

FERRIS STATE UNIVERSITY
COLLEGE OF BUSINESS

ACADEMIC PROGRAM
REVIEW

MUSIC INDUSTRY MANAGEMENT

AUGUST 15, 2006

**Music Industry Management
Program Review
08/15/2006**

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A. Program Overview

The Music Industry Management (MIM) major has been in existence since 1995 and was subject to Academic Program Review in 2000.

The 2000 APR resulted in a committee recommendation that the program continue with an enhancement of \$5,000.00 for additional marketing initiatives.

Originally the MIM program was configured to serve the Music Products industry with a curricular concentration devoted to retail. The degree now features flexibility in upper division course work that prepares students for various careers in marketing and management with employers in the Music Products Industry (manufacturers, distributors, retailers), the Recording Industry (record labels, radio, distributors, retailers) Artist Management (agents, artist and repertoire, booking), and Venue Management.

The program has been revised each year in response to: market directives including advisory input that includes national and international trade organizations representing the products industry (National Association of Music Merchants - NAMM) and the recording industry (National Association of Music Merchandisers - NARM), regional and local employers, and student desire for expansion of the scope of the program.

The degree program incorporates experiential learning as it requires two internships for graduation. Additional opportunity for experiential learning is available to students via participation in the Music Industry Management Association. Interns and graduates have been placed in the major music and entertainment markets including New York, Nashville, Los Angeles, regional markets including Detroit, Chicago, Grand Rapids (MI), with a geographic range from Honolulu, Hawaii to Toronto, Canada.

On July 1, 2006, the MIM program will be part of the newly formed department of Sport, Entertainment, and Hospitality in the College of Business. The new department was formed based on the common elements of:

- 1) targets a specific industry
- 2) required internships
- 3) significant experiential learning opportunities integrated in undergraduate studies
- 4) strong program enrollment
- 5) applied career focus combined with business foundation
- 6) anticipation of synergistic benefits to be derived by joining programs focused on supporting leisure and tourism
- 7) distinctive learning experience with strong "value added"

The MIM program is a shared program of the College of Business and the College of Arts and Sciences. The program does not train performers or music educators. It does provide thorough training in business complimented by appropriate studies in music to

create musically literate business persons to enter the multi-billion dollar Music and Entertainment Industry.

APR Dean Assessment

David Nicol- Dean College of Business

Music Industry Management program is a vital offering whose enrollment has grown substantially during its relatively brief existence. Its success is attributable to the combination of distinctive program of distinctive focus, responsiveness to a poorly served market niche, dedicated faculty, a meaningful program construct, and effective execution.

The program is unique nationally, characterized by an emphasis on business skills in the context of the music industry, in contrast to other programs of similar name which tend to be music programs with a little business curriculum 'on the side'. The industry has endorsed Ferris' approach as being most responsive to its needs. It continues to do so by offering internships, providing financial support for our students, and hiring our graduates. The Program Coordinator has done an impressive job of building and sustaining industry relationships, and providing opportunities for student-industry interaction.

The emphasis on applied concepts and hands-on approach (including two mandatory internships) is entirely consistent with the approach to learning espoused by Woodbridge N. Ferris. In addition, the concept of a curricular offering, jointly housed in two colleges (COB and A&S) is relatively unique, but illustrative of the type of collaboration that is increasingly called for in higher education. On both grounds, this is a program of which Ferris can be justifiably proud.

The COB has recently provided expand facilities to support program administration as well as a student lab. Additional space will be accorded the program in conjunction with the relocation of business faculty to the renovated IRC building.

The greatest challenge for the program is to sustain its increasing enrollment without the adverse effect on program integrity. Success is dependent on continued industry relationships and the capacity to work closely with each student in the program, particularly in relation to the experiential leaning experience associated with their internships.

**APR Department Head Assessment
Matt Pinter – Sport, Entertainment and Hospitality**

The Music Industry Management program is at a critical junction in its short history. The program has displayed rapid growth and meets the needs of its students, the music industry, and the mission of Ferris State University. It has quickly become a leader in the music industry and is a model that other Universities will soon be attempting to duplicate.

As documented in the report, strengths of the MIM include the strong business component, the internship experience, and the coordinator of the program. It is essential to the continued growth and success of the program that these strengths be maintained and enhanced to insure the continued quality of the program.

Efforts to include industry specific business practices and case studies in existing business classes will continue to be pursued by the Department Chair. The other strengths that are cited throughout the report included the internship experience and the program coordinator.

It is not just a well designed program that makes it a success. You must have a coordinator that displays leadership and enthusiasm for the program and understands the industry the program serves in such a capacity as to be able to insure the students receive excellent internship experience. The current coordinator has been able to fill this role and enrollment has increased every year under his leadership. The program has reached the stage where I would ask the committee to request a job audit for the coordinator position and review all aspects of the responsibilities inherent in the position. It is my opinion that the compensation for the position no longer matches the responsibilities.

This report demonstrates the fact that the program is thriving, meets the mission of FSU, and has the potential to be the National leader in its field. A commitment to adequately meet the growing needs of the program and to reward and encourage the leadership of the coordinator is evident throughout the report.

**APR Department Head Assessment
Grant Snider - Humanities**

The Music Industry Management program blends many of the values important to Ferris State University. It combines an emphasis on applied knowledge and student engagement in the context of a collegial partnership across colleges within the university. The results of such an alignment of values include strong enrollment, high student satisfaction, and notable involvement of the program across the campus and wider community. Clearly, students in the program are being prepared to make exemplary contributions to the industry.

The success of the program can be traced to the tireless commitment of the MIM faculty and Coordinator, to the welcoming support of the College of Business, to the university community's utilization of the talented students in MIMA, and to the creative curriculum at the heart of the program. As enrollment approaches 200 students and as academic standards create a culture of selectivity, the future looks bright for the program.

In order to take advantage of the potential of the program, some discussion should take place regarding the number and variety of MIM—Business courses, an issue mentioned by several students in their evaluations of their experiences. A related discussion should take place regarding the number of full-time faculty needed to support the potential size and quality of the program. Whether the MIM faculty are overseeing internships or helping plan for a musical event on campus, the complex and time-consuming work related to the program must be distributed humanely and effectively.

B. Program Goals and Objectives for Expected Student-Learning Outcomes:

The goals of the program as identified in the 2005 Administrative Program Review are:

Program enrollment: target of 200 students. This goal may well be met by Fall Semester, 2006. MIM has averaged a yield of 70% of applications to matriculation. Application totals for Fall Semester, 2006, and the application/matriculation yield percentage above suggests coming close to or meeting the target enrollment figure.

Continue to exploit the MIM curricular market differentiation to further penetrate the major, regional, and local (in-state) internship and employment markets.

* detailed explanation of above statement in section "Program Distinctiveness."

Expand critical *experiential learning* and *learner centered teaching* by establishing an MIM owned and operated record label. While electronic (internet) delivery of music is touted as having a negative affect on over all sales of recorded music, the means constitutes only 9% of total music sales. Further, the desire of consumers for physical music continues. NARM research reveals that 54% of consumers still find physical music are still a desired product. Establishing a program record label will provide authentic experience on the process of creating the physical product (via the Music Technology 458 recording laboratory) and marketing of product. Regional and local clients (unsigned) have need for product for direct sale at performances and the MIM label can provide this product at low cost. Establishment of the record label will afford students the opportunity to produce, market, and distribute "demo" CDs for clients. In addition, students in the Graphic Design Program will have opportunity to develop art and copy for the above mentioned clients adding yet one more layer of cooperation between programs and making efficient use of available resources. The CDs produced will serve as *portfolio material* for the participating students.

In addition to outcomes common to the field of marketing, MIMG students will demonstrate additional knowledge in the following areas:

- Develop and maintain/update the basic tools of the job applicant i.e. resume and cover letter to prepare for internship(s). Identify potential career paths and research requirements for eventual internship/employment in that area. This process begins in the Music Industry Management Orientation class taken by all freshman and in the first semester on campus for transfer students.
- Realize that the music and entertainment industry is driven by technology underscoring the competitive advantage of knowledge/experience with the “tools of this trade” (MUSI 458 – “Music Technology”)
- Understand and apply knowledge of Sound Reinforcement, Digital and Analog Recording Techniques, electric instruments including Guitar, Electro-Acoustic Guitar, Bass, Synthesis, MIDI (Musical Instrument Digital Interface) and percussion of both acoustic and electronic varieties.
- Create a digital recording of an artist/artists modeled after the parameters of a typical commercial recording studio (via Music Technology Lab recently relocated to the College of Business 124E)
- Differentiate between the national and international organizations of The National Association of Music Merchandisers (International Music Market), NAMM Affiliated Music Business Institutions, the National Association of Recording Merchandisers, the National Academy of Recording Arts and Sciences, each of which represent one of the primary branches of the Music and Entertainment Industry.
- Musical literacy defined as the ability to read, write (notate) and perform music to the extent that students may be conversant and have an affinity for and understanding of the role of the creative artist.
- Articulate the role of music in society via the contexts of the historical, social, political, and anthropological.
- Acknowledge the contribution to the total industry by amateur/recreational musicians.
- Define the intersection of and differentiate between the branches of Recording, Products, Venue and Talent Management.
- The professional songwriting market
- Music Publishing (including Publisher Administrative Structure)
- Music Copyright
- Music Licensing including
 - Performance royalties via ASCAP, BMI, SESAC
 - Mechanical Royalties via the HFA
 - Other related licensing
- Broadcast music (including Administrative Structures)
 - Radio
 - Television

- Internet
- Recording company Structure and Procedures
- Entertainment Agents and Agencies
- Personal Managers
- Orchestra and Opera Management
- Concert Promotion
- Tour Promotion/Management
- Music merchandising (the promotion and sales of music-related products including instruments, recorded music, printed music, and internet distribution of recorded music)
- Current problems and issues in the music business spurred by continued technological advances that result in new methods of distribution of all music related products

Curricular development, the continued infusion/expansion of professional development (NAMM, NARM), learner centered teaching activities (MIMA), and networking by both the Program Coordinator and MIM graduates and students, will converge with academically superior enrollees to create a music business program unique in the United States:

The following outcomes assessment plans for the office of Vice President of Academic Affairs submitted in Fall Semester 2005:

1. To provide students with the knowledge and skills to enter the marketing professions
Expected Outcome: Successful completion of program, student placement
2. To provide students with business-oriented communication and decision making experiences
Expected Outcome: Acceptable ability to communicate effectively
3. To provide student exposure to various music business related career paths, intern possibilities and potential employment opportunities
Expected Outcome: Ability to select a career path, complete music business internships and secure employment in the music business area of choice.
4. To increase student awareness of and use of current and future business and music technology
Expected Outcome: Ability to understanding and use technology in the work place

5. To enhance MIM students interest in, passion for, and understand of the music area in preparation for music business employment opportunities

Expected Outcome: Successfully employment

APR Department Head's Assessment Grant Snider - Humanities

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Program Assessment Tools:

- Students:** Tests, Capstone marketing course, student interviews, internship evaluations, student portfolio, individual internship data base.
- Courses:** Student evaluations, advisory board input, internship advisory input, faculty input, National Association of Music Business Institutions input.
- Major:** Music business input, National Associations of Music Business input, Advisory board input, student evaluations, internship advisor input, faculty input.

Continue development of assessment tools including a Comprehensive Student Portfolio featuring representative material from across the curriculum – writing examples, marketing plans, and executive summaries from internships. This tool will be included in senior exit evaluation in conjunction with the College of Business Capstone Business 499 Integrated Studies Course beginning Winter Semester, 2007.

Future Program Planning:

Assessment outcome information is gathered from current students, National Association of Music Business Institutions Association, and faculty. Plans continue for the program to grow and provide a unique opportunity for students interested in the music industry. Admittance to the program will be based on SAT performance (minimum scores in three categories) and addition to high school GPA in order to insure success of the students who enter the program. Effort will be put forth in order to develop additional internship opportunities for program students - internships provide genuine evaluation of student preparedness to enter the work force.

Ultimately, the MIM program is developing the components necessary to become a premiere music business program.

C. Program Visibility and Distinctiveness

Generally, the majority of competing music business programs institutions are housed in Schools of Music. Consequently, the curricula are more typical of music education or performance concentrations i.e. many hours of music studies and far fewer in business. The MIM program is clearly designed and marketed as a business degree for the Music and Entertainment Industry.

Since the APR of 2000 the MIM program has gained national visibility predicated on membership in national trade organizations (via institutional membership and individual memberships of the Program Coordinator) and participation in sponsored trade shows and conventions. The program is accredited/endorsed by the National Association of Music Merchants and the National Association of Recording Merchandisers. Placement of interns and graduates in the major markets contributes to program visibility and distinctiveness – numerous internship hosts remark that students from the MIM program are “better prepared” than students from competing programs.

