

NETMCDO 2016 EMERGING ARCHETYPES



LOS ANGELES
MAY 24 & 25

Notes:

- *Due to space considerations, if the respondent did not provide an answer to the question, answered N/A, TBD, none as of yet, or some similar variation, that question and their response was omitted from their summary.*
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Ball State University School of Music | Muncie, Indiana

Matthew Lyon, Assistant Professor of Music Performance (Tuba/Euphonium), mdlyon1@gmail.com

Mihoko Watanabe, Associate Professor of Flute, watanabe@bsu.edu

Institution Information

- *Please list the titles of any music career development or entrepreneurship courses offered for academic credit.*

Currently, we have one course, Career/Performance Seminar (MUSP 595) 2 credit is a requirement course for Artist Diploma students.

From Fall 2016, we will start the Entrepreneurship in Music certificate for Undergraduate Music Degree students. The requirement courses include; The Entrepreneurial Experience (3 credits), Performance and Career Seminar 1 (2 credits), Performance and Career Seminar 2 (3 credits), and Capstone in Entrepreneurial Music (3 credits). 3 hours from Accounting for New Ventures, Career Management, New Venture Finance, Principles of Finance, Marketing for New Ventures, or Venture Leadership.

- *Please list the average number of music career or entrepreneurship workshops per academic year that are not part of an academic class.*

1-5

- *Please list the titles/topics:*

Entrepreneurial Guest Workshops - once every semester: Spring 2016, we have invited THE 5TH HOUSE ENSEMBLE from Chicago for a few days residence. Topics included: New Music Ensemble Rehearsal, Composition Seminar and Student Composers Forum, Putting Your Audience Center Stage, Clarinet, Bassoon, and Double Bass Studio Masterclasses, Arts Startup Workshop, Chamber Music Coaching, Mapping the Far Shore: Leading Curricular Change for faculty, and their concert.

- *Does your institution, organization, or program have partnerships with other academic departments, businesses, or departments? If so, please describe.*

Yes - Ball State University Miller College of Business, The Entrepreneurship Center

Student Information

- *Overall institutional music enrollment, specifically the number of candidates currently enrolled in these programs*

- Bachelor degrees in music: 324
- Master degrees in music: 30
- Doctoral degrees in music: 50
- Other (Please specify: diplomas, certificates, etc.): 7

- *Please indicate below whether your music students have the option of pursuing an additional degree as well as their music degree*

Yes – Approx 10

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- *Please indicate below whether your music students have the option of pursuing minors in addition to their music degree*

Yes – Approx 20

- *Please indicate below whether your music students have the option of pursuing added certificate programs in addition to their music degree*

Yes – Approx 1-2

Career Development Information

- *What services/resources does your career/entrepreneurship center provide?*
 - Resume/Artist Bio Writing Help
 - Professional Development Workshops
 - Networking Events
 - Note: At Ball State University, there is Career center for students. Indication above is Ball State University student in general. We do not have career center for Music Student specific at this time.

- *Do any of these services involve an extra cost to the user?*

No

- *What resources or tools do you use to unlock pathways for students?*

We do not have tools yet

- *How do you assess the effectiveness of your programs?*

We do not know yet, since the program has not started. However, we are looking forward to learn by attending the conference.

- *Share an aspect of the career or entrepreneurship offerings at your institution that is particularly successful and why.*

We will find out in about it in a few years, since we are starting the certificate program Fall 2016.

- *What is the biggest issue facing the musicians that your institution, organization, or program serves?*

I do not know yet. However, we are hoping to learn by attending the conference.

- *What single change to your program would make the greatest positive impact on the musicians you serve?*

We will answer this question when the time comes, since our program has not been taking off yet. It will start this Fall 2016.

Boston University School of Music | Boston, Massachusetts

Barbara Raney, Student Services Manager, braney@bu.edu

Institution Information

- *Please list the titles of any music career development or entrepreneurship courses offered for academic credit.*

None presently

- *Please list the average number of music career or entrepreneurship workshops per academic year that are not part of an academic class.*

1-5; Titles: resume writing, website development, how to land a position in academia, how to grow your own music group

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- *Does your institution, organization, or program have partnerships with other academic departments, businesses, or departments? If so, please describe.*

Yes - The Boston University Center for Career Resources Boston University Metropolitan College Arts Administration Program

Student Information

- *Overall institutional music enrollment, specifically the number of candidates currently enrolled in these programs*
 - Bachelor degrees in music: 137 (6%)
 - Master degrees in music: 143 (36%)
 - Doctoral degrees in music: 193 (53%)
 - Other: 35 Performance Diplomas (74%); 3 Artist Diplomas (100%)

