



# Gary Alan Wood

*Director, Arts Presenting and Live Entertainment Management*



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## I – Overview and Purpose

The information shared herein is in consideration of A) the renewal of a 3-year contract extending through spring 2024, and B) promotion from Assistant to Associate Professor status as of fall 2021.

The document takes a detailed examination of all aspects of the program and my work since my arrival in 2014, with greatest emphasis on most recent semesters. Included as an attachment is the proposal outlining revisions and updates to the program aligned with changes in the industry (internal syllabi and learning goal updates) and to position the program more strongly in the marketplace (creating a brand identity setting itself apart from the many competing masters degree options).

I have dedicated my professional energies to the fullest in my responsibilities to be an active caretaker of the degree program' and its three completion options, to seize opportunities to the benefit of course curriculum and student learners, integrate and collaborate with faculty and students across the FSOM, and teach with expertise, vigor, and enthusiasm. I am honored to be at UM and believe I have a track record worthy of ongoing support. I hope you agree.

*Gary Alan Wood*

## II – Degree Program: Purpose, Goals, Value and Significance

The AP program is intentionally diverse, allowing students to explore the enormous opportunities and challenges the arts and entertainment industry has to offer in the USA and around the world. Since taking over the AP program in fall 2014, I have been keenly interested and responsively engaged in several program priorities to that end. These include but not limited to the following:

1. Grow the vibrancy of the program's curriculum. Graduate students coming to the AP program come with wide disparity in experience and perspectives, as well as widely diverse of professional goals. Thus, the program has two core tracks to fulfill its mission: a keen focus on best-practices as shaped by arts and entertainment professionals, and individualization designed to nurture the unique interests and talents of each learner. Ultimately, a high-functioning degree program instigates curiosity and confidence in all the do.
2. Interject meaningful extended enrichment activities to take the learning out of the classroom. Workshops, conference attendance, student designed and run activities students, visits by industry professionals, trips to area arts and entertainment companies and venues, and specific experiential activities have been ongoing activities in this regard.
3. Nurturing a "classroom to career" culture whereby all the work of the students is geared for "ready-to-use" in the professional field.
4. Creating an online version of the entire degree filled with comparable learning content and activities. The online version of the AP degree has grown steadily since its launch.
5. Formulate courses that are stimulating and challenging in ways befitting a world-class university and a degree program that prides itself on being exceptional in the marketplace.
6. Shaping syllabi that maximize student learning, and incorporate critical thinking, formal writing, presentations and self-discovery as fundamental components of learner expectations and outcomes. And, I have been working to ensure there exists reference to topics of significance in each course, much like the concept of "through lines" at the undergraduate level as a means of reinforcing these concepts in differing situations, business structures and teams.
7. Whether an on-campus student or online, the formation of a "cohort"—engaged learners sharing and working together as the investigate the critical topics of courses and the industry—is a culture of learning important to AP students, and one the program's T.A. and I work to nurture. We do this through monthly newsletters, informal and formal gatherings, trips to local venues for learning or concerts, and making space for all voices to be heard.

Program: Benefits for learners and program values

- Open to experienced students and newcomers alike.
- The program is local, national, and global in scope.
- Students drive the learning – they can select a track to focus their learning and select from numerous electives to meet their unique goals. We empower the students to capture every opportunity and add more and more value to their investment.

- Accelerated learning gives students opportunity to complete the degree on campus or online in 18-months.
- Hands-on activities built into every course—designing first-rate work samples for forthcoming interviews or for use in their current professional endeavors is a “through line” important to the program’s DNA.
- A concentration on music itself is a highlight for many given the expertise and breadth of experience of FSOM music business faculty.
- Courses require students not just to demonstrate knowledge gained through course materials, lectures, research, and the completion of tasks, but to share their own personal + professional points of view into the mix. In this way, they challenge themselves and their perspectives as creative leaders. The program thrives by honoring the values and principles of its learners.

The AP degree program, with its emphasis on live entertainment is positioned at the forefront of the needs of the commercial and not-for-profit music and arts industries. Artists more than ever need business acumen, and the managers/creators/leaders of companies and venues require creative and imaginative artistry, as well. It is a symbiotic relationship of enormous economic impact in the USA and around the world, and a field of rather stunning economic force. AP students get hired!

