

Taiwan's Current Arts Administration Programs at the Graduate Level
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Changes in the environment increase the need for academically trained arts administrators. Besides the love for arts, it is also essential for successful arts administrators to have diverse management skills, such as marketing, fundraising, information analysis, computer applications, and legal knowledge in this century. Ettinger and Hutchens (1989) emphasize an interprofessional education for arts administrators reflecting the concept and trend noted above.

Arts administration programs have been developed in universities since the end of the 1960's in countries such as Canada, France, Great Britain, Italy, and the United States (The Arts Council of Great Britain, 1972). The purpose of these programs is to provide in-service training for arts administrators currently in the field and to prepare new arts administrators. As is the case in other countries, Taiwan's arts administrators also face various challenges in this century: new technologies, globalization, limited resources and increased competition. A sound training program is necessary both to bring Taiwan arts administration up to date with their colleagues in other nations and to develop a long-term capacity to train future generations of arts administrators in a flexible and adaptable manner.

History of Arts Administration Education in Taiwan

The training of arts/cultural administrators in Taiwan is related to the development of Taiwan's arts/cultural administration and the government's centralized system. In this top-down system, the government has long played a leading role in the development of arts/cultural policies and enterprises. The Constitution of the Republic of China (Taiwan), established in 1946, Chapter 13, Section Five: Education and Culture, Article 164, 165 and 166 describes the basic principles for promoting arts/cultural enterprises. Both central and local governments have been given authority over the major/large arts institutions. Moreover, the responsibility for promoting arts activities as well as training professional staff is also held by governmental agencies.

The training of arts administrators and curators in the visual arts was the first area to develop as a result of the preparation, planning, and rebuilding of the National Palace Museum (NPM) in Taipei, 1965 (NPM, 1999). Training for performing arts administrators was not emphasized until the 1980s related to the establishment of the Council of Cultural Affairs (1981).

The first graduate museum course was established at the National Taiwan

Normal University in 1957 and it was a program supported by the National Palace Museum, the National Museum of History, and the National Library. The Chinese Cultural University also had graduate museum courses in its history department in 1968 (Sue, 2001). Those programs emphasized preservation, registration, and cataloguing of historical objects, but did not consider the managerial perspectives of museums.

The Examination Yuan (Branch) created the test of “Library and Museum Administrative Program” in the National Examination in 1962. Public museum professionals have been civil servants since that time (Sue, 2001) yet few people passed the examination or had training from universities. Most staff members depended on training based purely on job experiences. The test for “Culture Administration” in the National Examination was set about 1981. The purpose of the examination was to select sound administrators to operate public arts/cultural organizations. Examinees were required to have knowledge of art/cultural history to pass the examination. Upon successful completion of the examination, one might be assigned to city or county cultural centers or museums.

The success of the New Aspect Arts Agency (now the International New Aspect Cultural and Educational Foundation), the first private arts booking company which held the first International Arts Festival in Taiwan in the early 1980s encouraged students with arts or business backgrounds to study arts administration abroad, especially in the United States. After graduation, these students returned to Taiwan, bringing new concepts and business/managerial skills to Taiwan’s arts organizations.

A less expensive and time consuming method for developing arts administration skills could be found through workshops sponsored, since 1984, by the Council of Cultural Affairs (CCA). These workshops were designed to train staff of cultural centers including librarians, museum staff members, and theater crews (The Council of Cultural Affairs, 1991). Most courses focused on the technical aspects of productions or the artistic side of exhibitions while very few courses were concerned with the managerial tasks of cultural centers (The Council of Cultural Affairs, 2000).

In Taiwan, the first course in arts administration—Arts Management--was taught by Kung-Shan (Scott) Ling at the Taipei National University of the Arts (National Institute of the Arts) in 1987. The course was a required course for all undergraduates (Ling, 2000). Administration and Management of the Arts, the second course of arts administration at the undergraduate level, was offered by Nei-Doun Kuo in 1988 in the music department at Chinese Cultural University. In Kuo’s class and his publications, he described the funding system for arts in Taiwan, and provided step-by-step guidelines to teach artists how to apply for funding (Kuo, 1992).

In 1992, the CCA began a program to encourage administrators of the public cultural organizations to study abroad (the Council of Cultural Affairs, 2000). Applicants are required to propose a research project and, if selected, the CCA provides funding for applicants to live and research for 3-6 months.

