



University Information

Org/College: [Office of the Provost](#)

Department: [Hancher/Office of Performing Arts and Entertainment](#)

UI Job Code: PEF1

Pay Level: [2A](#)

Job Function: Arts, Culture, & Entertainment

Job Family: [Production & Presentation:
Performing Arts Program](#)

University Classification: Perf Arts Program Coordinator

Department Information

Org/Dept/Sub-dept #: 02-0173-00000

Position #: 00284885

Working Title (if applicable): Programming and Engagement Coordinator

This Position Reports to (Title/Position #): Programming & Engagement Director/ 00016340

Position Has Administrative Supervision? No Yes

Position Information

Position Overview: As part of the Office of Performing Arts and Engagement, Hancher Auditorium is both a multi-disciplinary presenter and a key asset in establishing the University of Iowa as a first-choice performing arts campus for students, faculty, staff, community members, and artists from around the world.

A principal component of Hancher's work puts visiting artists into engagements with the UI campus and the broader Iowa City community. Hancher / OPAE's Programming and Engagement Coordinator will aid in the execution of these residency events which are essential to Hancher's impact on the UI campus and in the Iowa City community.

Working in tandem with the Performing Arts and Engagement Director, this position plans and produces visiting artist engagements on campus and in town, as well the role assists in the producing of complex public-facing presentations on campus and in the community. Tasks include advance planning with both artist's representatives and residency hosts (UI faculty and staff, for the most part); escorting artists to residency events and making certain they are fully equipped when on site; documentation of artist engagements; post-residency follow-up with artists and local partners to ensure expectations for the engagement were satisfied.

Salary: \$42,500-\$47,500

Campus Location: Hancher Auditorium

Work Modality: Hybrid

Percent Time: 100%

What You Do: (Key Areas of Responsibility)

Allocate Resources (PEF1):
Schedule performances and arrange for performance spaces for small program. Process forms/contracts for performances/exhibits. Provide,

- Assist in the planning, production and execution of multi-layered public-facing performing arts presentations offered by Hancher. This work, while supported by senior staff, will require a high level of autonomy, advance planning, and professional maturity.
- Drive and maintain an ever-improving system for the distribution of complimentary tickets to University and community constituents. This is

<p><i>set up and strike equipment for performance/exhibit. Attend events and assist where needed. Respond to requests.</i></p>	<p>a robust operation and key to Hancher’s outreach: we distribute between 3,500 and 6,000 complimentary tickets per season.</p> <ul style="list-style-type: none"> • Articulate clear parameters around offer details and deadlines. • Make certain that the Hancher box office maintains an updated list of complimentary ticket recipients. • Communicate clearly and practice radical flexibility in accommodating our constituents in the acquisition of complimentary tickets. • Make certain recipients and the quantity of complimentary tickets is documented and reported. • Escort visiting artists to residency engagements, serving as an on-site producer for the residency, as well as a representative of Hancher / OPAE. • Serve as a welcoming host for visiting artists in Iowa City, make sure visitors feel comfortable and that all reasonable needs are met and that the campus and community are down to the greatest possible effect. • Research artists and local partners to communicate eloquently about prospective residency engagements and ensure that activities align successfully with the expertise of the visiting artists and the needs of our local partners. • When possible, document residency engagements with photo, video, and via written report. Keep detailed tallies of participation in residency activities over the course of the season. • Research artists in specific genres – stand-up or comedy improv, jazz or new music, etc. – for potential inclusion on the Hancher season. Compile, report, and communicate findings to program director and executive director.
<p>Collaboration (PEF1): <i>Collaborate with other members of presentation and production team to meet goals of performance.</i></p>	<ul style="list-style-type: none"> • Work in tandem with Hancher’s Programming and Engagement Director to assiduously plan visiting artist engagements on campus and in town that deepen context, enlighten craft, and engender delight. • Maintain an updated list of program planning details in support of the Programming and Engagement Director to help ensure that information is centrally located and easily accessible. This includes program dates, talent, titles, repertoire, band members, and any other special information that may impact the performance or residency. • Occasionally supervise the work of students, interns, and collaborators by providing direction, assignments, feedback, and coaching to make certain that work is delivered at a high level.

