



INTERNATIONAL
CLARINET
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Arts Administration

Presented by Lucas Willsie



Definition

- Arts administration is a discipline focused on managing various business needs of arts businesses and organizations.

Degree not required! Sort of...

- Bachelor's Degree
- Cover letter
 - Limit to 1 page
 - Highlight relevant skills acquired through arts involvement.
- Résumé
 - Limit to 1-2 pages
 - Be sure to include skills relevant to specific position.
- References
 - Select references who can speak to the skills you have highlighted in your application.

Sample Cover Letter

Sample Cover Letter: Arts/University Administration

Anne Davis

81 Oak Street, Apt. #3 | Cambridge, MA 02139 | annedavis@gmail.com

October 12, 2012

Rachel Roberts
Director of Entrepreneurial Musicianship
New England Conservatory
290 Huntington Avenue
Boston, MA 02115

Dear Rachel Roberts,

Thank you for the chance to introduce myself. Please accept this cover letter and resume as my application to the position of Program Manager in the Entrepreneurial Musicianship Department. I am excited about the prospect of bringing my experience in arts programming and entrepreneurship education to the New England Conservatory.

As program coordinator at the New Center for Arts and Culture, I launched *Prism*, a new initiative to engage young adults through targeted arts programming. Through my organizational and creative leadership, *Prism* produced a successful season of public programs, and is now a central piece of the New Center's mission.

Over the last year, I helped to launch the CJP/PresenTense Social Entrepreneur Fellowship in Boston, a five-month program that enables young, socially-minded entrepreneurs to turn their envisioned ventures into reality. As a steering committee member, I oversaw curriculum development, assisted with outreach and marketing, conducted program evaluation, and served as a mentor to one of the twelve fellows.

At Hebrew University, I was part of an interdisciplinary team of researchers that developed an open source website to highlight the University's music collection and serve as a central source of information for students, researchers and performers in the field of Jewish music. I contributed essays, biographies, music reviews, and online exhibitions to the *Thesaurus of Jewish Music* – the website's central e-resource. My work at the Jewish Music Research Centre, which was intellectually rigorous, creative, and collaborative reinforced my desire to support university arts initiatives.

My success working in both non-profit and academic settings stems from two core strengths – my clear and intelligent writing style and my ability to take initiative. These skills have enabled me to make a significant impact in all of my places of work.

Thank you for your consideration and I hope to have the chance to discuss my qualifications further and learn more about this exciting job opportunity.

Sincerely,

Anne Davis

Sample Resume

Sample Resumes

Charlotte Hughes
249 Adams St., Apt. #2 Boston, MA | (617) 555-1213|name@email.com

Arts Administration Experience

New England Conservatory of Music, Finance Department, Boston, MA, 2006-present
Administrative Assistant

- Maintain Acting-President and President-Designate expense accounts for FY07
- Handle monthly reports, manage budget, answer incoming inquiries, execute regular office functions
- Manage all faculty and employee travel, logging, and air shuttle tickets

First Covenant Church, Dorchester, MA, 2005-07
Choir Director

- Directed adult and children's choir
- Organized and produced special programs
- Scheduled rehearsals and planned concert series

Related Experience

Fleet Bank of Massachusetts, Boston, MA, 2004-05
Supervisor

- Supervised staff of 15
- Processed numerous transactions within a fast paced environment and provided prompt and courteous customer service

Selected Performance Experience

<i>Recitals</i>	<i>Club Engagements</i>
Jordan Hall	Colonial Inn, Concord, NH
Gardner Museum	The Strand, Providence, RI
Massachusetts State House	

Teaching Experience

Private Instructor, Boston, MA, 2005-present
Teacher, C. Roger Wilson After School Program, Dorchester, MA, 1994-95

Education

New England Conservatory of Music, Boston, MA
Bachelor of Music in Vocal Performance, 2006

Additional Skills

WordPerfect, MS Excel, MS Word, FileMaker Pro, Aldus PageMaker

Arts Administration Career Paths

- Advertising
- Advocacy & Cultural Policy
- Community Arts
- Consulting
- Development/Fundraising
- Education & Community Engagement
- Film & Television
- Finance
- Management & Leadership
- Marketing/Communications
- Music/Events
- Operations
- Patron Services/Visitor Services
- Programs/Program Development
- Research/Analysis
- Technology Management