According to the NEA, the value added by arts and culture to the U.S. economy is “five times greater than the value from the agricultural sector” (2017 study by the NEA). And the Association of Arts Administration Educators (AAAE) and Americans for the Arts report that, 702,771 businesses are involved in the creation or distribution of the arts in the U.S., and they collectively employ 2.9 million people (2019).

See: <https://www.arts.gov/about/news/2020/during-economic-highs-and-lows-arts-are-key-segment-us-economy>

Perhaps even more importantly to FSOM majors, the National Independent Venue Association (NIVA), a leader in the commercial music and arts industry, “arts and culture contributed \$877.8 billion, or 4.5 percent, to the nation’s gross domestic product.” As for our home state of Florida, it alone accounts for reports that the arts and culture sector contribute \$36.9 billion to Florida’s economy, representing 3.7% of the state’s GDP—The U.S. Bureau of Economic Analysis, May 2020. The arts and entertainment field is a super job creator, and as we recover from the COVID downturn, the many companies, festivals, non-profits, and artist management companies will be a leader once again in hiring. The industry needs more and more of our innovative, savvy and determined FSOM students.

### **III – Degree Program: Revision [Separate Document]**

From ARTS PRESENTING AND LIVE ENTERTAINMENT MANAGEMENT (AP) to LIVE ENTERTAINMENT MANAGEMENT (LEM). In a separate document, the changes now under review are designed to strengthen the curriculum to meet the needs of an industry now in transition (and filled with opportunity), increase flexibility through increased electives, as well as position it more strongly from a marketing perspective in a competitive graduate degree program marketplace.

#### **IV – Current Program: Program Courses, Syllabi [Separate Documents], Auxiliary Learning Activity**

Syllabus samples: MMI 726 ON CAMPUS, MMI 726 ONLINE, & MMI 738 ON CAMPUS (See Attached)

In addition to yearly workshops for AP students in career-oriented activities—resume building, networking, interviewing, public speaking—I have invited numerous professionals from arts and entertainment to speak with the students live and online about the industry, their work, and their counsel.

A few examples of classroom and program guests include:

- Christine Theis, Chief Operating Officer, The Orchard
- Simon Wood, President, League of American Orchestras
- Dayna Frank, Owner of First Avenue, President of the National Independent Venue Association
- Allyson Urban, Artistic Director, The Broward Center
- Jill Kratish, Artistic Director, The Arsht Center
- Bonnie Repetti, Volunteer and Internship Coordinator, The Broward Center
- Jeeyoon Kim, Concert Pianist and Lecturer
- Orli Shaham, Concert Pianist and Educator
- David Robertson, Conductor
- Lori Jones, Director of Artistic Planning, Quick Center for the Arts
- Suzanna Prough, Vice-President, Capital Projects, Carnegie Hall
- Joanna Benko, Director of Artistic Planning, Arsht Center
- Natalia Ramirez, '18, Grammy Award Winner, Working for Sony
- Taylor Rambo, '18, Development Associate, The Washington Ballet
- Jessica Perez, '17, Operations Manager, Classical Movements, Washington, D.C.
- Gustavo Padrino, '17, Public Relations Manager, The Broward Center
- Justin Schroeder, '17, Box Office manager, Hard Rock Hotel and Casino
- Jennifer Ye, '18, Working in China as Artist Representative
- Giselle Rivas-Diaz, '14, Marketing Manager, Miami- Dade Cultural Arts Center

The AP student team has visited several venues and festivals through the years for behind-the-scenes experiences, including:

1. The Fillmore, Miami Beach (Live Nation)
2. Fort Rock Festival, Fort Lauderdale (AEG)
3. iiiPoints Festival, Miami
4. Rolling Loud Festival, Miami
5. Ultra Music Festival, Miami
6. The Arsht Center, Miami
7. The Broward Center for the Performing Arts, Broward
8. Coconut Grove Art Festival, Coconut Grove
9. The Miami-Dade Cultural Arts Center, Cutler Bay
10. Seminole Hard Rock Hotel & Casino, Hollywood
11. BB & T Center, Sunrise
12. Kravis Center, West Palm Beach (preliminary scheduled for visit in April '21)



The AP student team has presented events for fellow students and the public in several locations on and off campus, including:

1. The Lowe Art Museum, University of Miami
2. The Kislak Center, University of Miami
3. The WATSCO Center (convention rooms), University of Miami
4. The Perez Art Museum, University of Miami
5. Steinway Sales Center Auditorium, Coral Gables
6. The Coral Gables Museum, Coral Gables
7. Miracle Mile, Coral Gables

## V - My Teaching Schedule [2019-2021]

### 2019 Fall Courses of Instruction

- On Campus
  - ✓ MMI726 - Performing Arts Center and Facility Management
  - ✓ MMI735 - World of the Working Musician
  - ✓ MMI736 - Sponsorship, Development, and Financial Management in the Live Entertainment Industry
  - ✓ MMI738 - Legal Aspects of the Live Entertainment Industry
  - ✓ MMI740 - Arts Presenting Project (Fall 2019)
  - ✓ MMI793 - Special Projects in Music Media and Industry
- Frost Online
  - ✓ MMI 632 – Arts Leadership
  - ✓ MMI735 - World of the Working Musician
  - ✓ MMI736 - Sponsorship, Development, and Financial Management in the Live Entertainment Industry
  - ✓ MMI738 - Legal Aspects of the Live Entertainment Industry
  - ✓ MMI740 - Arts Presenting Project

### Spring 2020 Courses of Instruction

- On Campus
  - ✓ MMI 532/632 – Arts Leadership
  - ✓ MMI 740 – Arts Projects
  - ✓ MMI 804 – Internship (Supervising)
- Frost Online
  - ✓ MMI 632 – Arts Leadership
  - ✓ MMI 726 – Performing Arts Center and Facility Management
  - ✓ MMI 736 – Sponsorship, Development And Financial Management in the Live Entertainment Industry
  - ✓ MMI 738 – Legal Aspects in Arts and Entertainment

### **Fall 2020 Courses of Instruction**

- On Campus
  - ✓ MMI 726 – Performing Arts Center and Facility Management
  - ✓ MMI 735 – World of the Working Musician
  - ✓ MMI 738 – Legal Aspects in Arts and Entertainment
  - ✓ MMI 740 – Arts Presenting Projects
  
- Frost Online
  - ✓ MMI 726 – Performing Arts Center and Facility Management
  - ✓ MMI 736 – Sponsorship, Development And Financial Management In The Live Entertainment Industry
  - ✓ MMI 738 – Legal Aspects in Arts and Entertainment

### **Spring 2021 Courses of Instruction**

- On Campus
  - ✓ MMI 532/632 – Arts Leadership
  - ✓ MMI 735 – World of the Working Musician
  - ✓ MMI 804 – Internship (Supervising)
  
- Frost Online
  - ✓ MMI 735 – World of the Working Musician
  - ✓ MMI 736 – Sponsorship, Development And Financial Management In Live Entertainment
  - ✓ MMI 738 – Legal Aspects in Arts and Entertainment

### **VI – Enrollment and Graduate History**

**Statistics** - Totals: Since my arrival, 70 students have graduated, with many currently enrolled on campus and online (degrees, certificate, cognates):

- At the end of the spring semester, the total number of graduates of the AP on campus program will be 47. 6 are currently enrolled on campus.
- 23 students have graduated from the ONLINE AP program. 17 are currently enrolled online.
- 6 students have completed a certificate online in the AP program.
- 13 students have completed an AP cognate, with 4 currently enrolled.

### **VII - Frost Online**

Shortly after my arrival to UM in 2014, I was approached about creating an entirely new degree program offering based upon the existing AP program and its courses. I immediately set off to create online versions of MMI 632, MMI 726, MMI 735, MMI 736, MMI 738 and MMI 740 are all in rotation under my instruction. MMI 643, MMI 641 and MMI 774 are also available online with wonderful colleagues as instructors.

For me, I have enjoyed the challenges of creating an online degree program worthy of the FSOM and UM, as well as the students it attracts. A lot has changed in our understanding of student needs as fully online learners, and so course content and delivery has evolved in response to what works best and to the changing technology landscape. AP students crave independence—to work at a pace and time most suitable to their schedules and learning styles. Yet social interactions with their student colleagues are essential, too, in ensuring exceptional value for their time, money and in meeting their professional goals.