A series of Workshops and Conferences of Performing Arts Administrators were held by the CCA from 1995 to 1996 (Den, 1997). At these workshops, the CCA invited arts administrators and experts in this field to lecture to the participants. The topics included the environment of arts industry, marketing, regulations, and case studies. The purpose was to share experiences, introduce strategies from foreign countries, and build professional knowledge in this field. As the popularity of arts administration increased, there were probably many similar workshops held by various organizations during this period, but information /documentation is not complete.

In 1999, funding became available for arts administrators not connected to government-controlled institutions to study overseas. The National Culture and Arts Foundation (NCAF), a public foundation established in 1994 and monitored by the CCA, began making grants for arts activities and organizations. Private arts administrators who have had full-time positions in arts organizations for at least three years are eligible to apply for funding to support the study of arts administration in the United States for 3-6 months. This opportunity includes practical work experience with arts organizations in the United States (NCAF, 1999).

Also in 1999, the Taiwan Museum of Art and the National Arts Institution started certificate programs to assist arts administrators (in-service) with their professional training and education. The demand for these short-term programs is considerable, given the fact that competition for entering university-based programs is intense, and arts administrators currently in the field need immediate training to assist them to deal with new challenges. The short-term programs do not award degrees, and if degrees are required for promotion, arts administrators will still need to seek university-based training.

In conclusion, it is clear that the professionalization of arts/culture administrators has been associated with the development of Central government in Taiwan. The establishment of graduate programs to train much-needed arts administration professionals is the result of the Arts Education Act of 1997. The Act lists arts administration education as a category of arts education thus facilitating the establishment of graduate arts administration programs in Taiwan. Taiwan now has six Arts Administration/Museum Study programs at the graduate level: Graduate Institute of Museology at Tainan National College of Arts, Graduate Institute of Aesthetics and Art Management at Nanhua University, Visual Art Administration at Yuan-Ze University, Art Management and Administration at the Taipei National

University of the Arts, Institute of Arts Management at National Sun Yat-sen University, and Graduate Institute of Museum Studies at Fu-Jen Catholic University.

Methodology

The purpose of this study is to investigate current arts administration/museum study programs at the graduate level in Taiwan. The attention will be put on programs' curricula, faculty members, and discover their major challenges. According to the Association of Arts Administration Educators (AAAE), a nonprofit international organization in the United States (<http://www.artsnet.org/aaae/>), information related to each member program can be organized into the following themes, such as program's history, purpose, background, administration, degree(s), curriculum, and application procedure. This research will use those themes as a basic framework to analysis Taiwan's current arts administration/museum study programs in graduate level. Those themes are clustered into the five categories: program history and goals, curriculum, faculty appointment, student recruiting, and administrative difficulties in general.

Case studies are chosen as the research methodology for this research. According to Reinharz (1992), case studies can be defined as "a method of studying social phenomena through the thorough analysis of an individual case.... All data relevant to the case are gathered, and all available data are organized in terms of the case" (p. 164). The boundary of this case is defined as Taiwan's arts administration training in higher education. The research location is Taiwan and participants include faculty members and students in these six programs.

Additionally, multiple-case design is chosen instead of single-case. Yin (1994) addresses that "the evidence from multiple cases is often considered more compelling, and the overall study is therefore regarded as being more robust" (p. 45). The advantage of choosing case study as the research methodology is that "case studies have the opportunity to go much further than most research to pursue complex, situational themes to the limits of human understanding" (Stake, p. 410). The methodology provides an opportunity for the intensive analysis of many specific details.

Document analysis, interviews, and observation were used as methods to collect data. The purpose of using documents, including websites of each program, was to obtain general information, while interviews as well as observation were used to discover more profound details. Most interviews were conducted by phone and email. Interviewees included at least one faculty member and one student from each program. The interview questions covered five areas listed above: (1) program history and goals: mission and vision of the program, reasons for establishing the

program, and difficulties encountered; (2) curriculum: required/core and elective courses, business courses, special courses, and graduate hours; (3) faculty appointment: full time/part time numbers, faculty backgrounds, and appointment considerations (4) student recruiting: students' numbers, backgrounds, graduates, students' expectations of and responses to the program, and recruiting strategies; and (5) administrative difficulties in general: challenges and suggestions for improvement. This research seeks to paint a general picture of Taiwan's current arts administration programs at the graduate level and through the understanding of these programs to create more international exchange and collaboration in the area of arts administration training.