The essence of Learner Centered Teaching is embodied in The Music Industry Management Association. MIMA is the Professional Registered Student Organization of the MIM program advised by the Program Director, Associate Professor Daniel Cronk. The association was re-configured to serve as a model production company and has provided programming on and off campus for the last five years. To date MIMA has been allocated just over \$250,000.00 from various student activity funding committees and have produced concerts ranging from regional talent to national recording/touring artists.

It should be noted that membership in MIMA is not compulsory, rather it exists as an opportunity for students to demonstrate commitment to gaining genuine music industry experience. What is clear is the correlation between students who do participate in MIMA and those that go on to secure internships or full time employment in the major markets. All of the students featured in the Winter 2006 Crimson and Gold article

entitled “Managing the Music Industry” were members of MIMA. Membership in MIMA for 2005-2006 totaled 80.

Unique is the degree of responsibility and “hands-on” experience- MIMA is responsible for all aspects of a production from contracting the talent, securing the performance venue, promotion and advertising, set up of stage, sound, and lighting, hospitality, and security. MIMA members work directly with professionals in each of the above-listed areas. This level of involvement by students is not replicated anywhere in the United States.

MIMA provides “resume worthy experience” for participants and serves the dual purpose of being a primary marketing device for the program as the events result in MIMA, MIM, and Ferris becoming visible on artist and industry events web sites that are promoting concert tours, etc. It is common practice for artist management web masters to link to Ferris State University in the months preceding an on-campus appearance by their artists. An automatic web presence is the result of the activities of MIMA. The events produce publicity in print and broadcast media which in turn provides program web content in the form of photos, reviews, etc. It is frequently noted that the best kind of promotion and advertising comes from positive “word of mouth” and MIMA prompts members to tout the program because they can be so completely immersed in the productions.

MIMA has received two awards from the Ferris State University’s Volunteer Center for service dedicated to the community of Big Rapids, the campus of Ferris State University, and individual people throughout the academic school year for both 2004-2005 and 2005–2006. MIMA has been twice awarded the distinction of “Most Dedicated Organization to Service,” for their efforts toward their own productions and assisting other organizations and presenters. These activities range from the annual “Autumn Alive,” the “Middle School Shows” presented at the Big Rapids Middle School Library, and participation in drives to support the United Way. In each of the award years MIMA logged in excess of 2,000 service hours – more than double that of any other Registered Student Organization.

The MIM curriculum combined with the experience gained by membership in MIMA creates the distinctiveness that is attracting students from other states, some which have music business programs available in their home states.

D. Program Relevance/Labor Market Analysis

MIM is a marketing degree configured to serve the Music and Entertainment Industry. The 2001 edition of the U.S. Occupational Outlook Handbook and Career Guide published by the Bureau of Labor Statistics (<http://sts.bls.gov:80ocohome>) offers the following:

“Marketing, advertising and public relations are expected to be among the fastest growing occupations for persons with bachelors degrees or higher.”

Further:

“Growth in employment for marketing, advertising, and public relations is projected by the Department of Labor Statistics at 28.5% -- more than double the rate for all occupations (combined) through the year 2008. For the field of public relations, growth rate is projected to be 45% in the same period.”

Among the fastest growing fields germane to the MIM program and for which the curriculum prepares students are those of:

- ...Entertainment Industry
- ...Advertising
- ...Public Relations
- ...Marketing
- ...Communications & Entertainment

Industry Size by Revenue:

The Music and Entertainment Industry generates annual sales in multi-billions of dollars including an estimated \$40 billion worldwide market for CD's, DVD's, and Digital (downloads, kiosk, etc.) The United States alone accounts for a 1/3 of this total - 13.333 billion (<http://www.riaa.com/news/marketingdata/default.asp>)

The sale of musical instruments and related equipment, according to the National Association of Music Merchandisers/International Music Market, generates 7 billion dollars domestically (<http://www.namm.com/about/faq.html#3>). This is a decidedly conservative figure in that it does not include instrument and related equipment sales sold through consumer electronics retailers and other mass merchants. The figure above is estimated only via the transactions of the 9,000 members of NAMM. These figures only apply to new product sales and does not include the massive traffic in used instruments and equipment.

Concert ticket sales for the period of January through June of 2005 for the top 100 touring acts were 14.5 million at an average ticket cost of \$50.27. [14.5 mil. X 50.27 = \$728,915,000.00] (http://www.pollstar.com/about_pollstar.pl) This figure represents a fraction of the revenue generated by the live performance sector of the industry.

The MIM program prepares students to enter career paths in support of the above industries divided as: 1) recorded music 2) music products 3) live performance/venue management. The very existence of educational branches of aforementioned trade organizations makes clear the demand for graduates prepared to enter these segments of the industry.

E. Program Value

The MIM program is one of the fastest growing programs at Ferris State University. The value of the program has been recognized by the College of Business and University Administration as it is now a part the new department of Sport, Entertainment, and Hospitality (effective July 1, 2006). This program, while not limiting career paths, targets a specific industry that provides a context for studies in business and, in most cases, provides studies and performance opportunities in music in a context of *avocation*.

Traditional music programs are redundant in Michigan and the United States all of which tend to focus on performance or becoming teachers of music. Common knowledge is that musical performance as a career track is equal in difficulty as that of becoming a quarterback in the National Football League. Teaching positions are somewhat harder to come by as traditional band and choir programs are viewed as “extra-curricular activities” and tend to be “first on the chopping” when school districts face budget reduction decisions. Meanwhile, millions of persons enjoy recorded music, playing instruments (other than the typical band and orchestra variety), and attending concerts/performances. The MIM program directs students to where the dollars are spent and therefore where the careers are possible.

The program is unique to the region, state, and nationally in that the curriculum (twice as many business-related courses as our competitors), internship opportunities, and hands-on opportunities in music and entertainment marketing as undergraduates is, as of this writing, not replicated at any other institution. All indications are that the MIM program is far more responsive and aligned to the expressed needs of the industry it serves. The program has value by virtue of the distinctive differentiation in the market of music business education. The faculty are active in professional associations that provide up to the minute research in regard to industry trends. This is beneficial to students in that faculty are current in the field and have benefit from the network of contacts who are educators or business owners.

Trade organizations and business owners concur that this program is valuable as it best suits the needs of the industries they represent. The Director of Professional Development for NAMM, Mr. Ken Wilson, in the fall of 2005 appeared before the ACPSB and the NASM to make clear the needs of the Music Products industry in regard to curriculum and the graduates. Mr. Wilson used the MIM program as the benchmark curriculum and encouraged both organizations to model programs after that which Ferris State University currently offers.

F. Advisory Input

The MIM program garners input from the Educational Divisions of major trade organizations, taking advantage of comprehensive data in regard to requested configuration of curriculum. This is possible because the Program Coordinator maintains membership in these organizations and has access to the data and/or owners and managers of companies, or by institutional (FSU) membership with similar access. Well aware of the need to secure qualified graduates to drive its own future, the industry provides input to select educational institutions.

Input from the National Association of Music Merchandisers via the NAMM Affiliated Music Business Institutions provides feedback from the 9,000 members companies representing the seven billion dollar domestic music products industry. Similarly, input from the National Association of Recording Merchandisers provides feedback from member companies that constitute an 85% share of all domestic sales of pre-recorded music (CD's, DVD's, etc).

The aims and goals of the FSU Academic Program Review Committee are shared by NAMM. Indeed, NAMM itself conducted its own academic program review of member institutions as a condition of maintaining accreditation and affiliation.

The following is a letter from Mr. Ken Wilson, Director of Professional Development for the National Association of Music Merchants (a.k.a. International Music Products Association):

October 24, 2005

Professor Daniel Cronk
1030 Campus Drive
Big Rapids, MI 49307

Dear Mr. Cronk:

Thank you for your patience in receiving this letter. As discussed, NAMM has recently completed research on NAMBI programs and the capacity of their institutions to support students in music business programs. As a NAMBI Board Member, you are very aware of the diversity of programs offered by the NAMBI member institutions that for nearly 30 years have been preparing students for careers in the \$16 billion dollar global music products industry. The music products industry – like many industries – is adapting to rapid changes in technology, global competition, protection of IP rights – among many other issues. For over 100 years NAMM has been leading our industry through change, and we will continue to do so in the face of these current challenges. NAMM intends to strengthen our partnerships and affiliations with higher education to best prepare the brightest students for rewarding careers in the music products industry; recognizing that

today's students will become the future leaders of the music products industry and shape these challenges into opportunities that serve the music products industry.

I have completed the assessment of the Music Industry Management Program at Ferris State University, and I am pleased to share with you our findings.

Let me start by stating that we ranked Ferris State University's Music Industry Management (MIM) program as second overall among the NAMBI member institutions. Below is an outline of the main points that earned the MIM program such recognition:

- The MIM program is based in the Business College
- The MIM program is coordinated by a Music Professional with understanding of the MPI
- The MIM program is offering broad access to lower division music performance coursework
- The MIM has a mandatory internship requirement, preferably with a NAMM member company
- The MIM program prepares students for advanced business degrees
- Our findings also considered the institutional capacity to support students in the MIM program; our finding was that Ferris State University offered strong institutional capacity to support the students in the MIM program, including:
 - The Music Industry Management Association – supporting MIM student engagement in campus life, which research shows increase retention, higher GPA's, and build leadership skills.
 - The FSU Business College offers students access to a variety of other degree and certification programs that are relevant to our industry – such as: operations and supply management, small business & entrepreneurship, international business, quality management, retailing, and others.
 - The Career Institute and Alumni Department have established a successful track record in placing and mentoring students into the Music Products Industry, either in internships or career placement.

NAMM's research on MIM was limited to annual NAMBI reporting and information provided on the Ferris State University website. It should be noted, although, that we were very pleased to see a cultural openness at Ferris State University in publishing its own institutional and program review findings, enrollment and graduation numbers, and placement rates in easy to locate pages on the site. Such willingness to show accountability and openness seems quite in the spirit of Woodbridge N. Ferris – quoting here, "I am not an optimist, nor am I a pessimist. I am a meliorist."

In closing, I also mentioned to you that NAMM is serving on the accreditation standards working group for the National Association of Schools of Music, which has a partnership with the Association to Advance Collegiate Schools of Business (AACSB) in reviewing and accrediting Music Business Programs. We have

submitted our proposed changes to the current standards for NASM and AACSB, and utilized the Music Industry Management Program at Ferris State University as a foundation to our standards proposal, supporting models that place music business programs in the business school, under the advisement of a music professor, with successful collaboration for music programs for lower division musical performance coursework and a 65% coursework in business qualifying for transfer into advanced business degrees.

Thank you for all your hard work and best wishes in your ongoing success. Your leadership and support on the NAMBI Board are a true a pleasure and inspiration. Please don't hesitate to contact me with any questions at: 760-438-8007 ext 215 or at kenw@namm.com

Sincerely,

Ken Wilson
Director, Professional Development Department
International Music Products Association
5790 Armada Drive
Carlsbad, CA 97208

Also from Mr. Ken Wilson:

May 12, 2006

Professor Daniel Cronk
1030 Campus Drive
Big Rapids, MI 49307

Dear Professor Cronk:

A year ago you may recall that NAMM completed research on NAMBI programs and the capacity of their institutions to support students in music business programs. In March of 2006, NAMM also completed a survey of our NAMM member companies, and identified significant gaps that NAMM should address to better serve our industry workforce needs. For example, one of the questions on the survey asked our members to rank the importance of skills they seek in prospective employees. In order of priority, here are the responses:

Sales:	68%
Business:	44%
Marketing:	37%
Production:	29%
E-Commerce:	18%
Music skills:	17%

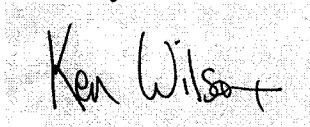
Ferris State is an exception to most of the programs offered in NAMBI programs nationwide – most are accredited by NASM and require a 65% core curriculum in music performance. Though music performance skills are important to our industry, they are secondary to business skills, and the careers of choice for most students in this type of program are in music performance, recording arts or artist relations. Though there are career opportunities such as this in our industry – they are minimal.

In response to these findings, we have made changes that will affect NAMBI. Though NAMBI will remain a valued affiliate – the program will not function with an independent board structure, rather it will be a part of a larger workforce development program that will roll out to our members and the higher education community in the fall of 2006.

NAMM is very excited to learn about the developments with your program at your institution, and look forward to your participation in best practice sessions to our education partners at future NAMM Shows.

Dan, once again, thanks for all your hard work and best wishes in your ongoing success. Your leadership and support while NAMM expands our workforce development program is greatly appreciated. Please don't hesitate to contact me with any questions at: 760-438-8007 ext 215 or at kenw@namm.com

Sincerely,

A handwritten signature in black ink that reads "Ken Wilson". The signature is written in a cursive style and is positioned above a rectangular area that has been redacted with a grey stippled pattern.