### VIII – J.D./M.A.

The AP degree is available in partnership with the Miami Law School as a J.D./M.A. Growing this program's brand, marketing it to prospective students and shaping learning to reflect our changing arts and entertainment landscape more accurately has risen on the 'to do' list and planning discussions during spring 2021 with key stakeholders to this end are in the works.

### IX – AP COGNATE | FSOM INTERACTIONS | RECITAL & PAPER COMMITTEES

#### Cognates

A cognate in AP is available to students, and many talented FSOM DMA students have completed the 12-credits it requires, such as Claire Grellier, Abby Young, Jesse Gilday, Frankie Capoferri, to name a few. Currently, there are four students in the process of completing the AP cognate.

*“The Arts Presenting Cognate gives me the practical tools I need to go beyond performance. I have really taken a lot of great information out of these courses with Professor Wood.” – Jesse Gilday*

#### FSOM Interactions

Through workshops, curriculum activities and guest speakers, the AP program continually endeavors to provide service to the other FSOM departments, faculty, and students to enhance student learning. As one example, Ms. Dayna Frank, President of the National Independent Venue Association, and owner for the acclaimed First Avenue venue in Minneapolis joined us for a conversation on the status of venues across the USA during Covid times, with all FSOM students welcome to join the conversation (fall 2020). Being a program of service to faculty and learners of all FSOM programs is an essential responsibility and opportunity for the AP program and its students—being of service to others is a hallmark trait of professionals in this field.

#### Recital Committee Participation

For the 20-21 school year, I am on 21 recital and paper committees. I am proud and pleased to support FSOM students in this way, lending my expertise in the review of their good work.

Over the years, I participate in about 20 recital and paper committees and am quite happy to do so. Not only do I get to hear exceptional performances—and read intriguing and professional papers—but I get to toss in a few comments to lend a hand of professional guidance, too. With my varied background with performance and education degrees—and because I represent the management side of things here at UM—I am frequently asked to serve and very happy to do so.

## X. MIP Curriculum Revision Committee: Artist Development Courses

As a member of the committee brought together to create and launch courses in artist development back in 2015, I created two (now regularly offered) courses primarily for MIP students: MMI 632 – Arts Leadership, and MMI 735 – World of the Working Musician. Since then, a quick count estimate is that these two courses have been offered 10-12 differing times to a total of about 200 students.

In the months ahead, I will be putting forward new course ideas to expand elective options, with a focus on stage management and concert design, box office and front of house management skills, artist management, and more.

## XI. AP Course Content, Philosophy | C.R.E.A.T.E.

### Course Philosophy

As the program evolves to a core, 5 required course format (with 5 elective courses). My training in education and natural style generates a process whereby students are introduced to a significant number of topics—those deemed as the center of the overall degree program. These topics are shared across the courses for A) reinforcing and strengthening knowledge, and B) exploring how the topics interact and intersect with people, projects, events, goals, success, and challenges. But as important, AP students are encouraged through a variety of strategies to interject topics from their observations and experiences to give them room as young professionals to exert leadership and direction for their learning, and to engage these topics with their colleagues.

Overall, the successful learning culture within the program is enticing students to build confidence as they soon move from classroom to career by making the learning their own, asserting their points of view, and sharing ideas in a forum of trust – all perspectives are welcome.

### C.R.E.A.T.E: A few examples of incorporating learning across the curriculum in the AP program

#### Create Music Literacy: Compose, Improvise, Arrange, and Keyboard

Students of the AP program do not all come with extensive music knowledge, or confidence in all of the art forms under the arts and entertainment umbrella. To that end, courses include units where we explore great works and artists in wide varieties of genres.

Each year, students are required to write and submit a Response Paper based upon their investigation, listening, and reactions to a selected work. Mahler's Symphony No. 1 and "Still" performed by the Alvin Ailey Dance Company.

#### Relate Context: Historical, Theoretical, and Cultural

Each year, a unique arts center is selected for highlight. The goal is to fully understand the center's mission, its community, and stakeholders, and how they determine and fulfill the needs and opportunities their situation allows. In 2020, we explored the Miramar Cultural Center and met its Executive Director, Camasha Cevieux. A virtual visit and workshop made it possible for the students to feel connected despite the distance.

### Engage Communication: Stage Presence, Speaking, and Writing

Each AP student in every required course makes a live, formal presentation. The topics vary; however, the rubric prompts students to create and share a presentation akin to a professional working situation.