University-based Arts Administration/Museum Study Programs

In the following paragraphs, the research will discuss the five issues listed above: (1) program history and goals, (2) curriculum, (3) faculty appointment, (4) student recruiting, and (5) administrative difficulties in general. The order of discussing each university is according to its establishing year.

(1) Program History and Goals

Tainan National College of Arts (TNCA) established the first museology program in Taiwan in 1996. The college is located at Tainan County's Kuantain Township, in the southwest area of Taiwan. The mission of Graduate Institute of Museology is to cultivate museum professionals who will promote Taiwan's museum industry and development. The program is designed to help students understand the role that museums play in Taiwan's society and trends in museum development in the global environment (<http://mail.tnca.edu.tw/~museum/>).

The Graduate Institute of Aesthetics and Art Management located at Nanhua University (NHU) started to recruit students in 1998. The institute is located at Chiayi County's Dalin Township, south west of Taiwan. The institute is located within the College of Humanities. The reason for establishing this program is the needs for trained arts administrators and would like to make the university unique via the establishment of the program (Chen, 2003). The goal of the institute is to "cultivate students who will be highly proficient in aesthetics and the management of cultural and artistic affairs, and to develop art and cultural affairs managers who will be imbued with both a traditional spirit of the humanities and a modern attitude toward management" (<http://mail.nhu.edu.tw/%7Eaesart/index.htm>).

The Graduate School of Visual Art Management at Yuan-Ze University (YZU) was established in 1999 and located at the College of Humanities and Social Science. Yuan-Ze University is located at Taoyuan Hsien, Chung-Li county, north of Taiwan, one hour by car from Taipei City. Because of the chairman David Wang's art

history background, the program stresses “the balance between an understanding of the visual arts, the ideas and forces affecting them, and the development of keen management, marketing and financial skills” (Wang, 2003). While the program started, faculty recruiting was the major challenge that the program encountered.

The Graduate School of Art Administration and Management at Taipei National University of the Arts (TNUA) began to recruit students in 2000. The Taipei National University of the Arts is located at Taipei city, in the northern part of Taiwan. The program is the first program in the country to emphasize performing arts management, including the disciplines of dance, theater, music, and traditional arts. The mission of the program is to prepare advanced arts administrators in the performing arts. The president of the university is in charge of the program (<http://mam.tnua.edu.tw/newframe.html>).

The Institute of Arts Management at National Sun Yat-sen University (NSYSU) began to recruit students in 2001. The university is located in the south of Taiwan, 20 minutes from downtown Kaohsiung. The program emphasizes management of the performing arts and plans to make use of the resources of Kaohsiung to become the major training center for arts administrators in southern Taiwan. Cooperation with the College of Management is emphasized in this program and the program is located within the College of Liberal Arts (<http://www2.nsysu.edu.tw/AM/#>).

The Graduate Institute of Museum Studies of Fu Jen Catholic University (FJU) established in 2002 is the first museum studies program located within the College of Human Ecology in Taiwan. The mission of this program is to cultivate museum professionals who will assist the development of Taiwanese museums and enhance the quality of life for their communities. The strength of the program is its cooperation with various colleges, such as liberal arts, fine arts, foreign languages, science and engineering, and management to train students with diverse abilities to deal with the challenges of museums in today’s world. The program was planned since 1999 and the difficulty encountered at that time was funding issue (Chou, 2003). Table 1 summarizes the features and locations of the programs.

Universities	TNCA	NHU	YZU	TNUA	NSYSU	FJU
Established Year	1996	1998	1999	2000	2001	2002
Location (Taiwan)	Tainan, South-west	Chiayi, South-west	Taoyuan, North	Taipei, North	Kaohsiung, South	Taipei, North
Cultural Access	Historical sites	Scenery	Taipei city	Taipei city	Kaohsiung city	Taipei city

Emphasizing Area	Museum	Aesthetics	Art history	Environment	Business management	Museum
Disciplines	Visual arts, historical, science etc.	Visual arts	Visual arts	Performing arts	Performing arts	Visual arts, historical, science etc.
College	Arts	Humanities	Humanities and Social Science	Cultural Resource	Liberal Arts	Human Ecology

