship, social engagement, and civic responsibility are foundational themes across much of the arts management coursework, and these themes are reinforced when considering topics across local, regional, and international frameworks.
- **Human Health and Performance:** The UO Arts and Administration Program has recently launched the nation's first master's degree concentration area of study in Arts in Healthcare Management. Opportunities for students to engage in topics involving the relationship between arts, health, and well-being exist at both graduate and undergraduate levels.

**c. Manner in which the proposed program contributes to Oregon University System goals for access; quality learning; knowledge creation and innovation; and economic and cultural support of Oregon and its communities.**

The Arts and Administration Program is committed to making its course work and degree programs intellectually relevant to students from all economic, cultural, and national backgrounds. A deep commitment to quality learning, knowledge creation, and innovation is described in other sections of this proposal. Particularly noteworthy is the potential of graduates of the AAD graduate and undergraduate degree programs to become leaders in shaping the growing creativity-based economy (creative sector and cultural sector businesses) of Oregon and its communities. Courses prepare students professionally for work in the

creative/cultural sectors, including management of arts organizations and entrepreneurship in developing cultural sector businesses.

**d. Manner in which the program meets broad statewide needs and enhances the state's capacity to respond effectively to social, economic, and environmental challenges and opportunities.**

The Bachelor of Arts in Arts Management will focus across traditional non-profit arts management and creative entrepreneurship making it relevant to a number of social and economic challenges and opportunities in the state. The two largest cities in Oregon (Portland and Eugene) have distinguished themselves as arts-centric and creative communities. An Arts & Economic Impact Study conducted in 2011 through Americans for the Arts estimates that the nonprofit arts sectors in both cities account for a combined economic impact of \$299 million, distinguishing the nonprofit arts as a robust sector in the overall state economy. A significant number of the nonprofit arts organizations in Oregon, along with many others across the country, partner with social service agencies and K-12 educational institutions to serve, through specifically designed programs, the educational and social needs of their participants, as well as providing high quality arts programming and events. AAD has a longstanding commitment to the ways in which the arts can serve to strengthen communities through the transformative nature of the arts and the pedagogical underpinnings of our program seek to develop leaders to address these challenges in their work.

It's widely recognized that the state of Oregon, along with the rest of the country, is gripped by declining investment in public education and that K-12 student performance is on the decline, creating a situation where American dominance in innovation and productivity is threatened. At the same time, there is a growing body of research that demonstrates that study of and participation in the arts at the K-12 level significantly improves student test scores, creativity, cooperative behavior, and high school graduation rates. In November 2012 citizens of the city of Portland passed measure 26-146. This measure establishes the Arts Education and Access Fund, which will be used to hire certified arts and music teachers for K-5 students at all local public and charter schools in Portland and will provide grants to nonprofit organizations who offer high-quality arts access for K-12 students and who offer programming for traditionally underserved communities. The impact of this tax measure cannot be underestimated as it relates the educational outcomes of a new generation of Oregonians. It will affect the infrastructure of both Portland-area schools and Portland-area nonprofit arts organizations, hopefully creating a replication effect in communities across the state. AAD is well situated to offer a diversified BA/BS in Arts Management that will educate resident and non-residents students in how to creatively administer and steward this initiative and others like it that will improve educational and economic outcomes across the state.

### 3. Accreditation

#### a. Accrediting body or professional society that has established standards in the area in which the program lies, if applicable.

There are no accrediting bodies for undergraduate or graduate programs in arts administration. A professional association exists: the Association of Arts Administration Educators (AAAE). The members of this organization have developed a 'living document', which recommends standards for both graduate and undergraduate programs.

The AAAE Undergraduate Standards are as follows:

- The nature of the creative process; how art and the artist function in society
- The economic, political and social environment for the arts
- The local arenas in which arts organizations exist
- The arts' impact capacities within an international environment
- The importance and potential of technology
- The impact of demographic diversity and multiculturalism
- The ethical issues confronting arts managers

Upon completing an undergraduate degree, students should possess foundation knowledge for arts administration in the following areas:

- Basic business skills: accounting, financial management, organizational theory and practice
- The financial and legal needs and realities of arts organizations
- The production and presentation of art
- Marketing strategies and outreach programming for the arts
- Resource development for the arts

#### b. Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited.

While there are no accrediting bodies for undergraduate or graduate degrees in arts administration, our department strives to comply with the recommended standards of the Association of Arts Administration Educators professional network. We accomplish this compliance through the following required curricular offerings:

- **The nature of the creative process; how art and the artist function in society**

AAD 301 Understanding Arts and Creative Sectors (4 cr)

This course will expose students to the broad contexts and practices in which arts administration operates in the larger creative sector. The class will explore cultural, political, economic, and technological facets of creative activity in social contexts.