- *Please indicate below whether your music students have the option of pursuing an additional degree as well as their music degree*

Yes - 27 Bachelor of Arts

- *Please indicate below whether your music students have the option of pursuing minors in addition to their music degree*

Yes - 27 Bachelor of Arts

- *Please indicate below whether your music students have the option of pursuing added certificate programs in addition to their music degree*

Yes - 27 Bachelor of Arts

Career Development Information

- *What services/resources does your career/entrepreneurship center provide?*
 - Individual Career Advising for Current Students
 - Internship Placement Opportunities
 - Resume/Artist Bio Writing Help
 - Professional Development Workshops
 - Networking Events
 - Performance Opportunity/Gig Circulation and/or Placement
 - Online Job Listings Distribution
 - Competition, Festival, Grant, and Scholarship Circulation and Support

- *Do any of these services involve an extra cost to the user?*

No

- *What resources or tools do you use to unlock pathways for students?*

My personal experience of years in the business! Workshops with professionals and expert faculty

- *How do you assess the effectiveness of your programs?*

Nothing formal

- *Share an aspect of the career or entrepreneurship offerings at your institution that is particularly successful and why.*

Still working on this!

- *What is the biggest issue facing the musicians that your institution, organization, or program serves?*

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How to make a living in this competitive industry!

- *What single change to your program would make the greatest positive impact on the musicians you serve?*

Develop courses in the music business / entrepreneurial skills

CalArts Herb Alpert School of Music | Valencia, California

Glenna Avila, Artistic Director, CalArts Community Arts Partnership (CAP), gavila@calarts.edu

Lusine Balikyan, Associate Director, Career Services, lbalikyan@calarts.edu

Julie Feves, Associate Dean for Enrollment Management; Director, Instrumental Arts Programs, jfeves@calarts.edu

Lauren Pratt, Music/Work Advisor; Special Assistant to the Dean for Programming and Finance; and Associate Producer for Music, REDCAT, lpratt@calarts.edu

Institution Information

- *If your institution has a dedicated career development or entrepreneurship program, please share*
 - Number of full-time staff: 3
 - Number of student workers per semester: 4
 - Total weekly hours of student help: 24
- *Please list the titles of any music career development or entrepreneurship courses offered for academic credit.*

Arts Pedagogy: Preparing Artists to Teach in Communities (3 credit units) CAP Summer Residency for Teaching Artists (9 credit units)

- *Please list the average number of music career or entrepreneurship workshops per academic year that are not part of an academic class.*

21-25; Titles: Your Brilliant Idea Startup Talk, \$\$for Funding Creative Projects, Your Art is a Business, Alternative Career Pathways Health, Wellness and Methodologies in Music., Grantwriting Overview Workshop Intellectual Property Workshop, Everything you Need to Know About Teaching the Arts, Earning a Teaching Credential

- *Does your institution, organization, or program have partnerships with other academic departments, businesses, or departments? If so, please describe.*

Yes - Department of Career Services CalArts Community Arts Partnership (CAP) CalArts Office of Alumni Relations Work closely with the sic Schools at CalArts: Art, Critical Studies, Dance, Film/Video, Music, and Theater CAP is currently developing a partnership with California State University, Northridge to create pathways to earning teaching credentials The CalArts Community Arts Partnership (CAP) has developed and sustained partnerships with over 35 K-12 public and charter schools, 12 public school districts, and 50 community-based arts and youth organizations and social service agencies throughout Los Angeles County

Student Information

- *Overall institutional music enrollment, specifically the number of candidates currently enrolled in these programs*
 - Bachelor degrees in music: 145 (6.9%)
 - Master degrees in music: 104 (16.3%)
 - Doctoral degrees in music 5 (40%)
 - Other (Please specify: diplomas, certificates, etc.)
 - 3 – 31 international students total
- *Please indicate below whether your music students have the option of pursuing an additional degree as well as their music degree*

Yes – Students may pursue an interschool degree

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- *Please indicate below whether your music students have the option of pursuing minors in addition to their music degree*

No

- *Please indicate below whether your music students have the option of pursuing added certificate programs in addition to their music degree*

No

Career Development Information

- *What services/resources does your career/entrepreneurship center provide?*

- Individual Career Advising for Current Students
- Individual Career Advising for Alumni Students
- Internship Placement Opportunities
- Resume/Artist Bio Writing Help
- Professional Development Workshops
- Networking Events
- Performance Opportunity/Gig Circulation and/or Placement
- Online Job Listings Distribution
- Competition, Festival, Grant, and Scholarship Circulation and Support
- Other: Cover letter review, Independent studies in grant writing, producing and ensemble management (for academic credit), Music grants database, guest speakers, supervised artist management, Showcase for Industry, information and advice such as taxes for the freelancer, contracts, copyrights and PROS.