Table 1 Characteristic of Arts Administration Programs

(2) Curriculum

Students of Graduate Institute of Museology at TNCA are required to finish 39 credit hours to graduate. The major consideration for designing curriculum is to emphasize theories and practices in museums as well as the educational and management perspectives of museums. Core courses include Museology, Museum Exhibition, Evaluation of Museum Exhibition, Museum Collection, Internship, Thesis, and Seminars. Internship is one credit hour, thesis is six hours, and seminars are four credit hours (<http://mail.tnca.edu.tw/~museum/>). An internship is not required for students who are working in museums. Students can also intern in foreign countries if they choose to do so. Advisors will assist students to find suitable opportunities (Chang, 2003). The total required courses are 23 credit hours. The program is designed to meet the needs of both professional museum training and new hands (<http://mail.tnca.edu.tw/~museum/>). Additionally, the college also has its own museum. Students can practice their studying there, but it is not a part of required curriculum (Chang, 2003).

Because of the change of leadership in the Graduate Institute of Aesthetics and Art Management at NHU, the curriculum also is changed during the past years (Chen, 2003). The requirements for graduation were from 32 credit hours to 36, and the main courses also divided into two groups: aesthetic and arts history as well as management. Therefore, the requirements vary from students to students. Table 2 indicates Nanhua's core and elective courses those are according to the program's list of 2002. Core courses are Aesthetic, Museology, Art History, Arts Management, Professional English, and Thesis, 18 credit hours (<http://mail.nhu.edu.tw/%7Eaesart/index.htm>). Students are encouraged to choose courses from other graduate institutes, but the program does not have any formal partnership with other colleges neither with other foreign countries. Thesis writing is

necessary for graduation, but not internship. Methodology is used to be a required course, but not on this list. The NHU does have an arts center, but the program does not have any partnership with the center (Chen, 2003).

Students at the Graduate School of Visual Art Management at YZU require taking 51 credit hours in order to graduate. Those courses include core courses 39 credit hours and elective courses 12 hours. Internship (4 hours) and thesis (1 hour) are required. Students are suggested to take courses in the first two years and spend their third year for writing thesis (<http://www.yzu.edu.tw/yzu/art/index.htm>). Knowledge of art history is required and emphasized in this program. Required courses include Arts Administration and Practice, Museum Study, Chinese Art History, Arts and Law, Western Art History in the 20th Century, Art History in Taiwan, Art and Technology, Visual Art Management, Methodology, Internship, Thesis. The program does not have formal partnership with College of Management at YZU, but students need to take one course (at least) from management departments as an elective course. In 1999, the university established an Arts Center, which provides practical opportunities for students to plan the exhibitions and artistic programs in this center. Students need to spend at least three hours in the center every week to plan annual arts festival for YZU and the community. Fundraising is also important in the practical process. Students are encouraged to visit museums overseas in the summer (Wang, 2003).

The Graduate School of Art Administration and Management at TNUA requires students to take 36 credit hours in order to graduate (22 requirements and 14 electives). Internship is two credit hours and thesis is six hours. Core courses are Cultural/Arts Administration, Arts and Cultural Environment, Seminars, Methodology, Statistics, Internship, and Thesis. The program established a partnership with the College of Business at National Chengchi University. The management courses are provided by National Chengchi University and students are also welcome to take other business courses there. The consideration for this curriculum design is focusing on practical and management perspectives of arts administration (<http://mam.tnua.edu.tw/newframe.html>). The program provides various opportunities for students to do internship such as the university's arts center, museum (TNUA Kuando Museum of Art), or different projects related to the program, for example, public art in the university. Students can choose among those opportunities according to their interests. On the other hand, the program works well with other institutes in the university. The process of thesis writing can be divided to two stages and students need to pass their proposal and the final defense (Wang, 2003).