AAD 250 Art & Human Values *and*

AAD 251 Art & Visual Literacy *or* AAD 252 Art & Gender

These electives, which fulfill general education requirements offer students an enhanced understanding of how arts and culture contribute to larger understandings of humanity, gender, and participation in the creative sector as a whole.

- **The economic, political and social environment for the arts**

AAD 301 Understanding Arts and Creative Sectors (4 cr)

Through both philosophical and practical approaches, this class will explore cultural, political, economic, and technological facets of creative activity in social contexts.

AAD 312 Arts Management (4 cr)

Functioning as a foundational course in understanding arts management as a field, this course will build professional competencies in arts management while offering students a deepened perspective of how the field operates within existing economic and political structures through both exemplar and theoretical approaches.

- **The local arenas in which arts organizations exist**

AAD 301 Understanding Arts and Creative Sectors (4 cr)

This course will require investigation of the art world within the local community of Eugene, and will provide practical explorations of the art worlds operating within the region.

AAD 312 Arts Management (4 cr)

As a foundational course, this course will enhance student understanding of the hierarchy of funding, resource, and policy streams operating within the United States, with some emphasis on local arenas.

PPPM 201 Introduction to Planning, Public Policy and Management

This elective, which fulfills a general education requirement, will offer students a general understanding of how local planning and policy operate in the public realm.

PPPM 280 Introduction to the Nonprofit Sector

This elective, which fulfills a general education requirement, will provide students with general knowledge of the structure and operation of non-profit organizations on a federal, state, and local level.

- **The arts' impact capacities within an international environment**

AAD 301 Understanding Arts and Creative Sectors (4 cr)

As mentioned previously, this foundational required course will introduce students to the social context in which the arts operate on a local, national, and international context. Through exploration of technological advancements in the field, students will have the opportunity to explore how globalization affects the cultural sector as whole and specific strategies for leveraging technology to more effectively operate in a globalized industry.

ANTH 161 World Cultures

This elective, which fulfills a general education requirement, will offer students an enhanced understanding of the cultural significance and customs of cultures around the world. This course will expand student's cultural competencies and better prepare them for work in a globalized field.

- **The importance and potential of technology**

AAD 315 Funding the Arts (4 cr)

This required course will explore best practices regarding arts fundraising and communication, with significant exploration of and 21<sup>st</sup> Century skills to assist in the creation of effective marketing materials and informative online presence for arts organizations.

AAD 301 Understanding Arts and Creative Sectors (4 cr)

As described above, this required course will offer students the opportunity to explore how globalization affects the cultural sector as whole and specific strategies for leveraging technology to more effectively operate in a globalized industry.

- **The impact of demographic diversity and multiculturalism**

ANTH 161 World Cultures

As mentioned above, this elective, which fulfills a general education requirement, will expand student's cultural competencies and better prepare them for work in a globalized field. As such, this course will contribute to student's understanding of demographic diversity and multiculturalism from an international perspective.

AAD 250 Art & Human Values

and AAD 251 Art & Visual Literacy

or AAD 252 Art & Gender

As mentioned above, these electives, which fulfill general education requirements, offer students an enhanced understanding of how arts and culture contribute to larger understandings of humanity, gender, and participation in the creative sector as a whole. The Art and Human Values class will particularly assist students in understanding the demographic diversity and multiculturalism of the United States through specific exploration of diversity as a human value.

- **The ethical issues confronting arts managers**

AAD 312 Arts Management (4 cr)

This required course will offer a foundational understanding for arts managers regarding the ethical issues confronting arts managers through exploration of the arts management field's structure. Opportunities for further discussion for more specific ethical issues will be addressed in track/concentration specific coursework.

PPPM 280 Introduction to the Nonprofit Sector

This elective, which fulfills a general education requirement, will offer students an understanding of the federal and state tax and fiscal code within which the arts operate.

