Proposal to the Faculty Assembly for revision of the Certificate in Arts Entrepreneurship Program
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Certificate Head and Contact information
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Background
The Certificate in Performing Arts Entrepreneurship was launched in 2008. In 2016, Art & Art History and Cinematic Arts joined the program, which was renamed the Certificate in Arts Entrepreneurship to reflect an expanded perspective.

I was appointed as Head of the Certificate Program in August 2018. Since then, I have observed the Program, its organization, and efficacy. One of the ways I have observed the Program has been to teach all the arts-based courses in the past year, specifically Introduction to Arts Administration, Starting-up the Arts Start-up (previously New Ventures in the Arts) and Arts Leadership Seminar. I have also transitioned into being the primary advisor (taking over from Molly Reckhammer) for all Certificate students who are fulfilling their internship requirement.

Another element of heading the Program has been to meet with significant arts leaders in Iowa City, including Andre Perry, Wallace Chappell, Rebecca Fons (FilmScene), Paul Brohan (Hancher), Adam Knight (Riverside Theatre), Leslie Nolte, Lauren Lessing, and Janet Schlapkohl (Combined Efforts). I continue to meet with these people and to seek out new leaders to meet with. I have also met several times with David Hensley, to discuss ways to extend the relationship of the Certificate Program with the Business School. These meetings have given me a further sense of the context in which the Program can operate.

The Power Point diagrams attached are (a) the current structure of the Arts Entrepreneurship Certificate Program (b) the proposal for 2020-21 academic year structure of the Program (c) the proposal for the 2021-2022 academic year structure.

Challenges
1. I discovered by teaching the Certificate arts-based courses that students have little idea of the history of the arts, or certainly of the arts in the 20th or late 20th century. References to key
moments, people and movements in the arts triggered no recognition from students in classes, for the most part. This is a missing link that I believe we need to remedy in order to encourage in our students a world-class view of the arts.

2. In March of 2018 Rebecca Tritten sent out a survey to the Certificate students in 2 classes, with a response of 19 students. Some of the results of that survey showed that students felt there was no significant sequencing to classes and that the subjects in some classes were repetitions of those in previous classes. I think that, although some repetition is necessary, we can more clearly define the learning goals and objectives in each class so that they are more specific.

4. In May of 2019, I sent out a survey to all of the approximately 66 Certificate students; 44 students responded. What we discovered is that roughly half of the students in the Certificate program are in dance and theatre; the other half of Certificate student are in writing/film/video/studio art and music. Since the arts-based course in the Program are largely targeted to dance and theatre, the half of the students who are focused on those forms felt that the courses as offered speak directly to their needs.

But of the half of the Certificate students who were pursuing other art forms, half again, or roughly one quarter of the Certificate students, were less positive about the arts-based courses responding to their needs. These students are taking the arts-based classes to serve the Certificate requirements, but those classes do not really speak to them and their needs as artists. Teaching the arts-based courses over the last 18 months, I have experienced the same response from students personally. I believe that we can remedy this.

5. In May of 2019 I attended a conference of the AAEE, the Association for Arts Administration Educators. The Association was originally designed for the educators of graduate programs only, but early in the 2010’s voted to include undergraduate arts administration programs as well. As such, it is a font of information about the growing number of arts administration programs in North America, as well as a valuable discussion forum relating to best practices.

As a result of the discussions, I became convinced that, to be competitive in the Administrative market, our Arts Entrepreneurship students need not only an internship (already in the program) which will introduce them to professionals and potential future job opportunities, but they need also to have a capstone project in which they will actively produce art.

**Description of the Revised Certificate**

The revision of the certificate program has several components:

1. The Program would have a **21** s.h. requirement, as well as the current 9 s.h. arts-based courses, and **80-hr internship**.

2. The introduction of a **new Gen Ed course**, which will provide an overview of key people, movements and events in a wide variety of arts media, particularly in the 20th century. This course will **not** be a requirement for Arts Entrepreneurship students, but registration in the course will be strongly advised for those who want to pursue the Certificate.

3. The separation of the course requirements into **sequential tiers**, which reflect a series of prerequisites.
4. The elimination of “Foundations in Entrepreneurship” as a Foundational course requirement, to be replaced by “Introduction to Arts Management”.

5. The addition of a sequence of courses, each dealing with “The Business of...” specific art disciplines.

6. The development of a capstone course, in which real-life producing proficiency will be promoted.

7. An alignment to the Tippie School of Business’ major in Enterprise Leadership. With this, the Arts Entrepreneurship Program will have access to an additional 800 students who may be appropriate candidates for the Certificate and will have a source of further marketing to students.

If the Certificate Program aligns with the major in Enterprise Leadership at the Pappajohn Center, students could major in the one and still get the Certificate, since there are only two identical courses in both the Enterprise Leadership major and the Certificate Program.