Ken Wilson
Director, Professional Development Department

The following explanatory comments on the advisory function and membership benefits were provided by Pat Daly, Board Liaison for the National Association of Recording Merchandisers, Marlton, NJ. (www.narm.com)

Established in 1958, NARM is a not-for-profit trade association that serves the music retailing community in the areas of networking, advocacy, information, education and promotion. The Association's membership includes music and other entertainment retailers, wholesalers, distributors, record labels, multimedia suppliers, and suppliers of related products and services as well as

individual professionals and educators in the music business field. Our retail members operate 7,000 storefronts that account for almost 85% of the music sold in the \$12 billion U.S. market.

NARM Mission statement:

The National Association of Music Merchandisers serves the music and other prerecorded entertainment software industry as the pre-eminent forum for insight and dialog in an increasingly diverse and rapidly evolving industry. NARM pursues the interest of its members by:

- Advocating the common interest of merchandisers and distributors of music, as well as sell-through video and other entertainment software, to industry and to public policy makers
- Promoting the visibility and the image of the entertainment software industry and its participants; and,
- Providing unique opportunities for education, information and networking

Program Coordinator Professor Daniel Cronk applied for and was granted membership in NARM in 2003 and Ferris State was approved for Institutional Membership in 2006.

NARM Educational Outreach Program

- NARM contracts with top research firms to provide NARM members with reports on key industry trends regarding the overall entertainment consumers. In addition, NARM's widely read "Research Briefs" newsletter features sales trending and quarterly rating information. This research information has proved to be invaluable in the classroom.
- NARM has 500 members representing all segments of the industry; retailers, wholesalers, distributors, entertainment software suppliers, related products suppliers and of course educators and individual members.
- NARM has sponsored our program for academic institutions offering undergraduate music and music industry programs for 15 years
- Each year at the Convention, students have the opportunity to meet with prospective employers for industry positions and internships. NARM has kept the cost of attending the Convention at a low, low price for both educators and students while offering them all of the benefits of a full attendee; seminars, business sessions, receptions and dinners. In addition, NARM provides a booth on our Marketplace Floor for the educators to network with prospective

employees. This opportunity has proved invaluable for students in securing positions within the industry.

- There are currently over 15 schools involved in the program and NARM is doing an outreach to those schools with their own record labels to join the Association in that member category. (*Note: the creation of an MIM/FSU record label as mentioned in the section "Program Goals" will allow the program to access additional resources and support from NARM*)

Being approved for institutional membership in NARM indicates that the MIM program meets or exceeds criteria for membership. As the above comments speak to the member benefits (data, networking, etc.) the Program Coordinator sought the input from a ranking NARM Board member to provide specifics in regard to curricular configuration for this report.

A request for a comprehensive curriculum evaluation was made to:

Mr. Jordan Katz
SONY BMG Music Entertainment
President, Sales Enterprise
550 Madison, 31st Floor
New York, NY 10022

Mr. Katz was provided an electronic copy of the curriculum check sheet, complete course descriptions, and detailed explanation of the program and the function of the Music Industry Management Association. In response Mr. Katz provided the following: (03/31/2006) *"Overall, the material appears to be appropriate."* Of special interest to Mr. Katz were the options of courses related to internet commerce which continues to gain market share in the recorded music industry. Also, that radio – both commercial and satellite – were addressed in MUSI 451 "The Music Business." Mr. Katz also emphasized the importance of the internship experience and was pleased to know that two internships are required for this degree program. It is common knowledge that many companies use their internship programs to farm for potential full time employees. As it happens, 2005 graduate Steven Bertogli was such an intern and he reports to Mr. Katz with weekly sales analysis and projections that he [Mr. Katz] uses in strategic sales planning.

Professor Cronk serves as the internship supervisor for the MIM program and as part of the student performance evaluation makes it regular practice to solicit feedback from internship host companies in regard to curriculum and the preparedness of the students. This ongoing feedback has been used as the rationale to modify the program as described earlier in this report.

G. Employer Survey

Input was solicited via an email survey from representative companies that currently employ graduates of the MIM program to gain the most accurate evaluation of graduates. It should be noted that some graduates have elected to pursue employment opportunities with companies not directly affiliated with the Music and Entertainment industry. This certainly can be seen as positive as it speaks to the foundation of the curriculum being one of thorough training in business that results in transferable skills that have universal application in the field of marketing. As this report is dedicated to the future refinement to serve the target market, feedback from those companies was not solicited.

It is also appropriate to reveal that two MIM graduates (April Janowski '06, and Brandon Hewitt, 05') have elected to continue their education and earn degrees in law with the intention of pursuing careers in Entertainment Law. Both Ms. Janowski and Mr. Hewitt were FSU Honors Program graduates. Ms. Janowski is pursuing a degree that will allow her to practice both in the United States and Canada. She interned with Attack Records in Toronto during the summer of '05 and developed an interest in the Canadian Music Industry and has identified opportunities for herself in both countries.

As the program has been modified to address the needs of the different branches of the industry as regular practice, it is validating to observe that the employers endorse the overall construction of the MIM program. The companies represented in the Employer Survey include:

RCA Music Group – a division of Sony BMG, N.Y.
Universal Music & Video Distribution, Detroit
ASCAP (American Society of Composers, Authors and Publishers), Nashville
Gaylord Entertainment Center (Arena and Convention Center), Nashville
Jeff Roberts & Associates (talent/booking agency), Nashville
Still Working Music (Roy Orbison Management Company), Nashville
615 Music (publisher), Nashville
Kawai Pianos (U.S. Corporate Headquarters), L.A.
Quinn's Music Supply (music retailer), Big Rapids

These companies represent a full 20% of employers that currently employ graduates of the MIM program. As MIM is still a relatively young program the total of graduates that have completed all degree requirements is 49. It should be noted that in the first four years in the life of the program that enrollment was sluggish and did not include the professional development opportunities and consequent program marketing content available via MIMA created/reconfigured by Program Coordinator Daniel Cronk in 2000.

The employer survey solicited the following:

1. Name of the organization
2. Position of respondent
3. Number of employees
4. Indicate the importance of the following skills:

Scaled between 1 - *Not Important* to 5 - *Extremely Important*

- Accounting
- Business Ethics
- Communication: Interpersonal
- Communication: Written
- Economics
- Finance
- Information systems
- International Business
- Internships
- Leadership
- Marketing
- Musical Knowledge
- Strategic Management
- Statistics
- Technical Application (running sound, lights, or pyrotechnics)

5. Are there any skills not listed that you feel are important?
6. Do you have any additional comments?

Average score for the scaled responses: the MIM program is designed to be flexible in application and that these averages do not represent a consistent value for every category. However, the scores of 4 or better do represent a consistent response.

Average Score of Scaled Responses:

Accounting 3.2	Business Ethics 4.4	Communication Interpersonal 5
Finance 2.5	Economics 2.5	Communication Written 4.4
Internships 4.4	Marketing 4.2	International Business 2.5
Leadership 4.6	Statistics 2.2	Musical Knowledge 3.8
IS 3	Strategic Management 3.6	Technical Application 2.7

Individual Employer Survey Responses: Appendix A

H. Alumni Survey

Alumni feedback was solicited from students who have taken the greatest advantage of the program's offerings both in course work and professional development and placement services and represent a full 20% of all MIM graduates. It must be noted that the program has been significantly modified from the original configuration.

Important modifications since the last APR and the appointing of Prof. Daniel Cronk as Program Director include:

- The elimination of the audition requirement '99-'00 (extensive *classical/traditional* performance training is not required for many careers in the music and entertainment industry).
- Raising minimum academic entrance requirements in '02, replacing upper division retail courses with directed elective options in other areas including Public Relations, Advertising, Management, etc.
- Total credit hours for degree program reduced from 122/123 to 120/121 via minor curriculum revision in '04.
- The same revision allows for a free elective or ensemble/class piano/private lessons to fulfill Related Elective Hours (3 hrs.) Students who began the program on previous check sheets are grandfathered in to reduce their total number of hours for graduation.
- MGMT 302 Organizational Behavior added to major to replace ADVG Retail Promotion which can be taken as a Directed Elective for an advertising emphasis, the addition of Social Awareness Elective (3 hrs.)
- These changes result in reduced credit hours to target goal of 120/121 with added benefit of more flexibility for students in selection of elective courses to tailor program for specific career paths.

Alumni surveys were completed and represent the 3 identified branches of the industry (products, recorded music, talent management and booking including venue). All respondents expressed satisfaction with:

- a) academic/career advising
- b) the importance of internship experiences
- c) the value of experience gained via membership and participation in the Music Industry Management Association
- d) Also common was the request to be able to target coursework (non-MIMG specific courses) toward the music and entertainment industry.

The alumni survey solicited the following:

1. Year of graduation
2. Position and company
3. Member of MIMA?

Scaled between 1 as Strongly Disagree to 5 Strongly Agree that:

4. MIM degree is helping reach career goals
5. Satisfied with training in the MIM program
6. Satisfied with academic advising
7. Would recommend MIM to prospective students
8. Required courses were beneficial
9. Add courses in microcomputer applications
10. Availability of directed electives was beneficial
11. Internships were crucial part of program
12. Enough courses to develop written communication skills
13. Enough courses to develop verbal communication skills
14. MIM program helped develop critical thinking and problem solving skills

Comment on:

15. Beneficial aspects of the MIM program
16. How could program be improved?

Average score for scaled questions #4 through #15 were as follows:

Scaled between 1 as Strongly Disagree to 5 Strongly Agree that:

- | | | |
|-----|------------|---|
| 4. | 4.8 | MIM degree is helping reach career goals |
| 5. | 3.8 | Satisfied with training in the MIM program |
| 6. | 4 | Satisfied with academic advising |
| 7. | 4.3 | Would recommend MIM to prospective students |
| 8. | 3.6 | Required courses were beneficial |
| 9. | 2.8 | Add courses in microcomputer applications |
| 10. | 4 | Availability of directed electives was beneficial |

11. **4.9** Internships were crucial part of program
12. **4.3** Enough courses to develop written communication skills
13. **4.1** Enough courses to develop verbal communication skills
14. **3.8** MIM program helped develop critical thinking and problem solving skills

Individual Graduate Survey Responses: Appendix B

I. Faculty Survey

Faculty Survey Music Industry Management Program

1. What is your department or area?

Accounting 1 Management 7 Marketing 6 CIS 5 Economics/Statistics 1
Other 4

Please answer the following:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
2. Are you familiar with the MIMG program?	1	3	5	9	6	0
3. Do you believe that the MIMG program is valuable to the COB?	0	0	1	5	18	0
4. Would you say the MIMG program plays an important role on campus and in the community?	0	0	3	8	10	3
5. Would you say the MIMG program is congruent with the offerings of the Marketing Department?	0	0	1	8	6	9
6. Inter-college co-operation in offering programs, such as the COB and Arts & Sciences offering the MIMG degree, is beneficial to the University.	0	0	1	5	17	1
7. Are you aware that the MIMG program coordinator currently holds a position on the executive board of the educational branch of the Music Products industry international association?	3	7	2	2	10	0
8. Are you aware that MIMG interns and graduates have secured positions in the major music industry markets of New York, Nashville, Los Angeles, as well as regional markets such as Chicago, Detroit, etc?	2	5	1	5	11	0
9. Have you ever recommended the MIMG program to undecided students or those who are thinking of changing majors?	2	5	2	3	9	3
10. Are you aware that executives of national and international corporations are members of MIMG's professional advisory board.	5	8	1	2	8	0

11. What do you see as strengths of the MIMG program?

- Not familiar enough to comment.
- Students getting business and directed electives.
- The program is strongly related to the mission of Ferris State University.
- MIMG has good students & job placement.

12. Do you feel there are any weaknesses in the MIMG program that need to be addressed?

NO COMMENTS

J. Enrollment

Enrollment, Graduates, and Net Enrollment Gain

ACADEMIC YEAR	00/01	01/02	02/03	03/04	04/05
Total Program Enrollment	99	116	113	124	142
Graduates	5	2	6	11	14
Net Enrollment Gain	---	22	-1	17	29

(“Stall” in enrollment between 2001-2 to 2002-3 attributed to increased standards for program entry.)

Profile of Students

Continuing: The profile of incoming MIM students continues to improve as a result of increased entrance requirements i.e. minimum High School GPA of 2.5 and ACT scores of 19 in Math and 19 in Reading. Higher entrance requirements increase the chances of the student’s ability to complete the degree program.