**Upon completing an undergraduate degree, students should possess foundation knowledge for arts administration in the following areas:**

- **Basic business skills: accounting, financial management, organizational theory and practice**
- **The financial and legal needs and realities of arts organizations**
- **The production and presentation of art**
- **Marketing strategies and outreach programming for the arts**
- **Resource development for the arts**

As the foundational grounding of the arts management undergraduate degree program the following courses are intended to provide students with a strong foundational knowledge and skill set related to the above-mentioned competencies.

**AAD 312 Arts Management (4 cr)**

As the foundational course for the arts management major, this course will provide students with a broad knowledge of the financial and legal needs and realities of arts organizations, organizational theory and practice of arts organizations, and a general knowledge of resource development for the arts.

**AAD 315 Funding the Arts (4 cr)**

This required course will offer students an understanding of the financial needs and realities of arts organizations, marketing strategies and outreach programming for the arts, and resource development for the arts.

**AAD 420 Event Management (4 cr)**

This required course will provide students with a greater knowledge of the production and presentation of art, as well as general skills in event management which is important skill in the presentation of artworks in an arts organization.

**PPPM 422 Grant Writing (1 cr)**

This required course will offer students a general understanding of the financial and legal needs and realities of arts organizations, and practice-based experience in resource development for the arts.

**PPPM 280 Introduction to the Nonprofit Sector**

This elective, which fulfills a general education requirement, will cover the fundamentals of the above mentioned skills and competencies through general exploration of the nonprofit sector as a whole.

**BA 101 Introduction to Business**

This elective, which fulfills a general education requirement, will provide basic business skills, relating to accounting, financial management, and organizational theory and practice.

The above listed course offerings will provide a foundational exploration of the above-mentioned skills and understandings suggested by the AAEE undergraduate standards. Students' upper level coursework in their specific track area will expand on these foundational offerings to enhance students' understandings of the requisite professional competencies and build expertise in their concentration areas. The practicum component will further advance student learning towards the undergraduate standards through real world experience in professional arts organizations.

- c. If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not**

**the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.**

Not applicable.

**d. If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not.**

Not applicable. See above (Section 3, A).

## **4. Need**

### **a. Evidence of market demand.**

According to the U.S. Department of Labor's Bureau of Statistics, total employment of all workers is projected to increase by nearly 10% and, in the arts, entertainment, and recreation industry, by nearly 16% by 2018. Further, the 2010 report published by Georgetown University Center on Education and the Workforce entitled, "Help Wanted: Projections of Jobs and Education Requirements through 2018" forecasts

... that Community Services and Arts Occupations will provide 1.7 million job openings between 2008 and 2018, including 700,000 net new jobs and an additional 1 million openings to replace retiring workers. Job openings in Community Services and Arts Occupations through 2018 will include 1.5 million openings for people with at least some college or better. In total, there will be job openings for:

- 13,000 high school dropouts;
- 133,000 high school graduates;
- 189,000 workers with some college but no degree;
- 171,000 workers with Associate's degrees;
- 818,000 workers with Bachelor's degrees;
- 366,000 workers with Master's degrees or better.

The share of workers with some college education or better in this occupation category has always been relatively high. Almost 83 percent of its occupations required at least some postsecondary education in 1983, increasing to 92 percent in 2007.

Occupations in this cluster concentrate in the Arts, Information, and Professional Services industries. Job creation and losses in this sector traditionally correlate with economic conditions, as consumers shy away from these luxury goods during economic downturns and reward themselves with these activities during a boom. Education levels in Arts, Design, Entertainment, Sports, and Media occupations are currently concentrated in Bachelor's and Master's degrees (63 percent), which is projected to increase to 66 percent by 2018. Typically, educational demand in these occupations varies. Bachelor's and Master's degrees predominate, but in some occupations—such as athletics—high school education or less is dominant.

In addition to these macroeconomic indicators of need, we know from anecdotal evidence provided by our partners across the University of Oregon as well as from our colleagues running similar undergraduate programs of study in institutions similar to our own in other regions of the United States that student demand for educational offerings of the type outlined in this proposal is very strong. Students and their parents greatly value a strong liberal arts education and expertise developed in diverse arts and humanities programs. However, students and parents also have legitimate concerns about the limitations of many of these programs for students' career preparation and gainful employment upon graduation. We anticipate that our close collaboration with arts, humanities, and education degree programs across campus will help the University of Oregon to better meet students' and parents' expressed needs and expectations. By matching pre-professional education tailored to the demands of the growing creative sector of the economy with the strengths of the University of Oregon's excellent arts, humanities, and education programs, we expect to offer unique educational opportunities that will greatly appeal to current and future students.

