



# Innovation Orientation and Effective Practice of Art Management Major in Colleges and Universities from the Perspective of New Liberal Arts

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**Abstract:** Against the background of New Liberal Arts, China's college art management major faces issues like vague disciplinary positioning, outdated curricula, weak practical teaching, and single-structured faculty. This paper explores its development requirements, innovation orientations, and practice strategies. It aims to guide colleges in adjusting strategies to cultivate high-quality compound applied talents for the cultural industry's prosperity.

**Keywords:** New Liberal Arts; art management major; higher education; innovation orientation; practice strategy

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## 1. Introduction

Art management, as a cross-disciplinary major born at the intersection of art and management, has developed rapidly in Chinese colleges and universities since the late 20th century[1]. With the prosperity of the cultural industry, the demand for art management talents in the society is increasing day by day, but the current development of the art management major in colleges and universities still faces many problems: the disciplinary positioning is vague, some institutions simply superimpose art courses and management courses without real integration; the curriculum system is outdated, failing to keep up with the development trend of the digital cultural industry; the practical teaching is weak, and students lack sufficient opportunities to participate in actual cultural industry projects; the faculty team is single in structure, lacking teachers with both academic background and industrial experience.

## 2. Development Requirements of Art Management Major in Colleges and Universities from the Perspective of New Liberal Arts

### 2.1 The Imperative of Interdisciplinary Integration

Interdisciplinary integration is the core requirement of the New Liberal Arts for the development of the art management major. The essence of art management is the organic combination of art and management, and in the context of the New Liberal Arts, this combination is no longer a simple superposition, but a deep integration involving multiple disciplines such as economics, sociology, communication, digital technology and law[12..

The development of the cultural industry is characterized by cross-border integration. For example, the operation of a cultural and creative park needs to consider not only the artistic value of the park's planning and design, but also the management of the park's operation, the economic benefits of industrial agglomeration, the communication strategies of brand promotion, and the digital management of the park's daily operations.

### 2.2 The Upgrade of Talent Training Objectives

The New Liberal Arts emphasizes the cultivation of compound and applied talents, which requires the art management major in colleges and universities to upgrade its talent training objectives. In the past, the talent training of the art management major was often inclined to two extremes: one was to focus on the theoretical teaching of art, making students only have artistic literacy but lack management practical ability; the other was to overemphasize management knowledge, ignoring the cultivation of students' artistic appreciation and creative ability. Such talent training objectives can no longer meet the needs of the development of the cultural industry.

Under the perspective of the New Liberal Arts, the talent training objective of the art management major should be to cultivate compound applied talents who have solid artistic literacy, proficient management skills, innovative thinking, digital literacy and international vision, and can engage in art project planning, cultural institution operation, art market management and cultural creative product development in the cultural industry.

### **3. Innovation Orientation of Art Management Major in Colleges and Universities from the Perspective of New Liberal Arts**

#### **3.1 Disciplinary Orientation: A Compound Discipline of Cross-Border Integration**

The disciplinary orientation of the art management major under the perspective of the New Liberal Arts should be a compound discipline of cross-border integration, breaking the traditional disciplinary boundaries of art and management, and integrating multiple disciplines such as economics, communication, digital science and law to form a systematic and integrated disciplinary system.

In the past, the disciplinary positioning of the art management major was often ambiguous. Some colleges and universities classified it under the category of art, focusing on the teaching of art theory and ignoring the cultivation of management ability. As a compound discipline of cross-border integration, the art management major should take art as the foundation, management as the core, and integrate the knowledge of other related disciplines to form a complete disciplinary system. In terms of disciplinary construction, colleges and universities should establish an interdisciplinary academic team composed of teachers from art, management, economics, digital technology and other fields to carry out interdisciplinary research and teaching.

#### **3.2 Talent Orientation: Cross-Border Talents with Artistic Literacy and Management Competence**

The talent orientation of the art management major should be cross-border talents who have both solid artistic literacy and proficient management competence, and at the same time possess innovative thinking, digital literacy and international vision. Such talents are not only able to appreciate and evaluate art works, but also able to use management methods to operate art projects and cultural institutions, and can adapt to the cross-border development trend of the cultural industry[3].

Artistic literacy is the foundation of art management talents, including the knowledge of art history, art theory and art appreciation ability. Without artistic literacy, it is impossible to accurately grasp the artistic value of art works and the development law of the art market, and it is also difficult to carry out effective art management work. Management competence is the core ability of art management talents, including project management, marketing management, financial management and human resource management. These abilities are essential for the operation of art institutions and the implementation of art projects. In addition, with the development of the times, innovative thinking allows talents to break the traditional model and explore new operation modes of the cultural industry.

#### **3.3 Training Orientation: Applied Training with Deep Integration of Theory and Practice**

The training orientation of the art management major under the perspective of the New Liberal Arts should be applied training with deep integration of theory and practice, changing from the traditional theoretical indoctrination to the combination of theoretical teaching and practical training, and emphasizing the cultivation of students' practical ability and problem-solving ability.