The Institute of Arts Management at NSYSU requires students to take 36 credit hours to graduate. Requirements can be clustered into two groups: arts administration

and management courses. Eighteen credit hours are taken from the arts administration area including Research Methods, Internship (4 hours), Thesis, Seminar, Environment of Arts, Arts Marketing, and Principle of Arts Management. Core courses from the business college are Human Resource Management, Financial Management, Information Management, Organization Behavior, and Marketing Management. Students need to take at least two of these management courses from the graduate school. The main consideration of the program is to have multi-discipline curriculum combined with courses provided by the College of Management (<http://www2.nsysu.edu.tw/AM/#>). The program also emphasizes internship experience as students are required to do internship in both Taiwan and foreign countries. It starts to work with arts center and gallery in the university this year(2003) and expects students can practice their learning there. Additionally, two students, for example, finished their internships in such institutions as Seattle Arts Center in the United States and Hong-Kong Arts Council. The program has also established a partnership with Department of Art Education at the Ohio State University and has hosted a U. S. Senior Fulbright Scholar to teach a theater management course (Tsai, 2003).

The consideration for designing curriculum at the Graduate Institute of Museum Studies of FJU is based on the museum's five functions: collection, conservation, education, exhibition, and research. All courses are emphasizing their systematization and consistence (Chou, 2003). In order to graduate, students will need to take 44 credit hours with ten credit hours as elective. Internship (2 credit hours) and thesis (four credit hours) are also required. The twelve core courses are as follows: Museum Management, Conservation on Museum Collections, Museum Education, Museum Exhibition, Museum Research Methods, Museum Collection Management and Registration, Conservation of Museum Environment, Museum Marketing, Pest Control in the Museum, Computer Technology and Digital Museum, Internship Overseas, and Thesis (<http://www.museumstudies.fju.edu.tw/chinese.htm>). Professors from the business college are also invited to teach in the program. The program works very well with FJU's museum, local museums in Taiwan, and museum in foreign countries, such as the Cleveland Museum of Art, Metropolitan Museum etc. The main considerations for arranging students to do internship in this program are students' interests and time availability (Chou, 2003).

Table 2 summarizes the courses provided by arts administration/museum studies program in each university. In this table, core courses are indicated by "core" and "elective" refers to elective courses. All titles of courses were translated from Chinese to English. Although there is a very broad spectrum of courses included, they have been grouped into categories for ease of understanding.

Name of courses	TNCA	NHU	YZU	TNUA	NSYSU	FJU
Aesthetic and Humanistic Courses						
Aesthetic		core			elective	
Art Criticism			elective			elective
Arts History		core	core	elective	elective	elective
Cross Cultural Research	elective					
Museum History						elective
Artistic Programming						
Arts Festival					elective	
Collection	core					core
Conservation	core					core
Exhibition	core			elective		core
Projects of Performing Arts					elective	
Economics						
Cultural Industry		elective			elective	
Education/Outreach						
Museum Education	elective					core
Museum and Community	elective					elective
Arts Education		elective			elective	
Community and Cultural Development				elective	elective	
Environment/Development						
Cultural/Arts environment				core	core	
Evaluation						
Museum Evaluation	elective					
Facility Management						
Museum Exhibition and its Building	elective					
Western Architecture and Sculpture						elective
Financial Management				elective	core	
Fundraising			elective		elective	elective
Internship	core	elective	core	core	core	core
Regulations/Policies						
Arts and Laws			core	elective	elective	
Culture Policy			elective	elective		
Marketing/Audience						

Development						
Arts Marketing				elective	core	
Museum Marketing	elective					core
Museum Visitor Research	elective					elective
Management						
Arts Administration		core	elective	core	core	
Cultural Administration	elective	elective		core		
Gallery Management/Visual Arts Management			core		elective	
Human Resource Management/ Volunteer Management				elective	core	elective
Museum Management	elective	core		elective		core
Nonprofit Management					elective	
Organization Management					core	
Public Organizations and Management			elective			
Theater Management				elective	elective	
Media						
Arts and Media				elective		
Research Analysis and Methodology						
Museum Research Methods						core
Research Methodology	elective	elective	core	core	core	
Survey Analysis				elective	elective	
Statistics				core		elective
Seminars	core			core	core	elective
Technology and Computer Application						
Art and Technology			core			
Computer Technology and Digital Museum						core
Information Management					core	
Thesis	core	core	core	core	core	core
Miscellaneous						
Natural History	elective					elective
Pest Control in the Museum						core
Professional English		core		elective		
The Prevention of the Disaster						elective

Table 2 Courses Provided by Arts Administration/Museum Studies Programs

The major ingredients across the course clusters and common practice seem to be: some sort of core management courses, methodology, thesis, and internship. Most students seem to satisfy about the courses offered by the programs. Students of TNCA expected that the program could establish more partnerships with museums in Taiwan and other countries (TNCA Survey, 2003). Students of NHU and YZU would like their programs to provide more courses related to management perspective of arts administration (NHU Survey, 2003; YZU Survey, 2003). Students of TNUA would hope their curricula could be more consistent and systematic (TNUA Survey, 2003).