- b. If the program's location is shared with another similar OUS program, proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).**

Not applicable.

- c. Manner in which the program would serve the need for improved educational attainment in the region and state.**

Noteworthy for regional student recruitment is the fact that the proposed undergraduate major in Arts Management will be the only undergraduate program of its kind in the western United States, west of Denver. Similar programs exist in the Midwestern and Eastern regions of the United States; successful undergraduate arts management programs are offered by several of our comparator institutions: Indiana University, Ohio State University, and the University of Kentucky, in particular.

The Arts & Administration Program at the University of Oregon is well suited to meet the market demand described in 4.a. Currently there is only one degree offered in Arts Management in the state of Oregon and it is the Master's in Arts Management offered at the University of Oregon. The graduate program in Arts Management is built on the foundations of the Arts Education Department's Cultural Services Program, which issued bachelor's and master's degrees from 1970 to 1993 and was viewed as a national leader in this curricular area at the time the program was closed in 1991. Today, the Arts and Administration Program enjoys an excellent national reputation. The vast majority of our graduate students are national and



international students and our alumni are placed in arts, culture, and educational institutions of all kinds across the country and internationally. Indeed, in 2011 when AAD underwent its ten-year institutional review, the external reviewers reported “The Arts and Administration Program at the University of Oregon is a strong, vigorous and well-managed program.” They identified five areas of strength, abbreviated below, that serve as the foundation for the development of this undergraduate major.

### **Purposefulness**

The UO Arts and Administration Program has a firm vision grounded in commitments to creating and fostering scholarly and artistic or humanistic work that serves communities. This vision appeared to us to steer the curricular structure, teaching philosophies and extensive university and service activities of the unit and its faculty. This vision appeared to us to root the Program’s deeply collegial, highly responsive and notably flexible and entrepreneurial character. Standing on this foundation, the Program is distinctly outwardly oriented, focused on addressing identified needs and partners in the university, student body and surrounding community.

### **Smart use of Facilities**

The review committee was impressed by the range and diversity of partnerships AAD has made across the university. Dr. Dewey Lambert’s relationship with the School of Music and Dance, faculty members’ collaborative work with the UO Museum of Natural and Cultural History and the Jordon Schnitzer Museum of Art, and Dr. Fenn’s projects at the Knight Library, Cinema Studies Lab and Oregon Folklife Network Office all are collaborations that are embedded in the core curricular activities of the unit and clearly serve both students and the partner organizations. As excellent arts managers should, AAD faculty have recognized the broad and diverse cultural assets of the university and they are employing these assets in the education and training of their students.

### **A Coherent and Innovative Curriculum**

The AAD curricular structure – a core set of required courses for all MA students, defined concentrations, internships and foundations in technology theory and practice – is laudable. This structure allows students to establish common concerns and skills as emerging professional arts managers while specializing in marketable ways that best serve a particular career path and set of interests and while exchanging valuable experiences and perspectives across subspecialties.

### **A vibrant, engaged and hard-working faculty**

The review committee was genuinely impressed by the AAD tenure-related faculty. AAD tenured and tenure-line faculty have a presence across the university that is remarkable. It is also remarkable that this presence in other departments, schools and units appears to be viewed with appreciation rather than any sense of competition. This is a faculty that knows how to make and maintain healthy partnerships (a quality not always typical among university faculty).

The cadre of adjunct faculty teaching in the program are working professionals who balance the research strengths of the full-time faculty with day-to-day experience in and of the field. The review committee notes that the adjunct pool is a collection of mature, creative, and committed professionals wishing to help develop emerging professionals in the field while continuing in their own careers outside the academy; this is not a collection of ABDs or unsuccessful PhDs. It is important that the strengths gained from a large adjunct pool, in this particular case, are clear.