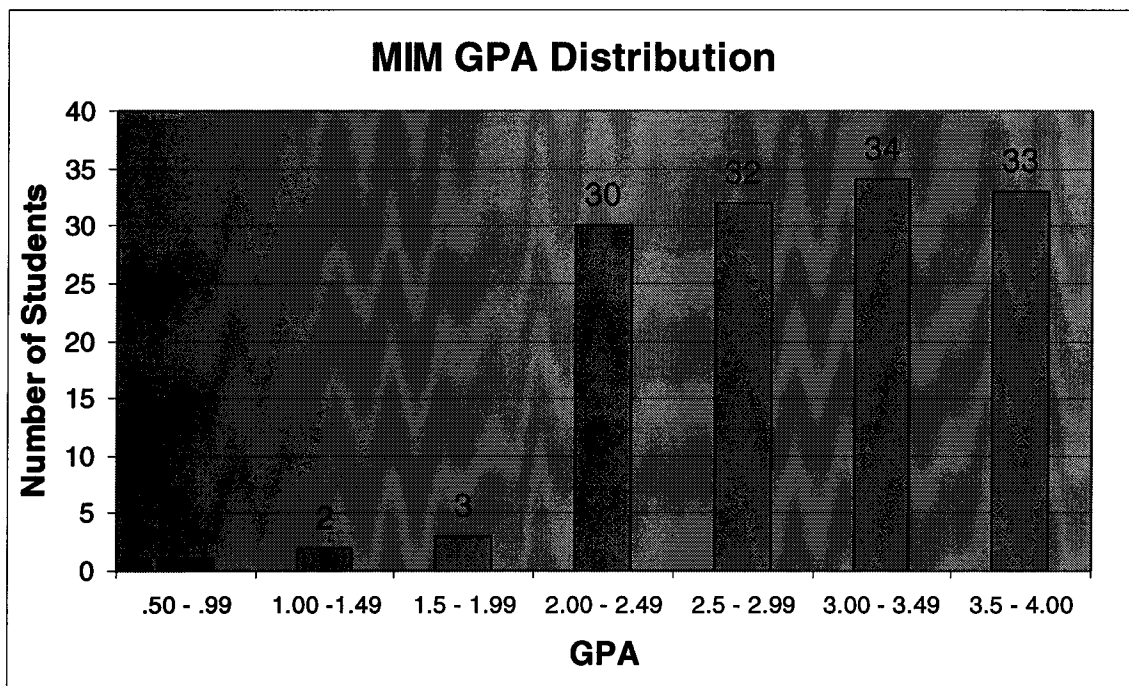
An excellent indicator of the “quality” of the students is the increasing population of Honors Program students enrolled in the MIM program. Winter Semester Graduates of 2006 included three Honors Program students, one of whom, Holly Atherton, also received a Rising Star Award from the Office of Student Activities. There are four Honors Program students continuing in Fall '06 and will be joined by a minimum of -- freshman also enrolled via the Honors Program.

Recruitment activities have made a concerted effort to make clear the focus of the program such that students are, to use sales language, “pre-qualified” i.e. they know what they can do with this degree program – that it is a degree in marketing for the

music and entertainment industry – not a program to train performers or music educators. Anecdotally, this “campaign for clarity” is succeeding as questions of “is this my route to stardom?” seldom need to be answered.

Membership in MIMA requires minimum academic performance and each student record is actively monitored by the Program Coordinator. General membership requires a 2.0 GPA and eligibility for an Executive Board seat (President, Vice President, Internal Secretary, External Secretary/Promotions, Treasurer) requires a 2.5 GPA. The MIMA constitution will be amended in September of '06 to raise the General Membership GPA requirement to 2.5 and the Executive Board GPA requirement to 3.0. The MIMA membership contract makes clear that academic progress takes precedence over any and all other activities. Academic progress is actively monitored by the Program Coordinator. The incentive to maintain a minimum GPA has proven to be an effective means of monitoring student progress. MIMA membership roster for 2005-2006 = 80 members

135 student records were available for GPA analysis.



Percentage of students with a cumulative GPA of 2.5 or higher: 73%

Percentage of students with a cumulative GPA of 3.0 or higher: 49%

The average GPA of all MIM students is: 2.938

New (Accepted) and Re-admitted:

60 records for Freshman, Transfer, and Re-Admitted students for Fall, 2006.

ACT Scores (all composite):

Average ACT	23.41
High ACT	32
Low ACT	17

Distribution:

6 students with ACT above 27 9 students with ACT below 20

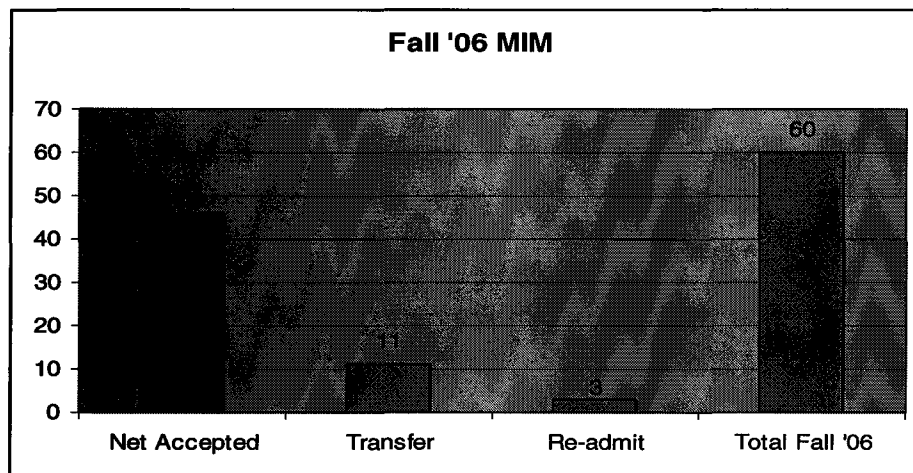
ACT of 20 = 5 ACT of 21= 8 ACT of 22 = 5 ACT of 23 = 6

ACT of 24 = 6 ACT of 25 = 6 ACT of 26 = 4 ACT of 27 = 4

ACT (www.act.org) reports that the average score of Michigan High School students is **21.4** The average score of incoming MIM students is + **2.01** above the state average (69% of all students in Michigan took the ACT battery of tests in 2005 – statistics for 2006 are not yet available).

Six of the incoming MIM majors are out-of-state applicants, and it is significant that each has a Music Business program available in their home state: Wisconsin (University of Wisconsin, U of W Oshkosh), New York (SUNY Potsdam), California (University of the Pacific), Illinois (Western Illinois State University). Again, the higher concentration in business studies prompts informed applicants to pursue MIM at Ferris State rather than pursue a degree at a competing institution.

MIM Enrollment figures for Fall Semester as of June 1st, 2006:



K. Program Capacity

MIMG hopes to attract and retain a total program enrollment of 200 students. Current resources allocated to MIMG will be able to serve a target graduating class of 50 students. It is important to note that the Program Coordinator was allowed only a .25 release for all related duties between academic year 2000 – 2005. All academic advising for MIM majors is done by Professor Cronk - 148 students in Winter '06. This was finally addressed in '05- '06 by increasing the release time to .5 from .25, though was not fully realized until Winter '06 as Professor Cronk was assigned an overload in Fall '05. The College of Arts and Sciences is in the process of hiring additional teaching staff and the courses formerly taught by Professor Cronk will be covered by the new hires, allowing a genuine release time for program administration.

Advising the Music Industry Management Association is not included in this release allocation. As the Learner Centered Teaching/Experiential component of MIMA is critical to the success of the program, Professor Cronk serves as advisor in spite of the shortfall of release time.

Current allocation of resources will allow the MIM program to support a total continuous enrollment of 200 students.

L. Access

Qualified students have multiple options for access to the MIM program. The program receives transfer students from Lansing Community College, and from two Grand Rapids Community College programs: its Music Merchandising Associate Degree Program, and its Recording Technology Associate Degree Program. Professor Cronk served on the Advisory Board in 2000 for GRCC when its Recording Technology Program was created. The result was and is an articulation agreement between GRCC and the MIM program which allows for easy transfer from these programs in roughly a 2+2 configuration.

MIMG-specific courses are offered only during the regular academic year (Fall and Winter). Students have the option of transfer of submitting credit hours for lower division course work in principles classes (Accounting, Advertising, Marketing, etc.) and General Education requirements.

The College of Business continues to add on-line versions of courses that students may complete while home and working for the summer, or, while on internship. There's a triad of benefits here. For one, it gives students opportunities to take courses during the summer, when living costs tend to be reduced. Secondly, it creates opportunities to take internships during the Fall and Winter semesters, which is the third happy result for both

Students and internship hosts, for those are the times when there is often a shortfall of qualified interns. The needs and interests of student and employer stakeholders are thus served in tangible fashion by flexibilities integral to the Ferris MIM program.

Students are generally advised to take the final internship (MIMG 292) after they have completed all on-campus course work, since relocation is usually required. Students who have completed all course work and secure the second internship usually do so with the intention of staying in the city/region of the internship.

The above options make it possible for most students to complete the program in 4 years.

M. Facilities and Equipment

Facilities:

Program growth has required that all related MIM activities be relocated to the College of Business and a two phase physical expansion for the program has been agreed to by the Deans of Business and Arts and Sciences:

Phase I:

- Program Coordinators Office is now COB 124C and will be shared with the Music Industry Management Association for the academic year 2006-2007.
- The Music Technology Lab (for course MUSI 458 – Music Technology; required for all MIM majors and available on a limited basis to non-majors) has been relocated to Business 124E from the Music Center 110 as the former space was inadequate to house the related laboratory equipment (live sound and recording) or to allow work to be done by more than one or two persons at a time.

Phase II:

- When the renovation of the Instructional Resource Center is complete (by Fall 2007), the MIM program will also gain the use of BUS 124C as the faculty member currently occupying the office will relocate to a new office in the IRC. BUS 124C will then house the office of the Music Industry Management Association and student accessible resources for the MIM program (Music Business and Music Technology reference library, internship resources, etc.)

Membership in the Music Industry Management Association has increased significantly such that the organization has outgrown its former meeting space of Music Center 108 (Band Room). MIMA will hold its meetings in BUS 110 beginning in Fall Semester, 2006.

Equipment:

The Colleges of Arts and Sciences and the College of Business have allocated funds for the acquisition of equipment to support MUSI 458 – Music Technology each year since 2000. The program now owns equipment to support both live sound and recording applications. While not “state-of-the art,” the current equipment allows for quality instruction representing technologies most often encountered in the Music and Entertainment Industry – MIM majors are marketing specialists who are familiar with the “tools of the trade.”

The equipment is frequently used outside the lab to support events sponsored by MIMA, Entertainment Unlimited, the Office of Minority Affairs, Arts and Lectures, Music Center, and Art Works.

N. Relationship to FSU Mission

FSU Mission Statement:

“Ferris State University will be a national leader in providing opportunities for innovative teaching and learning in career-oriented, technological and professional education.”

The MIM program is congruent with the FSU Mission statement as it develops a competitive advantage for graduates seeking employment.

Two factors, in addition to curriculum configuration and content, make the above statement true:

1) The MIM practical approach to internships

Ferris State University does not send MIM students to an internship as if completing an “assignment,” rather, an MIM student is guided to identify a potential career path in a specific branch of the Music and Entertainment Industry, to research companies that offer internships (or in some cases, develop new internships opportunities with desired companies), and to apply and complete two separate internships. This process completely replicates the steps a graduate will take in securing full time employment. By the time they graduate, MIM students will have completed the process of securing a position with a company not once, but twice.

2) The ever increasing availability of on-campus experiential learning opportunities.

Students gain resume worthy experience by taking advantage of participating in activities sponsored by the Music Industry Management Association and by voluntarily participating in the national and international trade shows and conventions sponsored by various branches of the Music and Entertainment Industry.

Current educational theory of “learner centered teaching” clearly demonstrates that students who have more control in the decision making process in regard to their studies learn more. This personal investment by students results in “by-in,” and the resultant sense of “ownership” compels students to perform at higher levels (James Zull, *Art of Changing the Brain*, 2003). Students who achieve more as undergraduates will, therefore, have a competitive advantage when seeking full time employment.

O. Curriculum – “Check Sheet”/ Course Descriptions

Required Courses	Credit Hours
General Education:	
Communication Competence	12
Scientific Understanding	7-8
Quantitative Skills	3
Cultural Enrichment:	
MUSI 121 Fundamentals of Music	2
MUSI 221 Music Appreciation	3
MUSI 228 American Pop Music Since 1900	3
MUSI 232 Music and Culture	3
MUSI 458 Music Technology	3
Social Awareness:	12
Business Core:	
ACCT 201 Principles of Accounting 1	3
ACCT 202 Principles of Accounting 2	3
BLAW 321 Contracts & Sales	3
BUSN 499 Integrating Experience	3
FINC 322 Financial Management 1	3
ISYS 321 Business Information Systems	3
MGMT 301 Applied Management	3
MGMT 370 Quality/Operations Mgmt	3
MKTG 321 Principles of Marketing	3
STQM 260 Intro to Statistics	3

Music Industry Management Major:		
ADV G 222	Principles of Advertising	3
MGMT 302	Organizational Behavior	3
MIMG 101	Orientation - MIMG	1
MIMG 192	MIMG Internship 1	2
MIMG 292	MIMG Internship 2	2
MIMG 451	The Music Business	3
MKTG 231	Professional Selling	3
MKTG 322	Consumer Behavior	3
MKTG 425	Marketing Research	3
PREL 240	Public Relations Principles	3
RETG 337	Principles of Retailing	3

Choose one:

MUSI	Ensemble Elective	3
MUSI 201	Beginning Class Piano *C	3
OR		
Free Elective		3

Electives: Directed (see advisor)	6
Free	3

Minimum credit hours required for B.S. degree: 120-121

COMM105 INTERPERSONAL COMMUNICATION

Face-to-face communication and how it affects interpersonal relationships. Topics include perception, self-concept; listening, and conflict management.