(3) Faculty Appointment

The Graduate Institute of Museology at TNCA employs four full-time faculty members and seven part-time faculty members. Most faculty members have a museology background and have worked in museum for many years (<http://mail.tnca.edu.tw/~museum/>). They were recruited since the program began with only one professor retiring during the past seven years. The program has not had any recruiting problems since its formation (Chang, 2003).

The Graduate Institute of Aesthetics and Art Management at NHU has three full-time faculty and five part-time faculty members. Most of the faculty has an art history, cultural criticism, and art education background. Some students expected to add more faculty members with practical experience (NHU Survey, 2003). In the future, the program expects to recruit faculty with an arts administration background. Right now, the faculty member with management and practical museum experience is overloaded and needs to advise 20 students each year (Chen, 2003).

The Graduate School of Visual Art Management at YZU has two full-time faculty members as well as three part-time faculty members (<http://www.yzu.edu.tw/yzu/art/index.htm>). The program requires that faculty members need to have strong teaching and research ability. The chairman, David Wang, taught in a visual art department as an assistant professor in the United States for many years, and he also was a consultant for the Kaohsiung Art Museum. The other full-time faculty member has visual art and design background. There still is one full-time faculty position open (Wang, 2003).

The Graduate School of Art Administration and Management at TNUA has one full-time faculty member and several part-time faculty members. Most of faculty members are key leaders in the performing arts and have practical experience in operating arts organizations. Faculty members from the College of Business at the Chengchi University are invited to teach business courses at the TNUA. The program expects to combine faculty members from different arts disciplines, business, and arts

enterprises providing various courses for students. Both full-time and part-time faculty members can advise students' theses (Wang, 2003).

The Institute of Arts Management at NSYSU has one full-time faculty member and several part-time faculty members. The faculty member has theater, arts administration, and art education background. The program invites visiting professors from the United States almost each semester, and experts in the field speak to students. In the meantime, the program works very hard to recruit new faculty members. The program expects to recruit faculty members with strong academic and practical training (Tsai, 2003).

The Graduate Institute of Museum Studies of FJU has two full-time faculty members. The chairman, Kung-shin Chou has worked with the National Palace Museum for 27 years. The other faculty member, Wan-Chen Liu, also has seven years of practical museum experience in museum. The two of them teach most of the basic museum courses that the program provides while part-time faculty teaches special topics courses (Chou, 2003).

(4) Student Recruiting

The Graduate Institute of Museology at TNCA accepts 15 students each academic year and the program will recruit its eighth year in fall 2003 (<http://mail.tnca.edu.tw/~museum/>). The program also provides courses for students who work full-time in museums. It is the third year (2002) of a vocational program which recruits 20 students each year. The vocational program is similar to regular program. Compared to previous years, applicants have appeared to decrease due to the establishment of other museum study/arts administration programs (Chang, 2003). The number of applicants in the recent year is approximately 50-60. Most students have a literature and history background; few of them come with business background. Most students need to spend three years to finish courses which has resulted in around 40 graduates. After graduation, most students find jobs in museums (TNCA Survey, 2003).

The Graduate Institute of Aesthetics and Art Management at NHU accepts 16 students each year, including two or three guarantee seats for nontraditional students who are working in public arts/cultural organizations (Chen, 2003). Additionally, the program also sets vocational program studying in weekends for students who have full-time jobs. It also recruits 16 students each year. The purpose for providing vocational education in aesthetics and arts management is to encourage people in the field to continue their professional training. Most traditional students have visual arts and language arts background and have enthusiasm in aesthetics in the fifth year of the program. Nontraditional students' backgrounds vary; many of them are teachers of public schools. The vocational program is in its fourth year and the

institute provides the same courses to traditional and nontraditional students. Generally speaking, nontraditional students have much practical experience, but they may be inexperienced in doing research and writing thesis (Chen, 2003). Total student numbers are around 160 with 80 graduates. Students work in various arts/cultural organizations after they graduate, such as schools, universities, museums, cultural councils, galleries, music organizations, and studios (NHU Survey, 2003). Each year the program has 100-200 applicants. The problem of recruiting is students' cost because many choose public universities instead of private universities if they pass the entrance examination of both types of universities (Chen, 2003).