### Analyze Critical Thinking: Understand, Evaluate, and Apply

In MMI 738—Legal Aspects—we look at timely and essential topics around security and safety. We investigate these topics in numerous contexts: concerts big and small, festivals indoor and outside, and all the protocols around these events. We evaluate safety plans and discuss with industry professionals how plans, training, and vigilance play a role in their successful execution.

### Teach Pedagogy: Deepen Understanding of Self, Facilitate Understanding in Others

In 2021, the AP program will be looking at the important interrelationship of arts and social justice. Through this work, the students will grow in their understanding and confidence about how programming can prompt important community discussion on issues facing communities today. In MMI 726, students create an event that matches musical expression around a topic under the social justice umbrella.

### Employ Career Development: Technology, Entrepreneurship, and Business Skills

Each AP student is introduced to creating and maintaining a professional portfolio. These e-portfolios assist the student in compiling resumes, work samples, etc. as a means of preparing for interviews and enhancing their professional persona and expertise.

## XII - FROST SOUNDS Student Group

A committee of AP students—along with other interested students in music business and other majors—formed in 2018 as a means of promoting AP-focused activities, including performances, workshops, etc. Erin Kuklinski, 2018 alumnus was the first President of the group in 2018. Frost Sounds hosted a day of career-focused workshops (2018), a panel discussion titled, *Concerts from Scratch* with Isabella Acker of Prism Creative Group & Andres Daza of Sofar Sounds Miami. (2019), and a live concert featuring a FSOM musicians in Pinecrest Gardens (2018, 2019).

Frost Sounds has a concert planned for March 5, 2021 at the Pinecrest Gardens music venue with the intention to feature FSOM musicians of all genres. Under my supervision, the team is creating extensive planning documents including COVID protocols in collaboration with the venue.

## XIII – Future Actions and Ideas for Program Growth

1. Incorporate the formation of career portfolios for AP majors. As a result of this effort, AP students will have upon graduation a comprehensive and professional portfolio as an attractive added benefit of their FSOM experience and as an innovative online job-hunting exhibit.
2. In partnership with the Florida Arts Presenters Consortium, host a live entertainment conference at UM for Miami-area arts leaders, workers, artists, and volunteers. December 2022 projected date.

3. Design and offer an undergraduate minor in “stage and presentation management”, using 5xx level versions of some AP courses, and new courses in stage and front of house management.
4. Make the program and its courses on campus accessible to local and regional professionals to complete part-time. For example, offering courses at the Arsht Center may entice registrations.
5. Incorporate the management of FSOM venues into the AP curriculum as experiential learning opportunities. In fact, offering immediate positions to AP students as stage managers, box office personnel and other critical positions in the Knight Recital Hall, as an example, is a plus for the learners and as a recruitment tool.
6. Additional collaborations and connections with the UM Theater and Dance programs, including workshops, course content, and other strategic alliances.
7. Strengthening and expanding the AP relationship with Live Nation via their Miami home, The Fillmore. While Internships, work opportunities, workshops, tours, and volunteering are already underway as options for AP students, the intention is to continue to explore collaborative activities.
8. Continue Internship options for AP students through the Arsht Center, The Broward center for the Performing Arts, The Coral Gables Museum (and music and arts activities they curate and host), and other local and regional arts partners.
9. The design of a post-Masters *Fellowship Program* in collaboration with the Arsht Center (a proposal is in the works), like the program at the Kennedy Center in Washington, D.C.
10. Grow the AP program’s network of China alumni and deepen ties to venues in key cities, such as Shanghai, Beijing, and Guangzhou. Jennifer Yi, a 2017 graduate and former program T.A., has been a liaison to companies and venues through her job in Shanghai.
11. Consider a joint program with the Miami Business School for an M.B.A. with AP Focus.
12. Idea! New course: *Sports and Music*, an examination of the important relationship between athletics, motivation, entertainment driven by music.
13. MMI 735, *World of the Working Musician* is an option for a summer study course for UM/FSOM students—and students at other universities—at a venue in New Hampshire.