COMM121 FUNDAMENTALS OF PUBLIC SPEAKING

Training and experience in preparation and delivery of short speeches with emphasis on the clear, concise, logical communication of ideas. Emphasis will be placed on informative and persuasive speaking.

ENGL150 ENGLISH 1

Organize and develop papers for diverse audiences and purposes; including how to discover and focus on a topic, develop ideas, gather support, and draft and revise papers effectively. Fundamental language skills and introduction to library research and argumentation.

ENGL211**INDUSTRIAL AND CAREER WRITING**

English 211 is a basic course designed to prepare the student to write successfully on the job as an employee or a first-line supervisor. It includes basic forms of business and technological writing to assist the student in developing sound communication practices.

ENGL250**ENGLISH 2**

The second of a two course sequence. Focuses on research. Students will learn how to use the library resources to produce a longer documented paper, how to evaluate conflicting claims and evidence to write an extended argument, and how to write papers based on primary research. Stresses problem solving and reasoning skills, but also includes grammatical structure, diction, and style appropriate to professional writing situations.

ENGL325**ADVANCED BUSINESS WRITING**

Continues skills begun in ENGLISH 2, with focus on typical types of problems and documents used in Business. Emphasis on audience and rhetorical analysis, working with multiple documents, primary and secondary research skills, and completion of a major analytical report.

MATH115**INTERMEDIATE ALGEBRA**

A study of complex fractions, first and second degree equations and inequalities, exponents, radicals, and introduction to complex numbers, logarithms, and systems of equations.

ADVG222**PRINCIPLES OF ADVERTISING**

Scope and purpose of advertising; advertising cycles; writing copy and slogans; trademarks; methods of visualizing; advertising layout; printing, newspaper, magazine, radio, television, billboard, transportation, direct mail, specialty, point-of-sale, and other special forms of advertising, packaging and labeling; testing of ads, advertising agencies and campaigns; advertising laws.

MGMT302**ORGANIZATIONAL BEHAVIOR**

Fundamentals of individual and group behavior in organizational settings and the processes and skills essential for the success of individuals as members of contemporary organizations; the changing makeup of organizations with increases in the numbers of women, minorities in the work place, and diverse backgrounds that made up the changing work place and how the manager must deal with these cultural differences.

MIMG101**ORIENTATION FOR MUSIC INDUSTRY**

Objectives of FSUS 100 integrated with an overview of the expectations for completing the MIMG program, including a survey of career opportunities; the relationship between marketing and music industry and the role of management in music industry. Develop the basic tools of the job applicant including resume and cover letters.

MIMG192**MUSIC INDUSTRY MANAGEMENT****INTERNSHIP 1**

A 240 hour supervised work experience at an approved music store or business (retail store or commercial industry). Evaluation of weekly student reports, student executive summary, and written report/evaluation from employer/business owner used to determine if credit for internship will be awarded.

MIMG292**MUSIC INDUSTRY MANAGEMENT****INTERNSHIP 2**

A 480 hour supervised work experience at an approved music store or business (retail store or commercial industry).). Evaluation of weekly student reports, student executive summary, and written report from employer/business owner used to determine if credit for internship will be awarded.

MIMG451**THE MUSIC BUSINESS**

An overview of the business music industry including the songwriting market, music publishing, music copyright, music licensing, unions and guilds, agents and attorneys, artist management, concert promotion, theatrical production, music merchandising, arts administration, the record industry, record markets, recording contracts, record distribution and merchandising, studios and engineers, environmental music, music in telecommunications and advertising, film scoring, career development and options.

MKTG231**PROFESSIONAL SELLING**

Basic course in selling, covering development of a sales personality, sales speech, opening and closing sales, buying motives and sales psychology, organization of sales talk, meeting objectives, suggestive selling, and building a customer following. Sales demonstrations in class are evaluated by both the class and the professor.

MKTG322**CONSUMER BEHAVIOR**

A study of the motivational factors influencing purchasing decisions. Emphasis is placed on the psychological, sociological and anthropological factors as they affect consumer decision making.

MKTG425**MARKETING RESEARCH**

Methods for designing market research studies, methods of collecting data, problem formulation, sampling methods and techniques, data analysis, and research reporting. Students design and execute a complete research project in the following possible areas: advertising/promotion, customer satisfaction, target markets, sales, product development, pricing, or distribution.

PREL240**PUBLIC RELATIONS PRINIPLES**

Nature and function of public relations and how it is applied to build positive relationships for business, government, educational, sports, non-profit and other organizations. Explores the production and use of public relations brochures, news releases, newsletters, audiovisuals, the Internet, special events and other tools. Studies the effective application of these tools to strategic and tactical public relations programs.

RETG337**PRINCIPLES OF RETAILING**

Store location and layout, retail institutions, department store organization, chain store organization, store and merchandising policies, receiving and marking operations, pricing, advertising, interpreting consumer demand, techniques of buying, terms of purchase, pricing, advertising and display, retail credit.

ACCT201**PRINCIPLES OF ACCOUNTING 1**

Introduction to accounting principles with an external reporting emphasis on the preparation and use of financial statements. Includes recording and adjusting accounts, the accounting cycle, accounting for merchandising operations, internal control and cash, receivables, inventories, assets, liabilities, corporate organization, stock transactions, dividends, and retained earnings and investments.

ACCT202**PRINCIPLES OF ACCOUNTING 2**

Continuation of ACCT 201. Introduction to management decisions in reliance on systems that provide historical and projected data to guide present and future operations. Includes managerial accounting, job-order costing, process costing, cost behavior, cost-volume-profit relationship, variable costing, activity based costing, profit planning, standard costing, flexible budgets, segment reporting, profitability analysis and decentralization, capital budgeting, service department costing, statements of cash flows and financial statement analysis.

BLAW321**CONTRACTS AND SALES**

Provides an introduction to the law and the legal system in the U.S. as well as a thorough examination of the law of contracts and sales. (Includes a review of articles 2 and 6 of the Uniform Commercial Codes.)

BUSN499**INTEGRATING EXPERIENCE**

Introduces the basics of business strategy and policy and moves to use of a computer simulation with students functioning in multidisciplinary teams. The teams have the challenge of developing and executing a strategy that involves production operations, procurement, distribution and marketing, pricing, research and development, employment levels and compensation, financing the operations, and other aspects of a business competing in a global environment.

FINC322**FINANCIAL MANAGEMENT 1**

The environment, goals, and techniques of financial management; emphasizes both investment and financing decisions; incorporates control techniques including ratio analysis, budgeting, and forecasting; includes time value of money, bond and stock values, the use of operating and financial leverage, capital budgeting techniques, cost of capital, and basic information concerning international financial management.

ISYS321**BUSINESS INFORMATION SYS**

Introduction to strategic information systems functions. Provides an integrating experience that enables a student to demonstrate the capacity to synthesize and apply knowledge from an organizational perspective. Included are the uses of information technology to grow, expand, and efficiently and profitably manage an organization. Of particular focus are the interrelationships between information systems. An interdisciplinary team project(s) is required.

MGMT301**APPLIED MANAGEMENT**

A description and analysis of business activities designed to manage an organization to efficiently serve employees, customers, and the community. Topics studied include planning, organizing, leading, and controlling; the business environment, business institutions, government regulations, organizational structure, human resources, human behavior, and current practices. Designed to meet the needs of graduates and employers in the global economy.

MGMT370**QUALITY/OPERATIONS MGMT**

The philosophy of continuous quality improvement, basic process improvement tools, basic management and planning tools, teaming, and models for improvement. Maximizing customer service and satisfaction, optimizing inventory investment, and maximizing operations efficiency. Principles of operations management; dependent and independent demand, forecasting; work measurement; work standards. Practical application of these techniques (in team settings) on a variety of business-related problems will enhance the ability to carry out the operations aspect of a business.

MKTG321**PRINCIPLES OF MARKETING**

Introduction to the basic functions of marketing. Included as topics of study are: consumer behavior, marketing research, marketing planning, physical distribution, selling, promotion, retailing, pricing, wholesaling, purchasing, international marketing, and e-commerce.

STOM260**INTRO TO STATISTICS**

Practical aspects of sampling, data presentation, measures of central tendency and dispersion, basic probability theory, the normal probability distribution, the sampling distribution of sample means and sample proportions, confidence intervals and hypothesis tests for one-sample designs, simple linear regression and correlation.

MUSI160**CONCERT BAND**

Avocational ensemble whose objective is to read, study, and perform a variety of band literature. This course meets General Education requirements: Cultural Enrichment.

MUSI251**CONCERT CHOIR**

Study of mixed choral literature from all periods and styles leading to public performances, such as campus concerts, and special events. Scholarship assistance available. This course meets General Education requirements:

MUSI262**WIND SYMPHONY**

Study of literature for band, leading to on campus and off campus performances. Scholarship assistance is available.

MUSI271**CHAMBER ORCHESTRA**

Open to all string and wind players who have had previous orchestra experience. Specializing in the music of the baroque and classical style periods. This ensemble performs for various university functions. Scholarship assistance is available. This course meets General Education requirements: Cultural Enrichment.

MUSI280**JAZZ ENSEMBLE**

Practical experience in playing in a large jazz ensemble. Reading, rehearsing and intensive study of standard and special arrangements with emphasis on contemporary style and artistic expression. Recording and performance for selected university functions and tours. This course meets General Education requirements: Cultural Enrichment.

ECON221**PRIN OF MACROECONOMICS**

Scope and meaning of economic principles basic to a free market economy. Equilibrium price formation and the efficiency of resource allocation in a market economy. National income accounting; determination of equilibrium national income, recession, and expansion. Government policy toward economic fluctuation; unemployment and inflation. The role of money and banking in recession and inflation. This course meets General Education requirement: Social Awareness, Social Foundations.

ECON222**PRIN OF MICROECONOMICS**

Markets and equilibrium price formation. The theory of consumer demand, price elasticity of demand, productivity and the firm's costs of production. Market structure, price and output determination. Market structure, resource allocation, and economic efficiency. Resource demand, supply and pricing. The functional distribution of income. This course meets General Education requirements: Social Awareness, Social Foundation.

MUSI121**FUNDAMENTALS OF MUSIC**

Notation of pitch, meter, rhythm, ear training and sight singing, structure of all major and minor scales; key signatures, simple triad construction, and basic part-writing related to western and non-western musical structure. This course meets General Education requirements: Cultural Enrichment.

MUSI221**MUSIC APPRECIATION**

Elements of music and historical developments of western and nonwestern music. Designed to expand the music listening experience through awareness in technique of listening. Listening and awareness of selected recordings, readings, and attending concerts. No musical background necessary. This course meets General Education requirements: Cultural Enrichment.

MUSI228**AMERICAN POP MUSIC SINCE 1900**

Popular music styles and forms that have developed through world culture stressing 20th century American music with emphasis on ethnic diversity including New Orleans dixieland, Chicago dixieland, the blues, ragtime, swing, small group and eclectic jazz styles, country and western, rhythm and blues, rock and roll, folk, the Broadway musical, and the popular song. This course meets General Education requirements: Cultural Enrichment.

MUSI232**MUSIC AND CULTURE**

Fundamentals of listening (terminology, melody line, texture, harmony, etc.); and the development of musical sound, historically; and listening to music of western and non-western civilizations that relates to ideas in life's experiences (nature, love, philosophy, etc.). This course meets General Education requirements: Cultural Enrichment, Global Consciousness.

MUSI458**MUSIC TECHNOLOGY**

A survey of the development and application of music technology including: electric and electro-acoustic guitar, electric bass, keyboards and synthesis, MIDI, live sound reinforcement and recording techniques, and relevant psycho-acoustic phenomenon.

PSYC150**INTRO TO PSYCHOLOGY**

Psychology, its tools and techniques, psychological factors influencing behavior, and some applications of psychological principles to understanding behavior patterns and societal problems. Topics typically include psychological methods, development, learning and memory, motivation and social factors. Other topics will be drawn from biological factors, mental processes, individual differences and mental health. This course meets General Education requirements: Social Awareness, Race/Ethnicity/and or Gender Issues; Social Foundations.