Salary

Estimated Average Salary

- \$42,619 ([ziprecruiter.com](https://www.ziprecruiter.com))
- \$44,944 ([glassdoor.com](https://www.glassdoor.com))
- \$56,050 ([zippia.com](https://www.zippia.com))
- \$91,739 ([comparably.com](https://www.comparably.com))

Factors Impacting Salary

- Location
- Size and scope of the organization
- Duties/Responsibilities

Where to find these jobs:

- Association of Arts Administration Educators (artsadministration.org)
- Arts Admin Jobs (artsadminjobs.com)
- HigherEdJobs (higherredjobs.com)
- Musical Chairs (musicalchairs.info)
- Indeed (indeed.com)

References

- “Arts Administrator Salary | Comparably.” *Comparably*, 2023, www.comparably.com/salaries/salaries-for-arts-administrator.
- “Arts Administrator Salary (June 2023).” *Zipppia*, 6 Apr. 2023, www.zipppia.com/arts-administrator-jobs/salary/.
- “Careers.” *Association of Arts Administration Educators*, 9 Nov. 2020, artsadministration.org/arts-administration-jobs/.
- “Salary: Arts Administrator (June, 2023).” *Glassdoor*, 2022, www.glassdoor.com/Salaries/arts-administrator-salary-SRCH_KO0,18.htm.
- “Salary: Performing Arts Administration (Mar, 2023) US - Ziprecruiter.” *Zip Recruiter*, 2023, www.ziprecruiter.com/Salaries/Performing-ARTS-Administration-Salary
- “Tips for Writing Arts Administration Resumes (2018).” New England Conservatory of Music, https://necmusic.edu/sites/default/files/2018-08/CustomEM_Tips%20for%20writing%20Arts%20Admin%20resumes.pdf
- “Tips for Writing Cover Letters (2018).” New England Conservatory of Music, https://necmusic.edu/sites/default/files/2018-08/CustomEM_Tips%20for%20writing%20Cover%20Letters.pdf



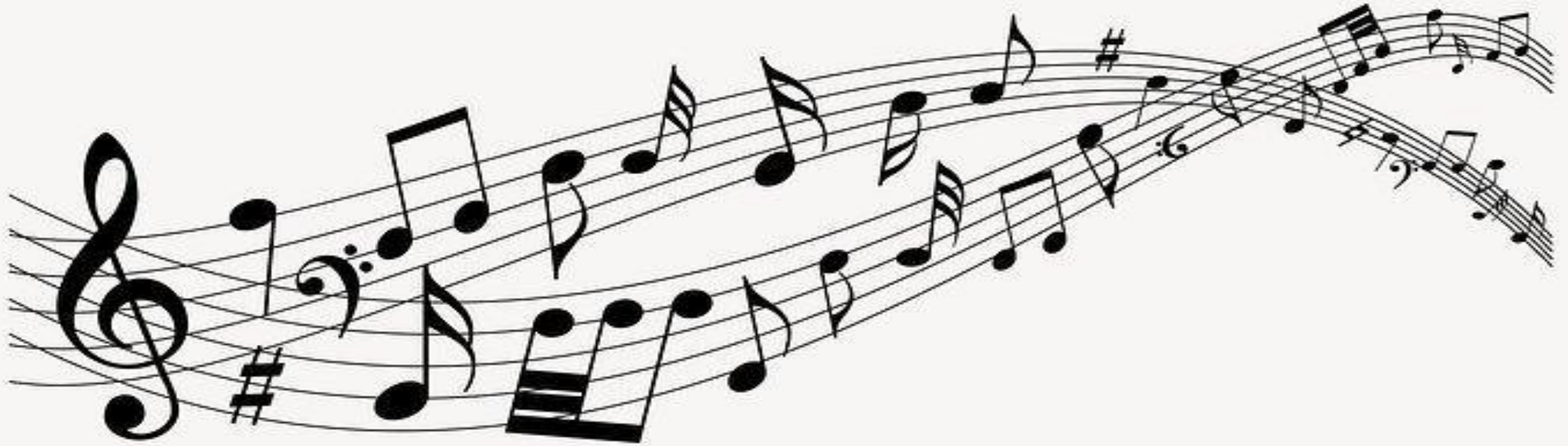
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Applying for college teaching positions



Presented by Julianne Doyle and Shandra Helman

**What is it to be a college professor?
What does the job include?**



Duties outlined in most positions for “Studio Clarinet”

- Studio teaching – sometimes full load – sometimes partial
- Research expectations – included as part of load at Research institutions
- Teach Studio Clarinet and another instrument (Saxophone, Flute, etc)
- Teach Clarinet and Clarinet Methods
- Service – Committee work
 - Outside music as well as in music
- Maintain a National/International Reputation through performance and scholarly activities