#### Additional Thoughts

- ✓ Growing the awareness and reputation of the program as a community resource:
  - Hosting workshops and discussion groups with local and regional arts presenters, venue leaders and staff, artists, etc.
  - Promotional activities keeping Live Entertainment Management “front of mind” for regional professionals.
- ✓ Increasing FSOM Presence and Service
  - Growing class time visits by FSOM faculty and staff to share their expertise across all LEM courses.
  - Creating and teaching an undergraduate course designed as a comprehensive overview of management practices in the arts. As it is, there is no course at this time that serves the potential interest of FSOM students in the knowledge and skills associated with the wide varieties of careers working “behind the scenes” the live entertainment industry.

- Offering AP workshops:
  - Career topics: resume, cover letters, job searches, mock interviews, etc., including invitations to industry professionals for advising, tips.
  - Workshops in live entertainment topics and skills not covered or covered lightly (and are prime for building student skills, such as stage management, lighting design, sound management, etc.)
- Offer AP courses during UM Intersessions to add flexibility to working professionals completing the degree.
- ✓ Continue the annual “FROST UP NORTH” concerts in Vermont (via my Sweet Birch Arts company).
- ✓ Travel
  - When the world’s condition allows, forming travel opportunities for LEM (and any FSOM) students to visit, learn and engage venues and live entertainment activities in cities and cultures across the globe. Cuba, Colombia, China, and London are exciting possible destinations for live entertainment management travel experiences.

#### **XIV – Community Partnerships**

**Arsht Center:** Currently in discussion is a collaboration between the AP program and the Arsht Center for oversight and content of the [www.miamiartsjobs.com](http://www.miamiartsjobs.com) website. This site posts current job openings, but through this partnership, can expand to a resource of information for professionals, the location for live workshops and discussions, and most significantly for the FSOM, a page we control for advertising our degree programs.

The AP program has several times over the years hosted an information table at the Arsht’s annual fall arts festival as they introduce programs and opportunities to the public. This event attracts hundreds of community members and is great exposure for AP. Students of the program interact with the public and share information about the degree, as well as sharing information about the FSOM’s concert series, too.

**Coral Gables Museum:** From 2015 through 2019, the AP program has the “official music curator” for the Coral Gables Museum, and since taking on this role, we have presented 78 Frost School of Music student musicians in live performances for CGM patrons and community members. Purpose:

1. AP students have direct opportunity to engage in live arts presenting activities, including selecting artists, contracts and agreements, logistics and on-site management and promotions.
2. Interacting and partnering with Frost School of Music students and faculty in departments outside MMI – supporting performing musicians in numerous genres/instruments, generating professional experiences, and fostering further collaborative efforts between AP program and students and those of other departments.
3. Bringing the Frost School of Music and its artistry into the public, promoting the students and the school and generating synergy with Coral Gables-based organizations like the CGM.

Haihan Dong, an alumni of the AP program, completed her internship via the Coral Gables Museum where she participated in the formulation and presentation of live music and museum projects.

**City of Coral Gables:** In partnership with the City of Coral Gables, AP students coordinated and managed live performances by FSOM students on Miracle Mile and Giralda Al Fresco Plaza at various events from 2015 through 2019.

**Pinecrest Gardens:** For the third year in a row, AP students (and other FSOM students in the Frost Sounds committee) have created and presented live concerts in their beautiful venue.

**The Broward Center for the Performing Arts:** Almost every year, an AP student completes their internship at this venue. Their program is well-organized, comprehensive and in one case, has led to full time employment for an AP alumnus (and he is doing great work there!)

### **XV. Recruitment**

To spread the word about the AP degree options, the following action steps have been part of an overall recruitment plan:

1. Yearly attendance at the Association of Professional Arts Presenters conference in NYC. With the help of Rachel Hanusa (Frost Online) and Rey Sanchez, we have hosted a UM/FSOM booth as a means of live presence for thousands of conference goers.
2. Utilize social media (primarily LinkedIn and Facebook) to advertise and network the degree options. Currently running on Facebook (and associated sites such as Instagram) is an AP program ad. The targets are A) current industry professionals that may be interested in pursuing a masters degree full or part time, and B) seniors completing their bachelor's degree.
3. A postcard mailing campaign. As with 2018 and 2019, approximately 500 postcards have been mailed to numerous A) appropriate venues, commercial music companies and non-profit arts organizations, and B) undergraduate degree programs at universities across Florida and the USA in arts administration, business administration, music, theater, and communication degree programs.