The Graduate School of Visual Art Management at YZU accepts 10 students each year. One seat is particularly reserved for students with a full-time job in visual arts organizations. The autumn of 2003 is the fifth year of the program with the total number of students in the program at 26. Students have various background including visual and performing arts. Six students dropped out from the program and eight graduated in June, 2002. Many graduates work at foundations while the program encourages students to work at private foundations and museums. The major challenge that the program encountered when recruiting students is that students in Taiwan like to choose public universities instead of private universities because of prestige and cost. Therefore, YZU, a private university, obtains less applicants compared to other similar programs (Wang, 2003).

The Graduate School of Art Administration and Management at TNUA recruits 15 students each year; seven are traditional students and eight are nontraditional students (students have full-time job). Both students take the same core courses and the faculty member as well as students in the program found that is a good way for students to interact (Wang, 2003; TNUA Survey, 2003). Traditional students can learn much experience from nontraditional students. Most of the students have arts administration or arts related work experience before they enter the program. It is the third year of the program and it has three graduates. The program has approximately 60 applicants each year (Wang, 2003).

The Institute of Arts Management at NSYSU recruits 15 students each year, but the first year only recruited 10 students. Fall, 2003 will be the third year of the program. Students can be divided into two groups: traditional and nontraditional students. Interaction between the two groups has been good. Students' backgrounds vary from literature, dance, theater, music, visual arts to management, finance, computer, and environmental science and some of students are teachers in different schools. Most students enter the program because of their interests and some students feel need to obtain new information after working in the arts administration for many years (NSYSU Survey, 2003). There are no graduates yet, but there are

approximately 200 applicants each year. The program expects to focus on recruiting students with international interests and ambitions in this field (Tsai, 2003).

The Graduate Institute of Museum Studies of FJU recruits 15 students each year. The program especially welcomes students who already work at museums and those students can take courses first and after they pass the entrance examination, the courses they take will become a part of their graduate program. Students are from various disciplines and the program expects to recruit students with high motivation and enthusiasm. The program has around 130 applicants each year (Chou, 2003). Most students enter the program because of their interests in museums and are satisfied with the current curriculum (FJU Survey, 2003). Though the program does not have any graduates, it encourages students to work at museums, galleries, educational organizations, and arts/cultural centers when they graduate. The program focuses on both practices and theories (Chou, 2003).

(5) Administrative Difficulties in General

The major challenge for faculty members in the Graduate Institute of Museology at TNCA is to advise students for writing thesis as there are around 35 students each year and each faculty member needs to advise nine students' thesis on average. The other difficulty is course arrangement. Some courses may need specialists from outside of the college and due to geographical disadvantage, those courses are hard to staff. In the near future, the program would like to start a professional journal in museum area and the program expects to enhance the cooperation with different museums both in Taiwan and foreign countries (Chang, 2003).

The Graduate Institute of Aesthetics and Art Management at NHU has encountered a rapid change of administrative system and faculty members in the past years. Therefore, the program is in some disarray as faculty members also have different opinions about what should be taught in this program. Thesis advising is heavy load for faculty members in this program (Chen, 2003). In the future, the program expects to promote research and education value in this field, and would like to work with local arts organizations to create its own local culture and characteristic (<http://mail.nhu.edu.tw/%7Eaesart/index.htm>).

The major challenge that Graduate School of Visual Art Management at YZU faced is advising students for writing thesis. Thesis writing costs much time and energy for both students and faculty members. In a program of this size, with only two full-time faculty members, it is a difficult job (Wang, 2003; YZU Survey, 2003). Basically, part-time faculty members do not have time to guide students. In the future, the program expects to work with other similar programs in Taiwan and add elements of performing arts to the curriculum so that students can have multi-discipline training

and have abilities to work at different kind of organizations (Wang, 2003).

Basically, the president of the university is responsible for the Graduate School of Art Administration and Management at TNUA; therefore, the program can cooperate with other departments, and university's arts center as well as museum very well (Wang, 2003). On the other hand, most administrative jobs for the program are assigned to a part-time faculty member and an assistant that can cause some communication problems. In the future, the program expects to incorporate elements of visual arts so that the program can effectively use resources from the whole university (<http://mam.tnua.edu.tw/newframe.html>).