Traditional art management teaching often focuses on theoretical teaching, with teachers explaining knowledge in the classroom and students passively accepting it. This teaching mode makes students lack the opportunity to apply theoretical knowledge to practice, and it is difficult to form practical ability. In the context of the New Liberal Arts, the art management major must take applied training as the core, and realize the deep integration of theory and practice in the teaching process.

### **4. Effective Practice Strategies of Art Management Major in Colleges and Universities from the Perspective of New Liberal Arts**

#### **4.1 Reconstruction and Optimization of the Curriculum System**

The curriculum system is the core of talent training, and the reconstruction and optimization of the curriculum system is the primary task for the reform of the art management major. Under the perspective of the New Liberal Arts, the curriculum system of the art management major should be built around the goal of cultivating compound and applied talents, highlighting interdisciplinary integration, practicality and forward-looking.

First of all, construct an interdisciplinary curriculum module system, which is divided into four core modules: art foundation module, management core module, digital technology module and industrial practice module. The art foundation module includes courses such as art history, art theory, art appreciation and art criticism, laying a solid artistic foundation for students. The management core module includes courses such as management principles, project management, marketing management, financial management and human resource management, training students' basic management skills. The

digital technology module includes courses such as big data analysis for cultural industries, digital marketing of art, virtual reality technology and art application, and blockchain and cultural asset management, enabling students to master digital skills adapted to the development of the cultural industry.

Secondly, increase the proportion of practical courses in the curriculum system. The proportion of practical courses should be increased to at least 30% of the total courses, including case analysis, project simulation, on-site practice and graduation internship. Case analysis courses select typical cases from the cultural industry for in-depth study and discussion; project simulation courses let students simulate the operation of art projects such as art exhibitions and cultural performances in the classroom

## **4.2 Diversified Construction of the Faculty Team**

Under the perspective of the New Liberal Arts, the faculty team of the art management major should include teachers with different academic backgrounds, industrial experience and international vision, forming a diversified teaching and research team.

First of all, introduce teachers with interdisciplinary backgrounds. Colleges and universities should actively recruit teachers who have both art and management backgrounds, as well as teachers with expertise in economics, communication, digital technology and other fields. These interdisciplinary teachers can carry out interdisciplinary teaching and research, break the traditional disciplinary boundaries, and provide students with comprehensive and in-depth knowledge.

Secondly, hire industry experts as part-time teachers. The cultural industry has a group of professionals with rich practical experience, such as art gallery curators, theater managers, cultural creative enterprise executives and art auctioneers. Inviting these industry experts to serve as part-time teachers can bring the latest industrial information and practical experience into the classroom, making the teaching content more closely linked to the actual development of the industry.

Thirdly, encourage full-time teachers to participate in industrial practice. Colleges and universities should formulate policies to support teachers to go to cultural enterprises and institutions for temporary training and practice, so that teachers can understand the actual operation of the cultural industry and update their teaching content and methods in a timely manner.

## **4.3 Cross-Border Construction of Practical Teaching Platforms**

Practical teaching platforms are important carriers for cultivating students' practical ability, and the cross-border construction of practical teaching platforms is an important measure to realize the integration of theory and practice in the art management major. Under the perspective of the New Liberal Arts, practical teaching platforms should break the boundaries between the university and the society, the campus and the industry, and build a multi-level and cross-border practical teaching platform system including on-campus platforms, off-campus platforms and online platforms.

First of all, build a comprehensive on-campus practical teaching platform. Colleges and universities can build art management laboratories, cultural creative product design centers, cultural industry simulation operation centers and other on-campus platforms. The art management laboratory is equipped with professional software for art project planning, market research and big data analysis, allowing students to carry out digital simulation experiments. The cultural creative product design center provides equipment and space for students to design and make cultural creative products, encouraging students to carry out innovation and entrepreneurship practice.

Secondly, build off-campus practical teaching platforms through school-enterprise cooperation. Colleges and universities should establish long-term and stable cooperative relations with art galleries, theaters, cultural creative enterprises, art auction houses and other cultural institutions and enterprises, and build off-campus internship bases and industry-university-research cooperation bases. Students can go to these bases for internships, participate in the actual work of the enterprise, such as art exhibition planning, cultural performance operation, cultural creative product development and art market research.

## **5. Conclusion**

The development of the art management major under the perspective of the New Liberal Arts is a dynamic and continuous process. With the continuous development of the cultural industry and the deepening of the New Liberal Arts reform, colleges and universities need to constantly explore and innovate, adjust the development strategy of the major in a timely manner according to the changes of the times and the industry, and strive to cultivate more high-quality compound and applied art management talents for the development of the cultural industry, so as to make greater contributions to the prosperity and development of the cultural industry.

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## Author Bio

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