### **Highly collegial students**

AAD students view themselves as emerging leaders. (Clearly this is the case, as they have established the Emerging Leaders in the Arts Network, the first student-run affiliate of the Americans for the Arts Emerging Leaders Network.) The review committee was struck by their collaborative attitude. For example, one student told us that it was important for students to know the interest areas of other students in the program so that they can share information about internship opportunities. While the structure of the AAD Program might create fragmentation among the student body, it appeared to the review committee that AAD students view themselves as a community and look forward to maintaining relationships with one another once they leave the academy and enter the field. The cohort structure, clearly a point of strength in terms of curriculum planning and course-sequence stability, also has positive effects on the students themselves, as was apparent in our meetings with them. Students speak of themselves as a group – the identity of “we” was clear in the responses to many questions. More importantly, the students explicitly cited the cohort structure as a strength: it gives them this sense of community and provides them with a guaranteed set of “future co-workers.”

### **d. Manner in which the program would address the civic and cultural demands of citizenship.**

The essence and backbone of our program is to address the civic and cultural demands of citizenship. The Arts & Administration Program’s mission is to “educate cultural sector leaders and participants to make a difference in communities.”

The Bachelor of Arts/Bachelor of Science in Arts Management will combine the strengths of our current graduate program and our Arts Management minor. The foundational elements of these degree programs will continue to infuse the undergraduate curriculum with regard to addressing civic and cultural demands of citizenship.

The current Arts Management undergraduate minor is grounding in an approach to managing community-based arts in a way that emphasizes the potential participation of all citizens in performance or exhibition-focused art groups and organizations that are community-based and culturally democratic in orientation. Such organizations and groups typically promote the arts as integral to the everyday life of the community, and build a sense of the unique character of the area. There is often a strong commitment to neglected and underrepresented groups in community arts programs and a connection

to social service agencies that seek to improve quality of life for community members.

Key to all of the educational offerings in this program is a commitment to a socio-cultural orientation to the arts, social justice, a sustainable environment, the generation of new knowledge, and an exploration of emerging technology.

## **5. Outcomes and Quality Assessment**

### **a. Expected learning outcomes of the program.**

As stated earlier in this document, the BA/BS in Arts Management will prepare students to understand:

- The nature of the creative process; how art and the artist function in society
- The economic, political and social environment for the arts
- The local arenas in which arts organizations exist
- The arts' impact capacities within an international environment
- The importance and potential of technology
- The impact of demographic diversity and multiculturalism
- The ethical issues confronting arts managers

In addition, students will gain proficiency in:

- Basic business skills: accounting, financial management, organizational theory and practice
- The financial and legal needs and realities of arts organizations
- The production and presentation of art
- Marketing strategies and outreach programming for the arts

**b. Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.**

Following the methods already established for our graduate program in Arts Management, learning outcomes will be evaluated through various pedagogical methods in the classroom setting, including examination, essay writing, project development, team-focused projects and presentations, to name a few. In addition, student performance will be monitored by an academic advisor and adjustments in each student's curricular plan will be made when necessary in order to enable each student to gain knowledge and improve skills in an optimal manner. Given that service learning is an important aspect of this program, the department maintains strong connections to community partners who serve in an advisory capacity to both students and faculty. We use formalized reporting methods that require community partners to provide feedback on the learning outcomes of students they mentor in the field at the end of each term. Our community partners also serve as panelists for end-of-term presentations, where they provide significant feedback from a field perspective as they critique the quality of student performance, provide constructive input for improvement, and help faculty understand the current concerns of practitioners in the field. Student assessment, community partner input, and the emerging needs in the profession will be paired with course evaluations to improve curriculum and instruction.

**c. Program performance indicators, including prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate.**

This program is intended to prepare students to take entry- to mid-level administrative positions or to create entrepreneurial opportunities in a variety of settings, including public and private arts and cultural organizations, and through individualized career path development in the arts.

Program performance indicators will be based on number of applicants per year; number of current matriculating students; GPA upon graduation; quality and type of internships and practicums completed while enrolled; 85% or better job placement in related field within first year after graduation; and percentage [at least 30%] of graduates who earn a graduate degree or graduate certificate within 10 years after receiving the BA.

**d. Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.**

As a current standing program, the Arts & Administration Program follows specific Standards of Performance as it relates to tenure and promotion of tenure-related faculty, which have been approved by the Dean of the School of Architecture and Allied Arts and the Provost of the University of Oregon. Similar standards of performance, which emphasize teaching excellence, exist for annually evaluating performance of non-tenure-track faculty. Standards describe expected performance levels as it relates to scholarship across various forms including traditional forms of scholarship, new digital and media forms of scholarship, creative work/production, and community engaged scholarship. Scholarship encompasses research, teaching and service.