**Website.** In collaboration with the FSOM's marketing and communications department, AP has worked to update its website, incorporate words and phrases therein more likely to attract Google AdWords/searches, highlight alumni and make application easy to access and complete. The current AP website will soon undergo updating to reflect the proposed program changes, too (See III).

**Networking.** Growing the relationships with AP and MBEI alumni, speaking at workshops and conferences through AAAE and APAP, and LinkedIn activities are important for recruitment, too. I regularly reach out to undergraduate program leaders in numerous bachelor degree programs in arts administration to offer my services as a guest speaker on wide varieties of live entertainment and arts leadership topics.

#### Opportunities for increased marketing and promotions:

1. With the new program title and features, a comprehensive campaign to re-brand and market the program would be timely and beneficial. I will soon coordinate a plan with Patricia in the Marketing/PR office for forming a plan.
2. Even more recruitment by GW to UM undergrads in the music business programs, as performance majors, theater majors, music business and other majors could be attracted to the live entertainment management masters to enhance their career prospects.
3. Concentrate information sessions in key US cities. Running targeted social media ads in arts-centric cities, particularly Orlando (enticing working professionals to the online option but teaching courses there on site, too).
4. Run timely and enticing ads on the AAAE, APAP, NYFA and other industry-related sites.

#### Incentives:

1. Highlighting the cultural aspects of Miami and its diverse array of arts and music activities—particularly festivals—is an important message in the marketplace. It truly sets the AP program apart from competing programs in less vibrant cities.
2. The current scholarship program—tuition discounts—is truly helpful when realizing many competing programs are with state-based colleges with lower tuition costs.
3. Idea: AP students are automatically provided a position as a worker in our FSOM concert and recital venues—they get immediate hands-on experience and part-time wages. The FSOM benefits by a crew of experienced, poised leaders.
4. Idea: AP students have access to The Fillmore and the operations of Live Nation in Miami Beach. This relationship has been underway—delayed now by COVID—but has involved on site tours, workshops, part-time work and volunteer opportunities and backstage access.

### **XVI - Internships**

While students are to find Internships that are of interest to them, I have been active in pursuing opportunities for students in both local and national venues and companies. The Arsht Center, Coral Gables Museum, The Broward Center for the Performing Arts, iiiPoints Festival, Rolling Loud Festival, and The Fillmore (Live Nation) are some of the local venues hosting AP students for their internships.

In addition, AP students have completed internships at the Shakespeare Theatre of Chicago, the Hollywood Bowl in Los Angeles, Kinhaven Summer String Camp in Vermont, and the Kennedy Center in Washington D.C. and other locations across the U.S. and China.

### **XVII – Professional Practitioner & Continuing Education**

#### **Professional Activities**

I continue to invest time and energy into arts presenting, mostly through summer concerts in Vermont through my (little) company, Sweet Birch Arts. On several occasions, I have hosted FSOM students and/or faculty for live events at The ArtisTree in Pomfret, Vermont. It is with great pride that I can showcase my colleagues in this way.

Example: Laura Mazon (DMA student) and Xavier Cortada (UM Visual Arts faculty):

<https://www.vnews.com/Out-and-About-ArtisTree-Hosts-Cuban-Cultural-Festival-18768946> &

<https://www.woodstockvt.com/events/cuban-cultural-festival-near-and-far-a-day-of-cuba>

### UM Course Completion

- BUS 632 Introduction to Marketing and Management, Fall 2016
- MGT 620, Managing Through People, Fall 2019

### Harvard Extension Course

- I am currently enrolled in Leadership Principles as a course in pursuit of a Certificate of Completion via the Harvard Business School Online

### Last Thought

I have been truly blessed to be here at UM and the Frost School...and joining the remarkable team of staff and faculty professionals. Each day is a learning experience for me, but also one filled with the joy I have for students, the arts and entertainment industries, and for making a positive difference. Thank you for supporting me in my work and as always, let me know how I can be of assistance through this process.

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*Hi Professor Wood,*

*I wanted to thank you for such a wonderful semester. I enjoyed your class probably more than I have enjoyed any academic class in a long time. I found it to be engaging, entertaining, and extremely useful and applicable to real life. I hope I can have the chance to take another class of yours and to possibly keep contact. Sincerely,*

*Francesca '21*