Universal Competencies

<p>Collaboration/Positive Impact: <i>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.</i></p>	<p>Proficiency Level: Basic</p> <ul style="list-style-type: none"> • Grasps the inevitability and challenges of change and adapts accordingly; utilizes learning opportunities to prepare for changing work, methods and work environment. • Demonstrates civil and respectful behaviors valued within the organization. • Provides and accepts ideas and suggestions in a constructive and helpful manner. • Exhibits good teamwork: is approachable, cooperative, and contributes to an overall positive and productive work/team environment.
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<p>Service Excellence/Customer Focus: <i>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.</i></p>	<p>Proficiency Level: Basic</p> <ul style="list-style-type: none"> • Articulates the University's commitment to diversity, equity and inclusion as it relates to their role at the university. • Demonstrates civil and respectful behaviors in support of the UI Human Rights policy that prohibits any differences in treatment that deprives the person of consideration as an individual. • Demonstrates a willingness to examine one's own biases, assumptions, and attitudes. • Knows where to find diversity-related organizational policies, procedures, and resources
<p>Welcoming and Respectful Environment: <i>Ability to foster a welcoming and respectful workplace environment while recognizing personal differences. Ability to work with a variety of individuals and groups in a constructive and respectful manner while appreciating the importance of a workforce that benefits from the talents of all people across multiple characteristics, including: race, creed, color, religion, national origin, age, sex, pregnancy (including childbirth and related conditions), disability, genetic information, status as a U.S. veteran, service in the U.S. military, sexual orientation, gender identity, or associational preferences.</i></p>	<p>Proficiency Level: Basic</p> <ul style="list-style-type: none"> • Understands the University's commitment to creating a workplace environment where people of all backgrounds and perspectives feel welcomed and appreciated, and how that commitment relates to one's role at the university. • Demonstrates civil and respectful behaviors in support of the Policy on Ethics and Responsibilities for UI Staff and the UI Human Rights policy that prohibits "differences in treatment of persons because of race, creed, color, religion, national origins, age, sex, pregnancy, disability, veteran or military status, sexual orientation, gender identity, or associational preferences." • Knows where to find organizational policies, procedures, and resources related to respectful behavior and free expression.
<p>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</p>	
<p>How You Do Your Job: (learn about competencies and proficiency levels here)</p>	
<p>Budgeting: <i>Knowledge of, and ability to apply, policies and practices for planning and administering a budget.</i></p>	<p>Proficiency Level: BASIC</p> <ul style="list-style-type: none"> • Explains the various purposes and uses of budgets. • Summarizes the budgeting process cycle, necessary inputs and reporting requirements. • Lists essential elements of a budget. • Describes major budget items in own organization in general terms.
<p>Educational/Instructional Program Management: <i>Knowledge of and ability to manage educational/instructional programs, including research projects, extra-curricular activities, and/or academic planning.</i></p>	<p>Proficiency Level: BASIC</p> <ul style="list-style-type: none"> • Identifies principles and systems for educational/instructional program management. • Describes factors for consideration in educational/instructional program management. • Lists key issues, concerns and operational risks of educational/instructional program management. • Highlights the processes and main activities associated with educational/instructional program management.

<p>Planning and Organizing: <i>Mobilizes both time and resources to get things done.</i></p>	<p>Proficiency Level: WORKING</p> <ul style="list-style-type: none"> • Creates action plans that ensure the accomplishment of responsibilities. • Breaks tasks into manageable steps that can be incorporated into a personal work plan. • Surfaces potential bottlenecks or disruptions that could potentially get in the way of keeping a schedule. • Monitors progress continuously and adjusts tactics for handling situations on a case by case basis. • Escalates concerns over competing or conflicting priorities.
<p>Program Development and Administration: <i>Knowledge of and ability to operate a program by developing, promoting and implementing the specific goals and objectives of the program.</i></p>	<p>Proficiency Level: BASIC</p> <ul style="list-style-type: none"> • Identifies the scope, features and procedures associated with a program. • Describes administrative/management principles pertaining to program operations. • Cites the applications of various techniques for program administration. • Defines administrative, financial and operational management requirements for a program.
<p>Position Qualifications: <i>(for recruiting purposes only, fill when replacing position)</i></p>	
<p>Education (or equivalency) Required</p>	<ul style="list-style-type: none"> • Bachelor's degree in a related field, or an equivalent combination of training and experience providing a comparable level of expertise.
<p>Experience Required</p>	<ul style="list-style-type: none"> • Some experience working in the performing arts field. • Some experience organizing events for a public audience. • Some experience working in collaboration with higher ed faculty & staff
<p>Competencies Required</p>	<p>Demonstrates a working proficiency level in:</p> <ul style="list-style-type: none"> • Maintains productive work relationships while considering multiple perspectives. • Communication techniques (oral and written) and relationship building skills that enable one to establish and build healthy working relationships and partnerships with a variety of individuals and groups in a constructive and collaborative manner. • Understanding of issues related to the decision-making process; ability to analyze situations fully and accurately and reach productive decisions. • Highly collaborative and exceptionally organized.
<p>Desirable Qualifications</p>	<ul style="list-style-type: none"> • Experience working at the University of Iowa • Deep appreciation and curiosity for all forms of performing arts • A connection to Ulowa, Iowa City &/or Eastern Iowa