P. Composition/ Quality of MIMG Faculty

Tenure faculty members Professor Daniel Cronk and Harry Dempsey deliver the MIMG specific coursework. Professor Cronk is the Program Coordinator and Advisor for all MIM students and is the faculty Advisor for the Music Industry Management Association. Both Cronk and Dempsey maintain memberships in professional organizations that provide the most current information, research, and trends in regard to the Music and Entertainment Industry, especially in the case of those elements influencing employment. They take it upon themselves to remain current as the single constant in this industry is change. Both gentlemen are current users of emergent music technologies as they have been throughout their careers. Professors Cronk and Dempsey consistently receive high scores on Student Assessment of Instruction surveys with averages above those both departmental and university wide. Cronk and Dempsey were both invited guests for the 2006 Honors Program Awards Dinner (April, 2006). An invitation to this event is predicated on having been identified a positive influence/mentor/outstanding instructor.

The vitae for MIM faculty Cronk and Dempsey follow:

Vita: Daniel Cronk

16250 135th Avenue
Rodney, MI 49342
(231) 250-0932

Music Industry Management Office, Ferris State University: (231) 591-3053
Email: Daniel_Cronk@ferris.edu

Teaching Experience:

FERRIS STATE UNIVERSITY, Big Rapids, MI.

Humanities/College of Business. since 1997

Coordinator: Music Industry Management Program 2000-present).

Courses: Music Industry Management Orientation, Music
Appreciation, Fundamentals of Music, Music Technology.
Private lessons: voice, electric bass, guitar, piano.

Ensembles: Jazz Band/Small Group, Athletic Band,
Summer Concert Band.

Advisor: Music Industry Management Association.

OBERLIN COLLEGE CONSERVATORY, Oberlin, OH.

Faculty Honorarium in support of Main Stage Productions,
Assistant Director, Guest Lecturer.

Master Class: Personal Promotion and Music Business, 1994.

TARLETON STATE UNIVERSITY, Tarleton, TX.

Guest Artist in Residence in support of School of Theater production of "A Little Night
Music," lead role of Frederick Egerman, guest lecturer, singer/actor workshops.

Master Class: Personal Promotion and Music Business. 1993

CENTRAL MICHIGAN UNIVERSITY, Mt. Pleasant, MI.

Guest Artist for Faculty Voice Recital Series.

Master Class: Personal Promotion and Music Business, 1992.

KENT STATE UNIVERSITY, Kent, OH.

Graduate Assistant Director of Opera, 1991.

BLUE LAKE FINE ARTS CAMP, Twin Lake, MI.

Soloist and Applied Voice Faculty, 1989.

Professional Memberships:

**NAMBI - NAMM (*National Association of Music
Merchants/International Music Market*) Affiliated Music Business
Institutions**

Attendee: "International Music Market," bi-annually, 1999-2005
Speaker: "How to Get the Most From the NAMM Show," January 2005
Panel Discussion: "Best Practices in Music Business Education," July 2006

NARAS -National Academy of Recording Arts and Sciences ("GRAMMY's")

MEIEA -Music and Entertainment Industry Educators Association

NARM – National Association of Recording Merchandisers
Attendee: "Insights and Sounds." 2004, 2006.

Education: MASTER OF MUSIC, The Florida State University School of Music, Opera Stage Directing and Production, full-time graduate assistantship, 1991.

Roles: Masetto in *Don Giovanni*, Usher in *Trial By Jury*, Elder Ott in *Susanna*, scenes

Directed: *Gallantry* by Douglas Moore (full production for The Florida State Opera)

COMPARATIVE STUDIES PROGRAM – Honors College of Kent State University,
Florence, Italy, full scholarship, Voice Performance and Italian Language studies, Graduate Teaching Assistant - Italian Opera Literature, fall semester, 1989.

BACHELOR OF MUSIC AND BACHELOR OF APPLIED ARTS, Central Michigan University, degrees in Instrumental and Voice Performance, 1987.

ACTING FOR THE COMMERCIAL CAMERA, Akerlind/Steele Casting, Minneapolis, MN, 1993.

Experience not in Education:

Produced, directed, and performed for: 1989-1996.

Ohio Light Opera - Production Manager/Cast: staff of 100+ persons in artistic and technical positions, budget allocation, marketing, copywriter, media liaison.

Rotating rep' in a 12 week season consisting of 7-9 full productions for a total of 67 performances to an audience of 23,450 persons at \$25 per.

The Minnesota Opera – A.D. and Cast (Madame Butterfly, Pirates of Penzance)

The Greensboro Opera Company – Stage Manager (The Magic Flute)
Chamber Music Society of Ohio - Cast (An Evening of Stephen Sondheim)

Commercial Music and Jazz: 1978 – present

Vocals, electric bass, trumpet, guitar, keyboards, [variously] with:

Jammer – C. Paul Lavender, leader.

Mercedes – leader/manager

Skyline and the Backstreet Horns – leader/manager

Wayne Delano Quartet

Mark Roland Trio

The Jack Saunders Big Band All Stars

3D – rock and blues trio

Paula and Daniel Cronk – eclectic Celtic duo

Retail:

Bickley's Music, Mt. Pleasant, MI.
Sales, 1992.

Quinn's Music Supply, Big Rapids, MI.
Sales, contracted Sound Reinforcement Engineer/Board Operator, 1991 – 1992.

Advisory Board:

Grand Rapids Community College - Associate Degree in Recording Technology

Institutional Service:

Arts and Lectures Committee – Chair, 2001- 2005.

Lecture: "What Makes It Jazz?" pre-concert lecture for Maynard Ferguson, October 8, '02

Student Activity Fund Allocation Committee

Faculty Representative, 1997-98.

Michigan School Band and Orchestra Association Solo and Ensemble Festivals

Host Chair, 4 events per academic year, 1997 – 2002.

Music Industry Management Association – Faculty Advisor

Honors College – guest lecturer: “What Make’s It Jazz?,” “The Opera: Aida,” “A Look at Opera – Magic Flute,” “Music and Intelligence.”

Guest Artist- (vocalist/trumpet) West Central Concert Band, Ferris State University Chamber Orchestra, Concert Choir, Ferris Wheels, “Summer Big Rapids, by Robert Garrels.

FSU Theatre – pit orchestra for Guys and Dolls, 2002

Division of Student Affairs – 2001 Outstanding Student Affairs Partner Honoree.

Holiday Gala Concert – concert coordinator 2000 – 2004.

Ferris Fest – facilitator via MIMA 2001 – 2005

Recruitment and Retention Committee: College of Business, 2004-2005.

Academic Honors:

Phi Beta Delta Honor Society for International Scholars, inducted 1990.

Awards:

Outstanding Vocalist – Elmhurst College Jazz Festival, adjudicators: Louis Bellson, Frank Mantooth, 1985.

Outstanding Vocalist – Aquinas College Jazz Festival, 1985, 1986.

Vita: Harry Dempsey

Harry J. Dempsey
20766 Edgewood
Big Rapids, Michigan 49307
(231) 796-3032

Education

Michigan State University (1989 - 1994): Ph.D. work in the College and University Administration Program.

Kent State University (1972 - 1977): Master of Music with a minor in Music Education. Thesis: A Study in Composition for Large Jazz Ensemble.

Kent State University (1968 - 1971): Bachelor of Science in Music Education.

University of Dayton (1967 - 1968): General undergraduate work.

Experience

Ferris State University, Big Rapids, Michigan (1977 - present): Associate Professor of Humanities (music area), Duties have included: **Classroom Teaching** (ongoing) from these courses:
Music Industry Management 451 - The Music Business
Music 458 - Music Technology
Music 228 - American Popular Music
Music 221 - Music Appreciation
Music 232 - Music and Culture
Music 121 - Fundamentals of Music (Music Theory)
Music Industry Management 101 - Music Management Orientation
Humanities 100 - Introduction to Humanities
History Commemoration Task Force Chair, (2001 - present). Responsible for task force leadership in organizing and facilitating a ten-year plan for celebrating the university's unique history and role in Michigan higher education. Appointed to post by F.S.U. President Sederburg.
Music, Art and Theatre Area Coordinator, (1995 - 97). Responsible for faculty schedules and course offerings; dissemination of information between department head and area faculty.
Music Industry Management Program Coordinator, (1995 -1996). Worked with College of Business and College of Arts and Sciences in the development of the Music Industry Management Program (1994 - 1995) and served as the first program coordinator (1995 - 1996). Responsibilities included overseeing the curriculum review process; marketing the program; recruitment, auditioning and advising students; design and instruction of new and related classes; general direction of program; acting as liaison between the College of Arts & Sciences and the College of Business.
Director of Jazz Ensemble (Music 291) and Studio Jazz Lab Band (Music 294), (1977 - 1994). Responsible for overseeing all aspects of

the university's instrumental jazz program including music selection & purchase, auditions, rehearsal and concert directing, recruitment, scholarship awards, concert scheduling and publicity, tour organization, alumni jazz weekend.

Director of F.S.U. College/Community Orchestra (Music 271), (1977-1986). Responsible for all aspects of recruitment, rehearsal, programming and conducting.

Assist with Marching Band (Music 261), (eight years). Assist with rehearsals, field charting, composing and arranging of music.

Fraternity Advisor (through 1996). Advisor to Kappa Kappa Psi
Advise Ferris students (ongoing). Scheduling in College of Arts & Sciences.

Serve on Departmental and College Committees (ongoing).

F.S.U. Committee service has included the Arts & Lectures Committee, Entertainment Committee, Department Travel Budget Committee, Senate Ad Hoc Arts Committee, Humanities Department Head Search Committee, Humanities Department Tenure Review Committee, Arts Administration Program Committee, Conference Center Advisory Committee, the Humanities Department Curriculum Committee, Music faculty Search Committees, Department Tenure Review Committee, and the Substance Abuse Task Force.

Other Ferris Activities

Composed or arranged music for the F.S.U. concert, marching and jazz bands.

Served as instructor for summer Elderhostel classes (1990 - 1992).

2002 Recipient of the Professional Tennis Management "Teacher of the Year" Award.

Member : M.E.A., N.E.A., N.A.J.E., The Recording Academy

Musical Instrument Digital Interface (MIDI)

Regularly work with Korg M-1 Workstation interfaced with Power Macintosh computer. Awarded sabbatical leave in winter 1999 to compose "Woodbridge" (four movement suite) for wind symphony utilizing "Finale " software. Completed work premiered by the West Central Concert Band in February, 2000. Attended Music Technology workshop at University of Northern Colorado, Summer 1993. Have taken computer related classes at FSU. Have given demonstrations in music technology to Ferris Alumni in Arizona, Wisconsin, Florida and Michigan. Designed and taught the first F.S.U. music technology course (MUSI 458).

Big Rapids Pioneer Newspaper, Big Rapids, Michigan.

Opinion/Analysis Columnist, (1997 - 2000). Over 100 articles published.

Frank Sinatra Jr. Orchestra, New York, New York.

Bass Player and Music Arranger,(1976 - 1977). Performed full time on electric bass with Mr. Sinatra throughout the U.S. and selected Canadian cities.

Kent State University, Kent, Ohio.

Graduate Teaching Assistant, (1973 - 1975). Duties included directing the Tuesday Jazz Lab Band, the Show Band (basketball pep band), and assisting with the K.S.U. Marching Band and Concert Band.

Chanel High School, Bedford, Ohio.

Director of Bands, (1972 - 1973). Responsible for all aspects of the operation of the marching, concert, pep, musical and jazz bands.

Instructor of Music Theory.

Instructor of English. Responsible for teaching ninth grade English.

Moderator of Tennis Club.

Performance

Performed with various pop music and jazz ensembles in live performance, studio recording and television work from teen years to present including "Life", "Giant Steps", "Dave Zamos Trio", "Elbow Room", "Imajazz", "Al Pierson Big Band U.S.A.", "Jimmy Dorsey Big Band", "Frank Sinatra Jr. Band"

Q. Degree Program Cost and Productivity Data

MIMG specific program faculty deliver courses for both the College of Business and the College of Arts and Sciences:

The following hours are expended in the delivery of MIMG 101 – Orientation, MIMG 451 – The Music Business, MIMG 192 and 292 – Internship (summer only)

MUSI 228 – American Pop Music since 1900 and MUSI 221 – Music Appreciation are taught by Professor Harry Dempsey.

MUSI 458 – Music Technology is taught by Professor Cronk.

MIMG Student Credit Hours/FTEF for 2000-2005

Year	Student Credit Hours			
	Summer	Fall	Winter	F+W (a)
2000-01	12	81	4	85
2001-02	2	85	4	89
2002-03	12	110	17	127
2003-04	52	124	5	129
2004-05	42	138	10	148

Year	Full Time Equated Faculty			
	Summer	Fall	Winter	F+W (b)
2000-01	0	0.75	0.33	0.54
2001-02	0	0.88	0.33	0.6
2002-03	0.2	0.63	0.4	0.51
2003-04	1	0.75	0.33	0.54
2004-05	0.78	0.88	0.5	0.69

Year	SCH/FTEF			
	Summer	Fall	Winter	F+W (a/b)
2000-01	0	108	12	156.92
2001-02	0	97.14	12	147.31
2002-03	60	176	42.5	247.8
2003-04	52	165.33	15	238.15
2004-05	53.85	157.71	20	215.27

R. Conclusions

The MIM program enjoys continued support of the administrations of the University and the Colleges of Business and Arts and Sciences. The MIM program is a cooperative degree offering of the aforementioned colleges and the excellent efforts of all parties contribute to the continued success of the program in regard to growth in enrollment of qualified students, allocation of resources, and in support of the vision of the next iteration of Ferris State University in order to compete in the market of higher education.