- *Do any of these services involve an extra cost to the user?*

No

- *What resources or tools do you use to unlock pathways for students?*

We use databases, project management system software, regular information emails, drop-in counseling availability, experiential learning (music production, grant writing, student-run management agency, ensemble management, and tour production.

- *How do you assess the effectiveness of your programs?*

Career Services collects informal feedback and will have a service-based survey sent out to all who utilized their services at the end of the academic year.

- *Share an aspect of the career or entrepreneurship offerings at your institution that is particularly successful and why.*

The Student Producer program, in which student produce each others' and faculty member's concerts, has been repeatedly cited by students and faculty as being among the most beneficial for the greatest number of students. The produced students benefit, and the producing students come out with a far better understanding of how concerts are and should be produced, which benefits them whether they are self-producing or are being presented. A significant number of students have come out of this program to work professionally in this field, including the current Artistic Planning Coordinator for the LA Philharmonic. Another great program is the CalArts Community Arts Partnership (CAP) program which trains and employs between 200-300 CalArts students per year in teaching, pedagogy, lesson planning, classroom management, learning theories, child and adolescent social and cognitive development, creative curriculum design, the language of standards, and more. Hundreds of CalArts students have graduated from this program and have become successful and inspiring teachers in public and charter schools, such as Denise Davis at Fairfax High School and Paola Prato at Cleveland High School; and arts administrators such as Robin Sukhani at artworx.la, among many many more.

- *What is the biggest issue facing the musicians that your institution, organization, or program serves?*

Balancing the need to earn a living with the need to keep working creatively.

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- *What single change to your program would make the greatest positive impact on the musicians you serve?*

A requirement for some sort of career development activity. Making the experiential learning (producing, artist management, grantwriting) aspects of the greater school curriculum, with more class time available for these programs.

Cal Poly Pomona | Valencia, California

Michael Millar, Director of the Center for Community Engagement, mwmillar@cpp.edu

Institution Information

- *If your institution has a dedicated career development or entrepreneurship program, please share*
 - Number of full-time staff: 0
 - Number of part-time staff (non-student): 2
 - Number of student workers per semester: 0
 - Total weekly hours of student help: 0
- *Please list the titles of any music career development or entrepreneurship courses offered for academic credit. Careers in Music (undergraduate, required)*
 - Music Studies Integration (undergraduate, required)
 - Nonprofit Music (undergraduate, required for music industry majors)
 - Academic Internships (undergraduate, required for music industry majors)
- *Please list the average number of music career or entrepreneurship workshops per academic year that are not part of an academic class.*

6-10

- *Does your institution, organization, or program have partnerships with other academic departments, businesses, or departments? If so, please describe.*

The Center for Community Engagement has 4 programs (Service-Learning, Volunteering, Co-Op, and Academic Internships) available to all 8 colleges and 46 departments (including Music Dept.). We have 69 community partners for Service-Learning and 98 community partners for volunteering.

Student Information

- *Overall institutional music enrollment, specifically the number of candidates currently enrolled in these programs*

Bachelor degrees in music: 275

- *Please indicate below whether your music students have the option of pursuing an additional degree as well as their music degree*

Yes

- *Please indicate below whether your music students have the option of pursuing minors in addition to their music degree*

Yes

- *Please indicate below whether your music students have the option of pursuing added certificate programs in addition to their music degree*

No

Career Development Information

- *What services/resources does your career/entrepreneurship center provide?*

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Professional Development Workshops

- *Do any of these services involve an extra cost to the user?*

No

- *Share an aspect of the career or entrepreneurship offerings at your institution that is particularly successful and why.*
Combination of music nonprofit and service-learning courses - gives both theoretical and hands-on knowledge of a sector with available jobs. The nonprofit sector is unknown to many recent music graduates.
 - *What is the biggest issue facing the musicians that your institution, organization, or program serves?*
Building sustainable careers in the arts.
-

Carnegie Mellon School of Music | Pittsburgh, Pennsylvania

Monique Mead, Artist Lecturer, Director of Music Entrepreneurship Studies, mmead@andrew.cmu.edu

Institution Information

- *If your institution has a dedicated career development or entrepreneurship program, please share*

Number of full-time staff: 2

- *Please list the titles of any music career development or entrepreneurship courses offered for academic credit.*