The field of arts administration is interdisciplinary in orientation. Disciplines contributing to the field include art, art education, art history, folklore, material culture studies, museum studies, anthropology, public history, public policy, education, management, business, leisure studies, economics, political science, sociology, performance studies, media studies, historic preservation, and public affairs among others. Knowledge is communicated through publications, position papers, multimedia, exhibits, conferences, and symposia associated with these disciplines and others. Arts Administration faculty members are affiliated with professional associations related to one or more of these areas of study as well as arts administration.

The standards of performance required to qualify for tenure and promotion in the Arts and Administration Program (AAD), School of Architecture & Allied Arts (A&AA) follow criteria available through the UO Academic Affairs website and as developed through the Collective Bargaining Agreement (CBA) implementation process of policy development. Promotion and tenure is predicated on demonstrating continued professional development and scholarly / creative contributions; an integration of effort among the areas of teaching, research and service is expected. Assessment of performance considers both quality and impact. Quality is assessed through consistent peer acknowledgment, recognition, and contribution to the field. Impact is assessed through dissemination of knowledge through top ranked peer reviewed journals, peer reviewed books published by top ranked academic publishers, juried competitions, juried exhibits, and other peer review processes. Impact is also accessed quantitatively by a consistent and substantial pattern of dissemination of scholarship through such publishers and processes. While there is no specific number of publications required, the general expectation would be publication of at least two peer-reviewed journal articles each year, or the equivalent in other scholarly initiatives, projects, and products.

## **6. Program Integration and Collaboration**

**a. Closely related programs in other OUS universities and Oregon private institutions.**

In examining all other OUS universities and Oregon private institutions, we have identified the following list of most closely related programs:

## Bachelor's degree programs

- B.A. in Applied Theatre, Pacific University
- B.A. in Community Development, Portland State University
- B.A. in Music Business, Southern Oregon University
- B.A. in Music Business, Warner Pacific College
- B.A. in General Studies, Oregon College of Art and Craft
- B.A. in Arts, Technology, and Multimedia, Willamette University
- B. A. in Business Administration: Tourism Concentration, Eastern Oregon University
- B.A. in Business Administration: Hospitality and Tourism Management, Southern Oregon University
- B.A. in Nonprofit Management Certificate, Southern Oregon University

## Master's degree programs

- M.F.A. in Creative Industries Studies, Portland State University
- M.F.A. in Art and Social Practice, Portland State University
- Master of Theatre Studies in Production and Design, Southern Oregon University

**b. Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.**

While several related educational programs exist in other Oregon institutions (listed above), the proposed B.A./B.S. in Arts Management at the University of Oregon is clearly distinct in its academic orientation and intellectual foundations. The B.A./B.S. in Arts Management has been developed as a collaborative, interdisciplinary format that seeks to serve the needs of students with a wide range of academic interests and professional goals. Its greatest strength is perhaps in the program's design to ideally complement other existing academic programs across the arts and humanities by providing a specific set of curricular expertise to enable undergraduate students to more successfully transition to their career pathways and plans for graduate study.

**c. If applicable, proposal should state why this program may not be collaborating with existing similar programs.**

Not applicable.

**d. Potential impacts on other programs in the areas of budget, enrollment, faculty workload, and facilities use.**

Due to the distinct academic and professional focus of the University of Oregon's proposed undergraduate arts management program, we anticipate negligible impact on other OUS programs by launching the new major.

We anticipate that the largest impact of launching this new program will be felt by the other University of Oregon programs instructing students that would most likely find the major, double major, or minor in Arts Management to be of interest. Offering this course of study will likely serve as an attractive recruitment tool for prospective students (and their parents).

These departments in the **UO School of Architecture and Allied Arts** are:

Art

History of Art and Architecture (art history)

Historic Preservation

Planning, Public Policy and Management (nonprofit management)

These departments/majors in the **UO College of Arts and Sciences** are:

Anthropology

Folklore

History

Humanities

Theater Arts

These departments/majors in the **UO School of Music and Dance** are:

Music Performance (instrumental and vocal)

Music

Dance

These departments/majors in the **UO College of Education** are:

Educational Studies (educational foundations)

In launching the new undergraduate major in Arts Management, the UO Arts and Administration Program will provide significant new undergraduate coursework offerings. Various programs of study as double majors and minors will be promoted in cooperation with the above-listed academic units to current and prospective students. Our goal is to collaborate with other units in strategic student recruitment and retention efforts, as aligned with changing student and parent expectations for undergraduate education.