The Institute of Arts Management at NSYSU has found that the major challenge is recruiting faculty members. The Ph. D degree is required for the appointment of this program and to find a doctor with arts/cultural administration degree as well as performing arts background is difficult in Taiwan. The program attempts to broaden the field of faculty background. The other problem is related to doing internships overseas. The program expects to cultivate students with international understanding for diverse arts/cultural organizations in the world. Therefore, it expects to bring visiting scholars from different countries to the program while bringing students to other countries is also an essential issue. However, the cost is expensive. In the future, the program expects to establish a Ph. D program in arts administration and build more partnerships with various arts organizations as well as universities both in Taiwan and other countries (Tsai, 2003).

The major challenge of Graduate Institute of Museum Studies of FJU is to continuously obtain support from the university and the community. The program attempts to promote the concept of "a university as a museum," and enlarge the interaction between the program and the community. The program expects to become the center of training museum professionals in Asian-pacific area (Chou, 2003).

Major Findings

After the discussion of those six arts administration/museum studies programs in Taiwan, the researcher's findings are as follows.

·The major purpose for establishing these arts administration programs is the need to train professional arts administrators. Some programs may relate to their presidents' background and obtain the strong support from them.

·The programs are located in various colleges, such as arts, liberal arts, humanities, and human ecology.

·Each program has its special interest, such as aesthetics, art history, performing arts, management, or museum. Disciplines emphasized also vary from performing arts, visual arts, to science.

· All these programs are less than ten years old. The oldest program, the museology program at Tainan National College of Arts, is in its seven years, and the youngest program, Museum Studies of Fu-Jen Catholic University just started the program in 2002.

· Visual arts oriented arts administration programs' developed earlier than performing arts programs.

· Most programs are still in the stage of developing curricula and trying to build unique characteristics.

· The major consideration of designing curriculum is emphasizing on both theory and practice.

· Core courses vary from program to program. For museum programs, collection, conservation, and exhibition are required. For aesthetics and visual arts programs, art history is core course. For performing arts groups, courses of management perspective are necessary.

· Graduate credit hours are from 32 to 51.

· Internships and thesis are required in most programs. The location for internship can be in the university, domestic, and foreign countries.

· These programs are located at universities with museums or arts centers, or both, but not every program has built long-term relationship with museums/arts centers.

· Partnership or cooperation with different departments, universities, or arts organizations is major consideration for many programs.

· Programs with longer history do not have any faculty position open, but it is not true for the new programs. Recruiting suitable faculty members still is challenge for some programs.

· Each program recruits around 10-16 students each year.

· Students have various backgrounds. Many programs would like to combine both traditional and nontraditional students in the same class.

· Most students seem to satisfy about the courses provided by the programs. Some students suggest having more courses of fundraising and arts/cultural regulations.

· Most graduates work in various arts/cultural organizations including public, nonprofit, and commercial sectors.

· Approximate number of applicants is from 40-200.

Difficulty Encountering

· Thesis advising is a heavy load for many programs.

· Some programs' locations are geographically disadvantageous; therefore, it is hard to find part-time faculty and guest speakers.

· Loss of support from the administrative system and change of leadership may cause

inconsistency in the curriculum.

· Administrative duties are a heavy burden considering the small number of faculty.

· Doing internships overseas for many students are costly.

Conclusion

In conclusion, many programs would like to have elements of both visual and performing arts in the curriculum. Therefore, curriculum design at this stage should be broad based, to enable students to meet different requirements by various arts/cultural organizations. Curriculum development should be updated to account for new trends and to meet the changing needs of the environment. Finally, partnerships should be formed within the arts community, among artists, arts administration programs, and with government agencies so that students have access to various resources to help them complete their study.

With the growth of arts institutes and enterprises, the need for professional arts/cultural administrators is emphasized and professional training is also required. Arts/cultural administrators in Taiwan today typically have arts related background and many have received formal arts administration training in other foreign countries. Taiwan's arts administration training is transferring from self-trained to academic trained arts administrators. All curriculum and preparation of arts/cultural administration will assist administrators whether experienced or inexperienced to meet new challenges in the 21st first century, and to handle limited resources effectively, efficiently, and entrepreneurially.

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