Proposed Curriculum Changes

Sequencing
As the Certificate Program stands, there is no particular sequencing to the courses. Students can take a course that intends to instruct them in running an organization without necessarily having taken courses in Marketing, Finance or E-Commerce. That will change, with the introduction of “Foundation” “Business” and “Capstone” courses. “Foundation”, as one would expect, deals with the basics of entrepreneurship, “Business” deals with the professional aspects of an arts organization, large or small. “Capstone” offers the experiential connection to making an arts event.

Courses
There would be the addition of a Gen Ed course (recommended, not required), up to 4 classes in the program, and the modification of two current classes: Starting the Arts Start Up would become The Business of Theatre and Dance, and Leadership in the Arts Seminar would become the Capstone course.

1. The Gen Ed Course would be an overview of significant movements and people in the arts in the 20th century, in the areas of theatre, dance, architecture, art music and film. This could be a team-taught class, with each module lasting a few weeks. The purpose of the class would be to give context to students, preparing them to take the next steps in following their artistic interests and in creating or supporting arts themselves.

2. The four additional courses arts-based courses would join “The Business of Theatre and Dance”, as “The Business of Music”, “The Business of Filmmaking” (already existing), “The Business of Freelance Writing”, “The Business of Studio, Graphic and Museum Arts”. The purpose of these classes is to give students a grounding in the professional workings of the art medium in which they are interested. Students attracted to making art already have the 9 sh of arts-making classes, and those attracted to the support and management of the arts have the business-based courses in the Entrepreneurship Program, but there is currently no course or set of courses that links the two: making and supporting.
3. The capstone course would change in content from a seminar to an experiential curriculum. As I have observed, since there is currently no sequential course requirement in the Program, students, if they did have an experiential requirement, would not necessarily be prepared for it. During their “Business” courses students will conceive their projects and form groups to execute them, taking on responsibilities such as Artistic Director, Managing Director, Marketing Director, etc.

The true capstone course (Arts Leadership Seminar) will ideally meld all the knowledge from previous courses, the internship experience, and the student’s own artistic or administrative inclinations into one produced event. A one-time concert, exhibit of film or art, performance art, dance or readings, would qualify for such an event.

**Partners**
The Arts Entrepreneurship Certificate Program is currently a cooperative effort among:

- Division of Performing Arts
- Department of Dance
- School of Music
- Department of Theatre Arts
- School of Art & Art History
- Department of Cinematic Arts
- John Pappajohn Entrepreneurial Center of the Tippie College of Business

**Summary of DEO contacts:**
I have met with the DEOs, Assistant DEOs, or Directors of the Departments that would be affected by the proposed changes, and all have agreed, in principle at least, to the addition of courses, or, for courses that already exist, to accept Program students into them.

In all cases, DEOs seem positive to be a part of this expansion of the Certificate in Arts Entrepreneurship. The issue, not surprisingly, is primarily one of finding Professors or Adjuncts to teach, and to determine what department pays for the course and how much. A secondary issue is that, for those courses that we anticipate will be popular, reserving seats in them for the Certificate students.

**Audience and Enrollment Numbers**
The number of students in the Certificate Program are currently as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2018</td>
<td>73</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>74</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>60</td>
</tr>
</tbody>
</table>

If we aligned (as has been suggested by David Hensley) with the B.A. in Enterprise Leadership, the CAE Program would have access to the 800 students currently in Enterprise Leadership. Tippie School would also agree to do marketing.
**Review of UEPCC comments from Oct 24, 2019**

*How will the proposed introductory course and the capstone be staffed?*

The Ged Ed course would be a co-taught course, with Instructors in each discipline teaching for approximately 3 weeks.

The capstone would, for now, be staffed by me.

*Would the division of one course into five separate courses result in low enrollments in some or all of these courses? Would it be better to offer, say two courses instead of five that cover multiple disciplines?*

We will test the water with the roll out of three courses next year. Depending on course enrollment we can make the decision about “The Business of the Arts” and “The Business of Music”.

*Whatever you decide these “The Business of” courses should have the same learning objectives.*

Agreed. I will informally review course objectives to make sure that they align with the Program.

*The suggestion was made too that there should be a menu of options for the students to complete a capstone, particularly in light of the fact that the certificate will probably grow.*

I am eager to discuss this suggestion further with both member of the Faculty Assembly and with members of the UEPCC.

**Current Progress**

Because this proposal suggests a significant amount of change, it is important to note that a staggered process of change would still be effective. All of these courses and changes do not need to be instituted simultaneously to be productive: if we can only add one or two “Business of ...” in one year, and the Gen Ed offering in another year, students will still be better served than they had been before.

In fact, “The Business of Freelance Writing” is currently being planned for Spring 2021. Daniel Kalatschi, Director of Undergraduate Writing at the Magid Center agreed that a “Business of Freelance Writing” would be a very successful cross-listed course. The Business of Filmmaking,” which already exists, is being offered for both Fall 2020 and Spring 2021; a survey is currently being circulated to Program students to approximate how many would be interested in taking this course, and DEO Paula Amad is actively involved in it and its results.