MIM is an excellent example of a program that supports the FSU mission statement in regard to Career Oriented Education.

MIM continues to employ more and more elements that support the concept of "Learner Centered Teaching," that leads to greater student retention and academic success.

The program is cost effective as it requires marginal additional new resources to serve MIM specific training/programming – the Colleges of Business and Arts and Sciences have already made the initial investments such that a thorough, representative experience is offered to students enrolled in the program.

The faculty of the College of Business will assist in the further development of the program, and student performance, when they allow students to be more self determined i.e. allow MIM students to select subjects/topics related to their career goals to fulfill course requirements (case studies, market research, marketing plans, etc.).

"Having some 'say' in what happens in the learning process is intricately tied to a willingness to engage in the activity."

If College of Business faculty are willing to incorporate the above, then there will be no need to create additional MIMG specific courses – the concepts and principles of marketing and management are the same whether you are selling lawn mowers or DVD's or managing an insurance companies office staff or the box office staff at a performance venue. Nuances for specific products or markets should be made a matter of study for the individual student and resources for such information are available in a variety of forms including print as well as innumerable options via the internet. Details in regard to specific areas of interest need not be incorporated in course work when they can be explored as described above or through independent study and application through the activities of the Music Industry Management Association, Entertainment Unlimited, etc., and the soon to be created MIM record label.

Studies in the form on on-line courses, immersion courses offered by various training academies for the Music and Entertainment industry, seminars/conferences, should be evaluated for consideration of inclusion for directed elective credit as part of the FSU MIM degree program.

With the addition of the MIM record label project the program, (launch in 2006) the three primary divisions of the Music and Entertainment Industry - Products, Artist/Venue Management, and Recorded Music- will be manifest on the FSU campus providing critical experiential learning and generating authentic, "resume worthy" experience.

The program faculty are invested in facilitating the success of the MIM majors both as students and as citizens.

"Learning and self-esteem are heightened when individuals are in respectful and caring relationships with others who see their potential, genuinely appreciate their unique talents, and accept them as individuals."

Barbara McCombs, The Learner-Centered Classroom, 1997.

APPENDIX A: Individual Employer Survey Responses

1. Name of the organization **RCA Music Group/ SONY BMG**
2. Position of respondent **Director, National Sales, East Coast**
3. Number of employees **1000+**
4. Indicate the importance of the following skills:

Scaled between 1 - *Not Important* to 5 - *Extremely Important*

- **4 Accounting**
- **4 Business Ethics**
- **5 Communication: Interpersonal**
- **4 Communication: Written**
- **3 Economics**
- **4 Finance**
- **3 Information systems**
- **3 International Business**
- **5 Internships**
- **4 Leadership**
- **4 Marketing**
- **3 Musical Knowledge**
- **4 Strategic Management**
- **4 Statistics**
- **4 Technical Application (running sound, lights, or pyrotechnics)**

5. Are there any skills not listed that you feel are important?

Sales! Knowing how to negotiate and close a deal. Understanding profit margins, discounting, etc. General business practices, management techniques, etc. Digital and mobile – understanding the landscape of digital sales.

6. Do you have any additional comments?

The music industry is still heavily dependent of “real world” experience. Internships and entry-level jobs are key.

1. Name of the organization **Universal Music & Video Distribution**
2. Position of respondent **Market Director**
3. Number of employees **251-500**

4. Indicate the importance of the following skills:

Scaled between 1 - Not Important to 5 - Extremely Important

- **4** Accounting
- **5** Business Ethics
- **5** Communication: Interpersonal
- **5** Communication: Written
- **3** Economics
- **3** Finance
- **4** Information systems
- **1** International Business
- **5** Internships
- **5** Leadership
- **5** Marketing
- **5** Musical Knowledge
- **2** Strategic Management
- **4** Statistics
- **1** Technical Application (running sound, lights, or pyrotechnics)

5. Are there any skills not listed that you feel are important?

No

6. Do you have any additional comments?

Experience gained by interning is invaluable.

1. Name of the organization **ASCAP**
2. Position of respondent **Office Manager**
3. Number of employees **less than 50 (Nashville Branch)**

4. Indicate the importance of the following skills:

Scaled between 1 - Not Important to 5 - Extremely Important

- **3** Accounting
- **5** Business Ethics
- **5** Communication: Interpersonal
- **5** Communication: Written
- **3** Economics
- **3** Finance
- **3** Information systems
- **2** International Business
- **3** Internships
- **5** Leadership
- **4** Marketing
- **4** Musical Knowledge
- **3** Strategic Management
- **2** Statistics
- **3** Technical Application (running sound, lights, or pyrotechnics)

5. Are there any skills not listed that you feel are important?

No.

6. Do you have any additional comments?

Willingness to learn and well-roundedness will help to go far at ASCAP. IN our office we are all asked at some point to perform tasks that are not part of our job description.

1. Name of the organization ***Gaylord Entertainment Center (Nashville)**
2. Position of respondent **Director of Event Sales**
3. Number of employees **501-1000**

4. Indicate the importance of the following skills:

Scaled between 1 - Not Important to 5 - Extremely Important

- **3 Accounting**
- **5 Business Ethics**
- **5 Communication: Interpersonal**
- **4 Communication: Written**
- **3 Economics**
- **4 Finance**
- **4 Information systems**
- **3 International Business**
- **4 Internships**
- **5 Leadership**
- **3 Marketing**
- **2 Musical Knowledge**
- **4 Strategic Management**
- **2 Statistics**
- **4 Technical Application (running sound, lights, or pyrotechnics)**

5. Are there any skills not listed that you feel are important?

No.

6. Do you have any additional comments?

Experience in event production is a must.

*** The Gaylord Entertainment Center employed MIM student Holly Atherton as an intern in Summer '05. Holly returned to Ferris to complete her degree and this company was included to represent the Live Venue segment of the entertainment market. Holly's duties were that of an event coordinator as she entered the internship with significant event planning experience as part of MIMA and Entertainment Unlimited (FSU).**

1. Name of the organization **Jeff Roberts and Associates**
2. Position of respondent **Owner/President**
3. Number of employees **less than 50**

4. Indicate the importance of the following skills:

Scaled between 1 - Not Important to 5 - Extremely Important

- **2** Accounting
- **3** Business Ethics
- **5** Communication: Interpersonal
- **5** Communication: Written
- **3** Economics
- **3** Finance
- **2** Information systems
- **2** International Business
- **4** Internships
- **5** Leadership
- **4** Marketing
- **3** Musical Knowledge
- **4** Strategic Management
- **2** Statistics
- **2** Technical Application (running sound, lights, or pyrotechnics)

5. Are there any skills not listed that you feel are important?

Teamwork skills are highly important in the music business environment; the ability to work well with many different types of people both within the company and with our clients. Diplomacy, customer service, forward thinking, strategic thinking and market analysis are also key factors in this industry.

6. Do you have any additional comments?

No.

1. Name of the organization **Still Working Music/Orbison Group**
2. Position of respondent **GM/VP of Creative**
3. Number of employees **less than 50**

4. Indicate the importance of the following skills:

Scaled between 1 - *Not Important* to 5 - *Extremely Important*

- **3 Accounting**
- **4 Business Ethics**
- **5 Communication: Interpersonal**
- **4 Communication: Written**
- **2 Economics**
- **2 Finance**
- **4 Information systems**
- **3 International Business**
- **5 Internships**
- **4 Leadership**
- **4 Marketing**
- **4 Musical Knowledge**
- **4 Strategic Management**
- **1 Statistics**
- **3 Technical Application (running sound, lights, or pyrotechnics)**

5. Are there any skills not listed that you feel are important?

No.

6. Do you have any additional comments?

No.

1. Name of the organization **615 Music Publishing**
2. Position of respondent **Administrative Assistant**
3. Number of employees **less than 50**

4. Indicate the importance of the following skills:

Scaled between 1 - Not Important to 5 - Extremely Important

- **5** Accounting
- **4** Business Ethics
- **5** Communication: Interpersonal
- **5** Communication: Written
- **2** Economics
- **3** Finance
- **1** Information systems
- **3** International Business
- **5** Internships
- **5** Leadership
- **4** Marketing
- **4** Musical Knowledge
- **4** Strategic Management
- **1** Statistics
- **2** Technical Application (running sound, lights, or pyrotechnics)

5. Are there any skills not listed that you feel are important?

Advertising and Promotion are essential for the publishing business – specific courses in those areas are highly recommended.

6. Do you have any additional comments?

Training in specific software – Photoshop, Protools, Quickbooks – would be of benefit.

1. Name of the organization **Kawai America Corporation**
2. Position of respondent *** Senior Vice President (Mr. Brian Chung)**
3. Number of employees **50-100**

4. Indicate the importance of the following skills:

Scaled between 1 - Not Important to 5 - Extremely Important

- **2 Accounting**
- **5 Business Ethics**
- **5 Communication: Interpersonal**
- **4 Communication: Written**
- **1 Economics**
- **2 Finance**
- **3 Information systems**
- **4 International Business**
- **5 Internships**
- **4 Leadership**
- **5 Marketing**
- **3 Musical Knowledge**
- **4 Strategic Management**
- **1 Statistics**
- **2 Technical Application (running sound, lights, or pyrotechnics)**

5. Are there any skills not listed that you feel are important?

I look for people with good critical thinking skills, great attitude, solid work ethic, the willingness to learn new skills, terrific people skills, strong communication ability (both verbal and written), flexibility, and the ability to initiate projects without supervision. The truth is, a musical background is nice, but not required for most positions (unless the job is directly related to product development that requires musical knowledge). Accounting and finance skills might be more important for an administrative job in the accounting section – the ratings I gave above relate to an entry-level job on the marketing/sales side. Thanks for asking what prospective employers want, Dan. This understanding will serve your students well. If you ever want to discuss this issue in depth, please call me. I'm still in dialog with [your student] Sarah Hardy.

*** M. Chung is also the President of the Board of NAMM Members and hired Sarah Hardy in May.**

1. Name of the organization **Quinn's Music Supply**
2. Position of respondent **Owner**
3. Number of employees **less than 50**

4. Indicate the importance of the following skills:

Scaled between 1 - Not Important to 5 - Extremely Important

- **3** Accounting
- **5** Business Ethics
- **5** Communication: Interpersonal
- **4** Communication: Written
- **3** Economics
- **3** Finance
- **3** Information systems
- **2** International Business
- **4** Internships
- **5** Leadership
- **5** Marketing
- **5** Musical Knowledge
- **4** Strategic Management
- **3** Statistics
- **3** Technical Application (running sound, lights, or pyrotechnics)

5. Are there any skills not listed that you feel are important?

Everyday math skills – determining sales tax should not require the use of a calculator!

Telephone communication skills – being able to effectively communicate in real-time over the phone is a must.

6. Do you have any additional comments?

No.

APPENDIX B: Individual Graduate Survey Responses

Respondent #1

1. Year of graduation 2000
2. Position and company Intersection Lounge, Payroll Admin.
3. Member of MIMA? No (was formed in 2000)

Scaled between 1 as Strongly Disagree to 5 Strongly Agree that:

4. **5** MIM degree is helping reach career goals
5. **3** Satisfied with training in the MIM program
6. **5** Satisfied with academic advising
7. **5** Would recommend MIM to prospective students
8. **4** Required courses were beneficial
9. **N/A** Add courses in microcomputer applications
10. **5** Availability of directed electives was beneficial
11. **5** Internships were crucial part of program
12. **5** Enough courses to develop written communication skills
13. **5** Enough courses to develop verbal communication skills
14. **5** MIM program helped develop critical thinking and problem solving skills

15. Beneficial aspects of the program?

The upper level business courses were excellent – Retailing, Financial Management... the core courses really prepared me for my job. I also use Microsoft Excel on a daily basis. The classes I mentioned force you to become competent in Excel.

16. How could the program be improved?

At the time I was there, retail was the major emphasis - retail is NOT the only outlet in the music industry. There are many other areas and students should have the opportunity to work on their area of choice. The trick is education them on options before their junior year.

I have a particular problem with being forced into the ensembles. Yes, it's important to love music, to have an ear for it, but not necessary to have advanced performance abilities. (continued)

Allowing students to pursue directed electives is a great idea.

Also, keep offering opportunities on campus for event promotion, management, and production. Most of the people I work with learned by doing.

And keep Dan Cronk – what an absolute asset!