Desired Qualifications/Additional Duties

- Additional courses as per the candidates qualifications and experience:
 - Chamber music (Ensembles/Clarinet Choir)
 - Music Theory/History
 - Wellness
 - Music Business/Entrepreneurship
 - Audition preparation
 - Music Literature – instrument specific
 - Music Education courses, student teaching supervision
 - Ensembles
- Introductory courses for general undergraduates – diverse and creative topics
 - Adulting 101 and introduction to how to survive academic life
 - How to write (papers, emails, letters)
 - Music Appreciation
 - Music for non-majors (historical periods, rock music, etc)

Teaching Load Expectations – Full Time Positions

- **Teaching institution** – Full-time studio instruction. Service, research and creative activity – on top of a full teaching load or combination of load release for activities or admin work
- **Research institution** – 60% teaching, 20% Service, 20% Research

What is a full studio at the institution – how much credit do you receive per student/per class? You must recruit for your load!

- **Teaching institution:** (Some use Carnegie Unit system of 24 units a year – 12 in each semester)
 - 24 students is a full studio, studio class is not given credit – with no other teaching
 - 18-20 students, studio class, clarinet methods and/or literature course, chamber music, or other teaching duties
 - **Example: Julianne – Fall 2023 (27 contact hours a week-14.5 Units):**
 - 23 students, Studio Class, Clarinet Techniques, Graduate Literature and Pedagogy, Undergraduate Repertoire and Pedagogy. Additionally will perform and serve on committees. (In addition to being a mom, wife and life activities!)
 - ****This is an overload – in spring I will be underload***
- **Research institution:**
 - Approximately 12 students is a full studio, studio class, play with faculty quintet, research and service

Non-teaching expectations:

Service – committee work, outreach and recruitment for the college, collaborative work with colleagues, performing, community engagement

Professional Development – Attending conferences, research and collaboration to continue your growth

Maintaining a national profile – Performing/Presenting at regional, national and international conferences, regional performances, national/international performances, publishing and recording

Recruitment – Building your studio through auditions, lessons, school visits, connecting with state band directors, emailing and calling prospective students, building a rapport in the community to attract students.

“Unloaded” (Unpaid) parts of the job

- **Recruitment trips** – travel supported by college but time isn’t compensated – work with schools you visit or sponsors for compensation
- **Auditions for Admission** – Usually on a weekend, outside regular teaching day – this is part of recruitment for your studio
- **Recruitment lessons** – typically not charged – because you are recruiting the student, though some teachers do charge
- **Student Recitals and Dress rehearsals** – Often on weekends or evenings, outside regular teaching day
- **Evening concerts and preparation** – not included in load
- **Answering Email/phone calls:** from colleagues and prospective students (Make a good impression with good communication!)
- **Faculty Meetings, Department Meetings, Area meetings** – You need to be involved in faculty governance
- **Hosting a conference or Clarinet Day** – Recruitment opportunity and enrichment for your students
- **Hosting a guest artist** – You need to compensate the guest artist through sponsorships or fundraising
- **Fundraising** – Mentoring student fundraisers for trips, guest artists, etc
- **Student Community Building** – Dinners, mixers, trivia nights, studio recital

Application Materials

Materials Requested– Address the job description and how YOU qualify

- Cover letter
- Diversity Statement
- Teaching Philosophy
- CV
- Recordings (Youtube or Soundcloud – private/unlisted link)
- Sample Syllabi
- Website – Digital portfolio

Make sure you proof all materials for: punctuation, grammar, tense and consistency

If English is your second language – have others proof your materials!

- DO this regardless – get opinions from mentors & colleagues in jobs similar to the one you are applying
- Sloppy materials can turn a committee off before they get beyond your cover letter!

Cover Letter – Make your case!

- Address the “Required Qualifications” of the job you are applying for – do not submit a generic form letter
- Research and know the geographical area for the job you are applying and address that in your letter
- Know the demographics of the school/community and music school
- What are some recruitment strategies and successes you can bring to the position?
- Where do graduates seek employment?
- Why are YOU the “perfect fit” for this job? Sell yourself.
- Alternative styles might be part of the “Desired Qualifications” for the job – address what you can do
- Don’t pretend to have experience you don’t have

Diversity Statement

- What is diversity to you? Be honest.
- How do you incorporate diversity into your current teaching? (examples)
 - Repertoire (you and the students)
 - Methods you use (do they represent a diversity of authors?)
 - Guest Artists
 - Class topics
 - Relevance to your students (know the demographics of the institution and student body)
- How will you incorporate diversity into your teaching if you are the candidate of choice?
- How do you balance materials in the teaching studio between the standard repertoire and living/diverse composers relevant to the students you will teach?
- How do you continually interrogate and moderate your own biases?
 - Be aware of catch phrases that are out of date and that could make a student uncomfortable
- What is the difference between honest allyship vs. virtue signaling?