With regard to Certificate Internships, there will be some changes proposed for the Certificate Internship, but not in this proposal. These revisions will not affect the current Program’s internship requirement, which will change only insofar as the paperwork, making the paperwork required from the Pomerantz Center and the Division of Performing Arts consistent with each other.

One of my goals as we update the Certificate Program is to offer a wider variety of internships and locations, to partner more strongly with the Pomerantz Center in identifying internship opportunities and to monitor internships more closely so that students receive more feedback about their performances.
Advising for students
I would continue as the advisor for Certificate Students. As we work further to coordinate Internship paperwork with the Pomerantz Center and more of the purely paperwork component is taken care of online, it is my hope that I would be further able to give more attention to students throughout their Internship experience.

Advisory Board
I have convened an Advisory Group including Andre Perry, Wallace Chappell, Becca Tritten, Mary (Kayt) Conrad, Garry Levine, and Alan MacVey. The Advisory Group met for the first time in April of 2019, and will continue to meet as necessary as the Certificate Program develops.

Moving Forward
If this proposal is accepted, I would be working for the remainder of the 2019-20 and 2020-21 academic years to:

- introduce the new Program structure and content to students
- meet with Professors to informally review objective and goals for courses.
- further develop “the Business of the Performing Arts” course.
- locate an Instructor to teach the Grant Writing course.
- work with the Pomerantz Center to streamline and make consistent all Internship paperwork.
- work with student advisors to explain new structure and courses.
- integrate current certificate students into the new Certificate structure.
- develop the Gen Ed course.

I feel confident that, even with only some of these changes instituted, we could make the Certificate in Arts Entrepreneurship a more complete and fulfilling course of study for students, and one that would serve them even better in pursuing their future careers.

Thank you for your attention.

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Arts Entrepreneurship Certificate Requirements (a)

**ENTR:3100 Entrepreneurial Finance**  
Prereqs: None  
Every semester.

**DPA:3520 New Ventures in the Arts**  
Coreq: ENTR:1350  
Spring semester.

**ENTR:2000 Entrepreneurship and Innovation**  
Coreq: ENTR:1350  
Every semester.

**OR**

**DPA:4510 Arts Leadership Seminar**  
Prereqs: DPA:3510 or ENTR:2000 or THTR:3520  
Spring semester.

**DPA:3510 Intro to Arts Management**  
Prereqs: None  
Fall semester.

**ENTR:3500 Foundations in Entrepreneurship**  
Prereqs: None  
Every semester.

**DPA:3530 New Ventures in the Arts**  
Coreq: ENTR:1350  
Spring semester.

**ENTR:2000 Entrepreneurship and Innovation**  
Coreq: ENTR:1350  
Every semester.

**OR**

**ARTS:3400 Grant Writing for the Arts**  
Prereqs: None  
Offered irregularly.

**Also:**
9 s.h. of arts-based courses  
Internship Requirement
Certificate in Arts Entrepreneurship
Course Requirements 2020-21 (b)

Also 9s.h. arts-based courses
80-hr Internship

Foundation

DPA:3510 Intro to Arts Management
Prereqs: None
Fall semester.

and

ENTR 2000 Entrepreneurship and Innovation
Prereqs: None
Fall Semester

Business Core

3 courses out of 4

- ENTR:3100 Entrepreneurial Finance
- ARTS 3400; Grant-Writing for the Arts
- ENTR:3200 Entrepreneurial Marketing
- ENTR:3600 E-Commerce Strategies for Entrepreneurs

1 course out of 3

- DPA 3520 The Business of the Performing Arts
- or
- CINE 3080 The Business of Film Making
- or
- The Business of Freelance Writing

Capstone

DPA:4510 Arts Leadership Seminar
Prereq: prior 2 levels
Spring semester.

Capstone Course
Certificate in Arts Entrepreneurship
Course Requirements 2021-22 (c)

**Foundation**

DPA:3510 Intro to Arts Management
Prereqs: None
Fall semester.

and

ENTR 2000 Entrepreneurship and Innovation
Prereqs: None
Fall Semester

**Business Core**

3 courses out of 4

ENTR:3100 Entrepreneurial Finance

ARTS 3400; Grant-Writing for the Arts

ENTR:3200 Entrepreneurial Marketing

ENTR:3600 E-Commerce Strategies for Entrepreneurs

1 course out of 5

DPA 3520 The Business of the Performing Arts

CINE 3080 The Business of Film Making

The Business of the Arts

The Business of Music

The Business of Freelance Writing

**Capstone**

DPA:4510 Arts Leadership Seminar
Prereq: prior 2 levels
Spring semester.

Capstone Course

Also:
9s.h. arts-based courses
80-hr Internship

Also:
CINE 3080 The Business of Film Making
DPA 3520 The Business of the Performing Arts
ENTR 2000 Entrepreneurship and Innovation
ENTR:3100 Entrepreneurial Finance
ENTR:3200 Entrepreneurial Marketing
ENTR:3600 E-Commerce Strategies for Entrepreneurs

Foundation, Business Core, and Capstone requirements must be completed.