In short, we do not expect negative impact on other programs' enrollments and budgets. We have the tenure-related and NTTF faculty in place to smoothly launch the new major. Access to UO classrooms (50-student classroom size) and other existing facilities will suffice for the first five years of the program.

## **7. Financial Sustainability** (attached is the completed *Budget Outline*)

- a. Business plan for the program that anticipates and provides for its long-term financial viability, addressing anticipated sources of funds, the ability to recruit and retain faculty, and plans for assuring adequate library support over the long term.**

### **Overview of Business Plan**

Because this new undergraduate B.A./B.S. program will be launched with a strong academic unit infrastructure, the overwhelming majority of the resources required to ensure this new undergraduate program meets the University's high academic standards are already in place. Undergraduate students will have access to a robust advising and instructional team of more than 20 TTF and NTTF faculty and a full array of required and elective courses. Additionally, the undergraduate majors can draw upon our existing print and electronic library resources.

It is anticipated that the program will need to incrementally fund four additional course sections per academic year in order to appropriately accommodate the new student majors. The program currently has several Career NTTF engaged at less than 1.0 FTE who can easily absorb the increase in classes. The additional FTE and income stability will be openly welcomed by our faculty.

Please refer to the attached Budget Outline for detailed financial information.

- b. Plans for development and maintenance of unique resources (buildings, laboratories, technology) necessary to offer a quality program in this field.**

This new bachelor's degree program builds on existing facilities, library collections, and technology available to faculty and students.

- c. Targeted student/faculty ratio (student FTE divided by faculty FTE).**

Several different metrics are used to identify targeted student/faculty ratio in the Arts and Administration Program. With a team of over 20 TTF and NTTF faculty, a strong undergraduate curriculum committee and advising team, and a highly experienced program administrator, undergraduate students will have access to a extensive general academic program advising as well as specialized faculty expertise. At the targeted program stabilization size (10-12 new majors, 10-12 new double majors, and 20 new minors per year, effective year 4-5 of the enrollment plan), a total of roughly 110 majors and minors per academic year will have a student/faculty ratio of approximately 22:1.

In terms of undergraduate class size, we anticipate that, as of Year 4, the required core and track courses for the major (and minor) will each have 25-40 students. We calculate our undergraduate courses to break even at 22 students. We will add sections of courses when enrollment rises above 40. Our long-existing large undergraduate courses (AAD 250, 251, and 252) each have enrollment of 80 students, instructed by one faculty member assisted by a Graduate Teaching Fellow.



#### **d. Resources to be devoted to student recruitment.**

Per the business plan outlined above, there will be significant investment in staff and promotional collateral devoted to recruitment, retention, and matriculation of students pursuing the BA/BS in Arts Management and the minor in Arts Management. We anticipate expending \$5,000 - \$20,000 each year in increasing amounts over the first five years of the program. Our recruitment activities will include the following:

- Development of print, electronic, and web-based promotional materials that will be used in national
- Working closely with the A&AA Office Communication and External Relations, we will become integrated into existing school-wide recruitment of undergrads at the state-level taking advantage of current career exploration and summer camp programs offered to high school students across the state.
- Working closely with UO admissions, advising, and recruitment, we will develop, in consultation with those offices, materials that will help prospective, incoming, and undeclared students easily understand our program and the career opportunities associated with it.
- Working closely with our campus partners we will recruit for minors and dual-major students, creating specific tracks that will appeal to students who are interested in interdisciplinary and complimentary study options.
- Placement of ads in widely read regional publications that target parents for college recruitment.
- Placement of ads in industry-specific publications, both print and web-based, such as state and regional arts councils and professional associations.
- Strategic deployment of AAD alumni to represent the program at college recruitment fairs in major metropolitan cities in the Western United States.
- Dedicated FTE of an OA and a team of career instructors, led by a TTF Associate Director of Undergraduate Studies, to oversee the recruitment plan, advise students, track progress, and ensure retention and matriculation of both majors and minors.

As the new courses and student majors will drive additional revenue for A&AA through the Oregon Budget Model, the A&AA Dean's Office has provided assurances that the Arts and Administration program will receive appropriate general fund allocation to pay for expenses detailed above.