Teaching Philosophy

- Be sure this represents your philosophy and pedagogy

Questions to get you started:

- What kind of learning environment to you strive to foster?
- How do you involve the students in the learning process?
- By the time they graduate, how do you give students the tools to be self-reliant?
- How do you see collaboration in the studio or classroom?



Curriculum Vitae (Academic Resume)

How far back do you list pending your career length? 5 years with some earlier capstones?

- Degrees and institutions, mentors
- Craft to the job you are applying - List those qualities first
- Highlight professional accomplishments
- Highlight Student Capstones (TA-ships, tours, major performances)
- List highlighted performances and repertoire to support your diversity statement but do not include every performance you have ever given
- List Articles and Recordings with hyperlinks
- List qualities relevant to the job you are applying for to support your Cover Letter argument

Recordings – Digital Portfolio

- Live and unedited performances – look professional
- High quality video recordings – stream capture
- 5 years old or more recent
- Present a variety of repertoire different from what you might play in an interview recital
- Include some chamber music but not all
- If you have recorded albums, include on the CV under publications and link at the bottom of a playlist
- Ask non-clarinet colleagues to listen to your recordings, have them advise what you put first – what grabs them?
- Consider “who” is listening – most likely not another clarinetist!
- Are the first 30 seconds of the recording the best representation of you and what you do?
- Remember committees will listen to hundreds of recordings – how do you make yours stand out?

Additional Materials

- **Website - if you list your website - the committee will look at anything available on the site**
- **Sample Syllabi of courses you have taught - on website**
 - **If you haven't taught specific courses but know courses for the job you are applying, a sample of what you would utilize to teach those courses - clarinet or woodwind methods, clarinet repertoire, clarinet pedagogy, etc.**
- **Reference list with title, email and phone numbers**
 - **ALWAYS NOTIFY YOUR REFERENCES BEFORE YOU LIST THEM!**
 - **Have references from different walks of your career but those that know you now, not 10-15 years ago**

References:

List references relevant to the job and know how you are qualified

- Be sure you notify them you are applying for these jobs
- Give them your materials so they know what you are applying for and what the committee already knows about you
- References should know you **currently** – not someone from 10-15 years ago. The committee wants to know who you are now

Many committees will call off list references (they usually ask your permission)

- This can really affect a committee's decision – what would the colleagues you have interacted with over your career say about you?
- Remember you write your recommendation letter everyday with all those you interact and collaborate. You never know who knows who.
- Off list references can make a difference in whether you move onto the in-person interview round

Examine your digital presence

- Website – Up-to-date and easy to navigate
- Facebook, Instagram, TikTok, Snapchat – all social media
 - CLEAN UP!
 - Remove anything inflammatory or tags
 - Committees might look to see common connections
- Video/recordings – do these represent you now?
 - Can you remove videos you wouldn't want a committee to see?
- Google yourself, what comes up first?

Interview Questions – Be prepared!

- **Be ready to talk about your materials** – have them in front of you if a zoom interview
- **Show you did your homework** – know the institution inside out and backwards and ask informed questions as follow-ups
- **Know the faculty** – particularly in your area (woodwinds) – make connections either by common institutions, festivals or other
- **Be ready for “agenda” or “situational” questions** – all faculties have personalities, there may be questions that you can’t answer off the cuff, that is ok, be you and answer to the best of your knowledge and experience.
- **Demonstrate that you will be a great colleague** who will be collaborative and easy to work with
- **Ask about Scholarship and TA/GA possibilities** – how do you best attract students? What majors/minors do the majority of students pursue?
- **Ask about the institution and program:** What do the faculty interviewing you think is the greatest strength of the institution and the greatest need of the program.
- **Have questions, show interest and that you did your homework**

Negotiating!