• Art of Audience Engagement (3) • Stagecraft (Professional Imaging and Stage Presence) (3) • Mental Training for Peak Performance (3) • Teaching Artist Training (6) • Audience Development (6) • Artists in Action (Major Project in Entrepreneurship) (9-12) • Course for Graduate Voice Majors (6) Business of Music Marketing and Communication Entrepreneurship for Musicians

Note: all courses are open to UG/Grad

- *Please list average number of music career or entrepreneurship workshops per academic year that are not part of an academic class.*

11-15; Titles: speaking from the stage for composers, networking for singers, adding value to create loyalty in the business, conductors: programming for general audiences, conductors: stage presence and public speaking, what to say and how to say it, crucial conversations: conflict resolution, finding your WHY, applying for graduate school and advanced degrees, how to survive the first year out of school, your relationship with conductors and orchestral colleagues, developing resilience in a competitive world, mental training for peak performance

- *Does your institution, organization, or program have partnerships with other academic departments, businesses, or departments? If so, please describe.*

Yes - Partnerships are an integral part of how we teach. Campus Partnerships • Project Olympus (Kit Needham) • Center for Innovation and Entrepreneurship • CMU Preparatory School (Honors Recital Makeover) • CMU Philharmonic and Wind Ensemble (Preview Parties for CMU Phil concerts) • OSHER Courses (present music courses for adults) • Tepper School, John Mather (Metrics for PSO Meet Maestro) • Center for Campus Wellness (Stress Management-Music Spa) • Computer Science, Norman Sadeh (create Symphony App) • Masters in Arts Management, Brett Crawford (Convocation, Courses, Systems Projects) Community Partnerships • Pittsburgh Symphony Orchestra (Meet Maestro, Shadyside Splendor Tour, Lobby Concerts, Audience Development) • Edgewood Symphony (Perfect Pitch Concert) • Hillman Cancer Center (Music Spa) • Bricolage Theater (Schenley Park Event) • Carnegie Main Library (After Hours, Preview Parties) • Phipps Conservatory (Music and Nature events) • Madison Apartments (Chamber Series) • Safe Haven Homeless Shelter (concerts) • Carnegie Carnegie Library (Emerging Artists Series) • Falk School, Sacred Heart School, Winchester Thurston, and others (school outreach programs) International Partnerships • Salford School, Manchester • Hanns Eisler Hochschule, Berlin

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Student Information

- *Overall institutional music enrollment, specifically the number of candidates currently enrolled in these programs*
Bachelor degrees in music: 380
- *Please indicate below whether your music students have the option of pursuing an additional degree as well as their music degree*
Yes
- *Please indicate below whether your music students have the option of pursuing minors in addition to their music degree*
Yes
- *Please indicate below whether your music students have the option of pursuing added certificate programs in addition to their music degree*
Yes

Career Development Information

- *What services/resources does your career/entrepreneurship center provide?*
 - Individual Career Advising for Current Students
 - Individual Career Advising for Alumni Students
 - New Venture Project Assistance (Advising/Seed Money Grants)
 - Internship Placement Opportunities
 - Resume/Artist Bio Writing Help
 - Professional Development Workshops
 - Performance Opportunity/Gig Circulation and/or Placement
 - Online Job Listings Distribution
 - Competition, Festival, Grant, and Scholarship Circulation and Support
 - *Do any of these services involve an extra cost to the user?*
No
 - *How do you assess the effectiveness of your programs?*
Student Feedback
 - *Share an aspect of the career or entrepreneurship offerings at your institution that is particularly successful and why.*
Community partnerships. Students love large projects that serve real people and show that they have something of value to offer
 - *What is the biggest issue facing the musicians that your institution, organization, or program serves?*
Fear of failure
 - *What single change to your program would make the greatest positive impact on the musicians you serve?*
Having a space from which to operate (we have no office space)
-

The Colburn School | Los Angeles, California

Nate Zeisler, Director of Community Engagement and Career Development, nzeisler@colburnschool.edu

Laura Liepins, Director of Artistic Administration and Career Development, lliepins@colburnschool.edu

Elizabeth Nicastro, Manager of Community Engagement and Career Development, enicastro@colburnschool.edu

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Institution Information

- *If your institution has a dedicated career development or entrepreneurship program, please share*
 - Number of full-time staff: 4
 - Number of student workers per semester: 1-2
 - Total weekly hours of student help: 15-20

- *Please list the titles of any music career development or entrepreneurship courses offered for academic credit. For each, please indicate if it is undergraduate or graduate and elective or required.*

Teaching Musician (undergraduate-required), Working Musician (undergraduate/graduate – required), Teaching Fellows (undergraduate/graduate – not required)