Respondent #2

- | | |
|-------------------------|---------------------------|
| 1. Year of graduation | 2003 |
| 2. Position and company | Jeff Roberts & Associates |
| 3. Member of MIMA? | Yes |

Scaled between 1 as Strongly Disagree to 5 Strongly Agree that:

- | | | |
|-----|---|---|
| 4. | 4 | MIM degree is helping reach career goals |
| 5. | 4 | Satisfied with training in the MIM program |
| 6. | 5 | Satisfied with academic advising |
| 7. | 4 | Would recommend MIM to prospective students |
| 8. | 4 | Required courses were beneficial |
| 9. | 2 | Add courses in microcomputer applications |
| 10. | 3 | Availability of directed electives was beneficial |
| 11. | 5 | Internships were crucial part of program |
| 12. | 4 | Enough courses to develop written communication skills |
| 13. | 4 | Enough courses to develop verbal communication skills |
| 14. | 3 | MIM program helped develop critical thinking and problem solving skills |
| 15. | | Beneficial aspects of the program? |

I found the Internships and MIMA were crucial to get my foot in the door and develop practical experience employers are looking for. The coursework is great and gave me a foundation to build on, but the practical experience is the lynchpin to get students started in the workforce.

- | | | |
|-----|--|------------------------------------|
| 16. | | How could the program be improved? |
|-----|--|------------------------------------|

Finding more ways to give students practical experience field would be invaluable. Offering opportunities to get a taste of working at a record label, agency, venue, retail, etc., would help them determine a career path. Course work that is more interactive and practical to the field – computer networking and corporate accounting I do not see as relevant. The time would be better spent with more music business course work.

Respondent #3

- | | |
|-------------------------|---------------------------------|
| 1. Year of graduation | 2003 |
| 2. Position and company | Ferris State/Student Activities |
| 3. Member of MIMA? | No (Entertainment Unlimited) |

Scaled between 1 as Strongly Disagree to 5 Strongly Agree that:

- | | | |
|-----|---|---|
| 4. | 4 | MIM degree is helping reach career goals |
| 5. | 4 | Satisfied with training in the MIM program |
| 6. | 4 | Satisfied with academic advising |
| 7. | 4 | Would recommend MIM to prospective students |
| 8. | 4 | Required courses were beneficial |
| 9. | 3 | Add courses in microcomputer applications |
| 10. | 3 | Availability of directed electives was beneficial |
| 11. | 5 | Internships were crucial part of program |
| 12. | 4 | Enough courses to develop written communication skills |
| 13. | 4 | Enough courses to develop verbal communication skills |
| 14. | 3 | MIM program helped develop critical thinking and problem solving skills |

15. Beneficial aspects of the program?

The most beneficial aspect were the internships. There is so much about the music industry that cannot be taught from a book or a lecture, and you actually have to get in the situation to know how to deal with things and people. The main reason I'm not in the mainstream music industry is because my internship helped my realize that it may not be exactly what I want to do for the rest of my life – [the internship] was definitely a learning experience and that is what internships are all about.

16. How could the program be improved?

I would love to see more faculty members involved with the program. The coordinator of the program, Dan Cronk, was helpful and knowledgeable when it came to all things Music Industry Management related. I just wish there could have been more Dan Cronks! Other major and programs have several experienced instructors – Dan did a great job with what he could, but the overall diversity of the program could be improved if there were some additional professionals hired that have experience in different areas. Also, I think it may be beneficial to have specific sections in the general education music classes be dedicated to MIM majors. I think there would be a higher level of discussion and class participation with a group a students that were interested in the subject. Too often students of other majors take music classes to fulfill their cultural enrichment requirements and you have students in classes that treat them like “blow-off” courses. With these courses being so pertinent to our major, it would be nice to have us all in one section for these classes.

Respondent #4

- | | |
|-------------------------|----------------------------|
| 1. Year of graduation | 2005 |
| 2. Position and company | ASCAP Membership Assistant |
| 3. Member of MIMA? | Yes |

Scaled between 1 as Strongly Disagree to 5 Strongly Agree that:

- | | | |
|-----|----------|--|
| 4. | 5 | MIM degree is helping reach career goals |
| 5. | 2 | Satisfied with training in the MIM program |
| 6. | 2 | Satisfied with academic advising |
| 7. | 4 | Would recommend MIM to prospective students |
| 8. | 2 | Required courses were beneficial |
| 9. | 3 | Add courses in microcomputer applications |
| 10. | 5 | Availability of directed electives was beneficial |
| 11. | 5 | Internships were crucial part of program |
| 12. | 5 | Enough courses to develop written communication skills |
| 13. | 4 | Enough courses to develop verbal communication skills |

14. 4 MIM program helped develop critical thinking and problem solving skills

15. Beneficial aspects of the program?

The internships are what made this program. I have found “knowing people” dramatically increased my opportunities for employment. The internships also helped me understand that aspect of the business – to know if I really wanted to pursue a career in that particular field.

16. How could the program be improved?

I personally enjoyed having many marketing classes, because that was a major interest of mine. However, I do not feel they helped me learn about the “Music Business” but about business in general. Generalities are good, but there are colleges in the Nashville area that have many more music business [specific] classes than Ferris did. The Music Business class (MIMG 451) was great – but there is just so much more to know than can be taught in one semester.

I think Ferris is on the right track for the MIM program, especially in Michigan. The Business Law class was a great starting point, but to really compete with other colleges with similar programs there needs to be courses with more depth in areas like Copyright Law.

The products industry was the focal point but many students were interested in the recording industry and we didn’t seem to have as many resources to pursue those goals.

Respondent #5

- | | |
|-------------------------|--------------------------------|
| 1. Year of graduation | 2004 |
| 2. Position and company | Still Working Music Management |
| 3. Member of MIMA? | Yes |

Scaled between 1 as Strongly Disagree to 5 Strongly Agree that:

4. 5 MIM degree is helping reach career goals
5. 5 Satisfied with training in the MIM program
6. 5 Satisfied with academic advising
7. 4 Would recommend MIM to prospective students
8. 3 Required courses were beneficial
9. 5 Add courses in microcomputer applications
10. 5 Availability of directed electives was beneficial
11. 5 Internships were crucial part of program
12. 5 Enough courses to develop written communication skills
13. 4 Enough courses to develop verbal communication skills
14. 4 MIM program helped develop critical thinking and problem solving skills

15. Beneficial aspects of the program?

Dan Cronk ROCKS. In my honest opinion, he makes this program happen and I could not ask for a better person in my corner.

16. How could the program be improved?

More specific classes related to areas such as: publishing, artist management, record label operations, etc. I understand that additional classes may require more staff, so one possibility would be to make MIMG 451 into two classes with each area given a six week window.

Respondent #6

1. Year of graduation 2004
2. Position and company SONY/BMG Sales Assistant
3. Member of MIMA? Yes

Scaled between 1 as Strongly Disagree to 5 Strongly Agree that:

4. 4 MIM degree is helping reach career goals

- 5. 2 Satisfied with training in the MIM program
- 6. 3 Satisfied with academic advising
- 7. 3 Would recommend MIM to prospective students
- 8. 2 Required courses were beneficial
- 9. 2 Add courses in microcomputer applications
- 10. 3 Availability of directed electives was beneficial
- 11. 5 Internships were crucial part of program
- 12. 4 Enough courses to develop written communication skills
- 13. 4 Enough courses to develop verbal communication skills
- 14. 4 MIM program helped develop critical thinking and problem solving skills

15. Beneficial aspects of the program?

The internship requirements. The degree I received was a business degree rather than a music degree.

16. How could the program be improved?

Overall, the program is too broad. Even though our official degree reads, "Music Industry Management" I feel the few courses that were offered, a student not in our program could easily obtain the same goals as an MIM student without the specialized degree. Therefore, I feel the MIM program needs to focus more on developing courses that are relevant to the music business.

Respondent #7

- 1. Year of graduation 2004
- 2. Position and company Currently in Law School
- 3. Member of MIMA? Yes

Scaled between 1 as Strongly Disagree to 5 Strongly Agree that:

- 4. 4 MIM degree is helping reach career goals
- 5. 4 Satisfied with training in the MIM program
- 6. 4 Satisfied with academic advising
- 7. 5 Would recommend MIM to prospective students
- 8. 4 Required courses were beneficial
- 9. 2 Add courses in microcomputer applications
- 10. 3 Availability of directed electives was beneficial

- 11. **5** Internships were crucial part of program
- 12. **2** Enough courses to develop written communication skills
- 13. **2** Enough courses to develop verbal communication skills
- 14. **2** MIM program helped develop critical thinking and problem solving skills

15. Beneficial aspects of the program?

The internships were extremely helpful in my search for a future career. I was given opportunities to see many different aspects of the music industry, which helped focus my attention to those areas that were best suited to my goals.

16. How could the program be improved?

The MIM program needs to be more heavily concentrated on the industry itself, rather than a marketing degree with some classes thrown in to make it seem like a specialized degree. Add: more rigorous education in all aspects of the industry including: agency, production, marketing, advertising, finance, sales and research. More attention should be given to developing business writing skills (even outside those required for a degree from the college of business), corporate communication and research skills. Programs at Ferris such as Pharmacy, Optometry, PGM and HVAC are nationally respected because of their lofty demands and expectations of students. MIMG has the potential to be this kind of industry farm system, but the bar must be raised as far as course requirements and student performance are concerned.

Respondent #8

- 1. Year of graduation 2005
- 2. Position and company Independent Audio Engineer
- 3. Member of MIMA? Yes

Scaled between 1 as Strongly Disagree to 5 Strongly Agree that:

- 4. **5** MIM degree is helping reach career goals
- 5. **4** Satisfied with training in the MIM program

- 6. 4 Satisfied with academic advising
- 7. 5 Would recommend MIM to prospective students
- 8. 3 Required courses were beneficial
- 9. 3 Add courses in microcomputer applications
- 10. 5 Availability of directed electives was beneficial
- 11. 5 Internships were crucial part of program
- 12. 5 Enough courses to develop written communication skills
- 13. 5 Enough courses to develop verbal communication skills
- 14. 5 MIM program helped develop critical thinking and problem solving skills

15. Beneficial aspects of the program?

The general business classes were very beneficial, and I use the skills learned from them on a daily basis. The music business class was great and helps me understand the overall picture of the music industry.

16. How could the program be improved?

More music business courses – the overall picture I received was great, but a more thorough understanding of certain aspects such as business law, etc., would be beneficial. General business courses re great, but again if there were geared toward what happens in the music industry I think that they would be more beneficial. More hands on opportunities within the industry – use MIMA to help out at other shows and with other facets of the industry around the area. Also, get more professionals to visit the school and talk to the students.

Respondent #9

- 1. Year of graduation 2005
- 2. Position and company Lansing Entertainment & Public Facility Authority – Event Coordinator
- 3. Member of MIMA? No (work conflicts)

Scaled between 1 as Strongly Disagree to 5 Strongly Agree that:

- 4. 5 MIM degree is helping reach career goals
- 5. 5 Satisfied with training in the MIM program
- 6. 5 Satisfied with academic advising

- 7. 4 Would recommend MIM to prospective students
- 8. 5 Required courses were beneficial
- 9. 4 Add courses in microcomputer applications
- 10. 4 Availability of directed electives was beneficial
- 11. 4 Internships were crucial part of program
- 12. 4 Enough courses to develop written communication skills
- 13. 4 Enough courses to develop verbal communication skills
- 14. 4 MIM program helped develop critical thinking and problem solving skills

15. Beneficial aspects of the program?

Being able to get a strong business background while studying something I was very interested in.

16. How could the program be improved?

Continue to encourage students to “really dig” and find an area they want to pursue – encourage students to be even more self directed.

Comment: I think that MIM is a great program, but just like any other program there is more to it than just the course work. The degree gets you in the door but the individual determines how far they will go.

Respondent #10

- 1. Year of graduation 2005
- 2. Position and company C+C Custom Drums
Marketing Director
- 3. Member of MIMA? No (work and band touring conflicts)

Scaled between 1 as Strongly Disagree to 5 Strongly Agree that:

- 4. 5 MIM degree is helping reach career goals
- 5. 5 Satisfied with training in the MIM program
- 6. 5 Satisfied with academic advising
- 7. 5 Would recommend MIM to prospective students
- 8. 5 Required courses were beneficial
- 9. 2 Add courses in microcomputer applications
- 10. 5 Availability of directed electives was beneficial
- 11. 5 Internships were crucial part of program

- 12. 5 Enough courses to develop written communication skills
- 13. 5 Enough courses to develop verbal communication skills
- 14. 4 MIM program helped develop critical thinking and problem solving skills

15. Beneficial aspects of the program?

**The courses MUSI 458 – Music Technology and
MMIMG 451 – Music Business**

16. How could the program be improved?

**Continue to increase number of relationships with
businesses that will take MIM interns. Try to establish
relationships with local venues (Van Andel arena in
Grand Rapids) in addition to the relationship with The
Intersection.**