Know your worth and the institution salary ranges

- **Know the cost of living and bills you will have, loans, etc (use Zillow and other sites)**
 - Make a budget based on the salary offered, remove taxes and calculate:
 - Monthly paycheck
 - Monthly bills (rent, bills, payments on student loans or car loan)
 - Can you live on that salary?
- **Look up salaries at the institution if they are public**
 - Know your worth – what is entry level with and without DMA, where do you fit?
 - Don't be afraid to ask for a higher salary, especially if you have competing offers
 - If the job is offered – **they want you!** They know you will negotiate
- **Make sure ALL moving expenses are covered**
 - Does the institution work with a moving service that will move you?
 - Otherwise how does moving work? Reimbursements? What is the timeline and budget?
 - Keep ALL receipts – anything not covered, use for your taxes
- **Be sure the institution will provide:**
 - Office space adequate for instruction
 - Computer for use in the office
 - Stereo equipment and Office furniture
 - Purchasing budget for studio needs (Music, equipment for classes)
 - Will you have a TA/GA?
- **Connect with your Union and HR office to know all benefit options**
 - Insurance
 - Medical coverage and recommended physicians
 - Best retirement plans – Go with something mobile!
 - TIAA Cref, others?
 - State teachers – only if you plan to stay there for your career

Resources and Information

Where to find job postings:

- Chronicle of Higher Education - <https://www.chronicle.com/>
- Higher Ed Jobs - <https://www.higheredjobs.com/>
- College Music Society - <https://mvl.music.org/>
- Musical Chairs - <https://www.musicalchairs.info/>
- Glass Door - <https://www.glassdoor.com/>
- Inside Higher Ed - <https://careers.insidehighered.com/jobs/>
- HERC - <https://www.hercjobs.org/>
- Academic Keys - [https://www.academickeys.com/all/choose discipline.php?go=find a job](https://www.academickeys.com/all/choose_discipline.php?go=find_a_job)
- Music Jobs: <https://www.music-jobs.com/usa/jobsboard#>
- American Federation of Musicians: www.afm.org
- Eastman - All fields - <https://iml.esm.rochester.edu/find-a-job/job-openings/>
- NEC Bridge: <https://necmusic.edu/bridge>

Links to material preparation guides

- New England Conservatory: <https://www.music.org/pdf/career/entrepreneur/TeachingPositions.pdf>
- Eastman School of Music: <https://iml.esm.rochester.edu/>
 - Resume/CV: <https://iml.esm.rochester.edu/prepare/resume-and-cv/>
 - Cover Letter: <https://iml.esm.rochester.edu/prepare/coverletter/>
 - Statements and Philosophies: <https://iml.esm.rochester.edu/prepare/statements-philosophies/>
 - Interview Prep: <https://iml.esm.rochester.edu/prepare/interview-prep/>

Salary Range examples: State institution in NY State

(9% lower than national average)

- Adjunct – \$1000 per credit hour (max 4-6 credits a semester)
- Adjunct Instructor – \$15,000-\$40,000
- Visiting Instructor – \$30,000-\$60,000 (pending length of visiting)
- Visiting Assistant Professor – \$40,000-\$65,000 (pending length of visiting)
- Lecturer – \$45,000
- Instructor – \$45,000
- Assistant Professor – \$50,000-\$65,000
- Associate Professor – \$55,000-\$75,000
- Full Professor – \$60,000-\$100,000
- Distinguished or Titled Professors – \$100,000-\$125,000

Most institutions publish their salaries for all employees. You can't see how long they have been employed but rank is listed. Some Adjunct and Instructors are lower paid than the custodial staff.

The base salary is set when you enter the position initially – negotiate as high as you can. There are often opportunities for salary increases through merit pay applications, the union and compression bumps to equalize salaries.

Some final thoughts for first year teachers

- Find a trustworthy senior colleague mentor – they want to help you succeed
- Establish professional boundaries with students and colleagues
- Timely responses to correspondence (phone and email)
- Fear of saying no (your primary responsibility is – do only the things you can do, learn the job)
- Be on time, present and consistent with your schedule
- Avoid mentioning how your college or grad school did this...
- What is the agenda for your time? Have a plan.
- Listen more than you tell, learn about the institution
- Know and respect the staff: custodians, secretaries, facilities, admissions, publicity
- Be professional, kind and polite at all times – keep your cool even if frustrated
- Avoid Making too many changes – change can be gradual – help students buy in
- Use campus resources if students bring you concerns – do not handle situations alone – always report to supervisors
- Know what you know and understand what you don't know
- Interrogate your biases
- Listen to the institutional memory, be respectful of the faculty who have been there
- Know your rights, talk to the union or HR if you have any concerns

