Position Information

Key Areas of Responsibility

Establish Priorities (PEF4): Establish artistic priorities and program objectives. Select events based on knowledge of product and art form. Develop and evaluate marketing, education and audience development strategies.

- Establish artistic engagement priorities, program objectives, and diversity, equity, and inclusion initiatives.
- Select events based on research and knowledge of artists and art forms.
- Develop and evaluate marketing, education, and audience development strategies.
- Evaluate and document education activities and curricular connections.

Allocate Resources (PEF4): Allocate resources to meet objectives. Negotiate contracts. Negotiate and prepare rental agreements.

- Allocate resources to meet objectives.
- Negotiate artists contracts.
- Plan and schedule events in Hancher Auditorium, and throughout the state and region.
- Schedule and arrange events with teachers, speakers, and performers.
- Develop and maintain systems for recordkeeping and planning.

Human Resources Management (PEF4): Hire, develop and manage the performance of staff. Assure that staff are compliant with UI policies and procedures and supervise professional staff.
• Hire, develop, and manage the performance of staff using a collaborative, team-based approach.
• Assure that staff are compliant with UI policies and procedures and supervise professional staff.

**Financial Management (PEF4):** Write grant proposals and/or develop projects to meet grant opportunity guidelines. Develop and approve budget requests.
  • Write grant proposals and/or develop projects to meet grant opportunity guidelines.
  • Develop and approve budget requests.
  • Search out new grant funding opportunities.
  • Monitor and report on awarded grants.

**Collaboration (PEF4):** Develop and support collaborative practices to assure cooperative teamwork.
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  • Collaborate with other members of Hancher’s Public Engagement Team to meet departmental goals.
  • Collaborate with Hancher staff, university and community partners, and touring artists.
  • Create opportunities to cultivate relationships with new donors.

**Universal Competencies and Proficiency Levels**

**Diversity, Equity and Inclusion** *(Proficiency Level: Extensive)*
Ability to work with a variety of individuals and groups in a constructive and respectful manner while appreciating the unique contribution of an inclusive workforce that brings together the talents of people across multiple identities including race, creed, color, religion, national origins, age, sex, pregnancy, disability, veteran or military status, sexual orientation, gender identity, or associational preferences.
  • Promotes a respectful, diverse, equitable and inclusive work environment in which concerns are addressed effectively.
  • Can identify unit policies and practices that have a disparate impact on specific populations.
  • Recommends policies and practices to advance an equitable, inclusive work environment and counter racism, sexism, and other forms of institutional bias.
  • Forms respectful relationships with those representing diverse constituencies, and seeks regular input to better understand diversity, equity & inclusion issues and enhance recruitment efforts.
  • Engages in ongoing self-reflection and continues to advance their knowledge and skills related to diversity, equity and inclusion.

**Collaboration/Positive Impact** *(Proficiency Level: Extensive)*
Ability to work with a variety of individuals and groups in a constructive and civil manner and utilize existing resources and learning to achieve or exceed desired outcomes of current and future organizational goals/needs.
  • Creates and champions initiatives that foster respectful communication, learning and a spirit of cooperation.
  • Regularly shares information and effectively influences to gain common commitment in achieving objectives.
  • Shapes unit/department, college/division, or university governance so as to reinforce collaboration, accountability, and responsibility.
  • Promotes a climate that recognizes, celebrates, and rewards collaboration.
  • Works to create a climate that values and rewards initiative, excellence, continual learning, and achievement of results.
  • Deals effectively with ambiguity and change; coaches others in behaviors and prepares others through development for ongoing effectiveness.

**Service Excellence/Customer Focus** *(Proficiency Level: Extensive)*
Ability to meet or exceed customer service needs and expectations and provide excellent service in a direct or indirect manner. Ability to effectively transmit and interpret information through appropriate communication with internal and external customers.
  • Effectively uses a broad range of methods in communicating complex ideas to diverse populations.
  • Monitors profession/field/discipline for trends and implements innovative solutions to enhance service.
  • Builds successful track record of superior personal and organizational service delivery in diverse environments.
  • Promotes excellence achieved through reports or other media for distribution to internal and/or external constituents and the professional community.

As part of performing the key areas of responsibility and competencies described above, staff members are expected to meet reasonable standards of work quality and quantity, as well as expectations for attendance established by their supervisor. Staff members are also expected to comply with policies governing employee responsibilities and conduct, including those contained in the [University Operations Manual](#).

**Position Technical Competencies and Proficiency Levels**

**Budgeting** *(Proficiency Level: Expert/Leader)*
Knowledge of, and ability to apply, policies and practices for planning and administering a budget.
- Develop budgets for performances and approve budget requests.
- Apply established organizational practices in budgeting
- Supply supporting information and justification for budget needs.

**Educational/Instructional Program Management (Proficiency Level: Expert/Leader)**

*Knowledge and ability to manage educational/instructional programs, including research projects, extra-curricular activities and/or academic planning.*

- Identify and develop new partnerships in the University, community, region and state, seeking to deepen and broaden collaborative efforts which benefit Hancher, the Office of Performing Arts & Engagement, and The University of Iowa.
- Develop programming that integrates arts activities across the UI’s campus.
- Direct cooperation between Hancher, artists, and the faculty and administrative staff of the University to develop long-term projects which meet the academic and co-curricular needs of the University.
- Develop institutional partnerships with schools and other organizations to augment the development of external education programs.
- Develop programming that engages a wide variety of constituents and incorporates artists from diverse cultural backgrounds.

**Planning and Organizing (Proficiency Level: Expert/Leader)**

*Mobilizes both time and resources to get things done.*

- Negotiate artist contracts and schedule dates for performances and residencies.
- Provide direction for the development of a comprehensive arts engagement program to develop audiences.
- Negotiate and help coordinate all logistical needs of Hancher artists.
- Identify critical goals and develop plans to accomplish departmental projects.

**Program Development and Administration (Proficiency Level: Expert/Leader)**

*Knowledge of and ability to operate a program by developing, promoting and implementing the specific goals and objectives of the program.*

- Identify strategies to meet the goals of Hancher, the Office of Performing Arts and Engagement, and the University of Iowa.
- Develop projects with artists, artist representatives, community members, and campus partners.
- Oversee and participate in grant-seeking activity, including the preparation of applications to the Iowa Arts Council, the National Endowment for the Arts and other funding sources to support programming.
- Document and evaluate program content, objectives, and operating strategies.

**Position Qualifications (for recruiting only)**

**Education or Equivalency Required**

- Master’s degree in one of the performing arts, arts administration, or a related field, or an equivalent combination of education and experience, is required.

**Experience Required**

- Considerable (typically 3-5 years) experience in both of the following: administrative, supervisory, and program experience in the performing arts and experience as the primary person responsible for designing and executing a multidisciplinary arts program including, but not limited to, music, dance, and Broadway performances.
- Demonstrates expert/leader proficiency in:
  - Experience developing budgets for performances at the expert/leader level.
  - Level of knowledge, awareness, and expertise regarding the breadth of available performing arts disciplines.
  - Excellent written and verbal communication skills.
  - Excellent interpersonal and relationship building skills; demonstrates team-based approach to staff management.
  - Ability to work with a variety of people and commitment to supporting an inclusive work environment.
- A proven commitment to collaboration and working toward a larger, collective vision.

**Desirable Qualifications**

- Experience planning and directing programming for a large, (typically 1500+ seats) multi-space performing arts center.
- Reasonable experience in public speaking.
- Reasonable experience with grant writing.
- Experience in a university setting and familiarity with university policies and procedures.