- *Please list the topic and frequency of music career or entrepreneurship workshops per academic year that are not part of an academic class.*

11-15; Topics: Idea generation; Networking; Social media, Giggling 101, Auditions 101, Website Creation; Life After School; Taxes

- *Does your institution, organization, or program have partnerships with other academic departments, businesses, or departments? If so, please describe.*

Sierra Madre Playhouse – a performance venue that partners with the student(s) to market the performance and splits the revenue from ticket sales
o Community Engagement Dept (@Colburn) – schedules 40+ dates in various venues for students to perform out in the community

Student Information

- *Overall institutional music enrollment, specifically the number of candidates currently enrolled in these programs*
 - Bachelor degrees in Music: 46
 - Master degrees in Music: 23
 - Other: Artist Diploma: 20; Performance Diploma: 8; Professional Studies Certificate: 18

- *Please indicate below whether your music students have the option of pursuing an additional degree as well as their music degree*

No

- *Please indicate below whether your music students have the option of pursuing minors in addition to their music degree*

No

- *Please indicate below whether your music students have the option of pursuing added certificate programs in addition to their music degree*

No

Career Development Information

- *What services/resources does your career/entrepreneurship center provide?*
 - Competition, Festival, Grant, and Scholarship Circulation and Support
 - Performance Opportunity/Gig Circulation and/or Placement
 - Networking Events
 - Professional Development Workshops
 - Resume/Artist Bio Writing Help
 - New Venture Project Assistance (Advising/Seed Money Grants)
 - Individual Career Advising for Alumni Students
 - Individual Career Advising for Current Students

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- *Do any of these services involve an extra cost to the user?*

No

- *What resources/tools do you use to unlock pathways for students?*

Colburn's Career Advisors draw from personal connections, natural strengths, and the wealth of databases available to us to serve our students.

- *How do you assess the effectiveness of your programs?*

We don't yet have a formal feedback system in place. We are, however, taking note of students attending our events and reaching out to us post-graduation. As a relatively new office, we know that we are gaining traction by seeing more and more students come to our office for help.

- *Share an aspect of the career/entrepreneurship offerings at your institution that is particularly successful and why.*

We are lucky in that we have a relatively small student body and are therefore able to develop a personal relationship with each student, which helps us maintain accountability for students and better serve them in their decided-upon paths. In addition, we are able to tailor our career advice to the student rather than giving blanket advice.

- *What is the biggest issue facing the musicians that your institution/organization/program serves?*

Time management. Between rehearsals, individual practicing, and performances for solo, chamber, and orchestra engagements, on top of classes, students say they don't have the time to attend the events we produce, despite their interest.

- *What single change to your program would make the greatest positive impact on the musicians you serve?*

Requiring students to meet with their Advisors as freshmen in order to help them define a clear path from the onset of their education here.

Eastman School of Music | Rochester, New York

Michael Anderson, Associate Professor of Musicology; Managing Editor The Eastman Case Studies,

manderson@esm.rochester.edu

James Doser, Director of the Institute for Music Leadership, jdoser@esm.rochester.edu

Institution Information

- *If your institution has a dedicated career development or entrepreneurship program, please share*

- Number of full-time staff: 4
- Number of part-time staff (non-student): 2
- Number of student workers per semester: 4
- Total weekly hours of student help: 25-30

- *Please list the titles of any music career development or entrepreneurship courses offered for academic credit.*

There are 25+ courses offered in the Arts Leadership Program, viewable at http://www.esm.rochester.edu/iml/alp/course_info.php

- *Please list the average number of music career or entrepreneurship workshops per academic year that are not part of an academic class.*

11-15; Titles: Freelancing, Entertainment Law, Royalties and Licensing, Dance and Music, Releasing Your Own Recording, Meet our Entrepreneur in Residence, Business Idea Generation, Project Feasibility, Business Plan Writing, Financial Workshop for Musicians, Building a Virtual Community, Musician's Health, Creating and Sustaining an Ensemble, Media Literacy and Video/Audio Production, Entrepreneurial Thinking with Tony Woodcock

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- *Does your institution, organization, or program have partnerships with other academic departments, businesses, or departments? If so, please describe.*

Yes - We work significantly with the Ain Institute for Entrepreneurship and the Institute for Performing Arts at the University of Rochester and in close partnership with both performing and academic departments at Eastman.

Student Information

- *Overall institutional music enrollment, specifically the number of candidates currently enrolled in these programs*
 - Bachelor degrees in music: 500
 - Master degrees in music: 150
 - Doctoral degrees in music: 200

- *Please indicate below whether your music students have the option of pursuing an additional degree as well as their music degree*

Yes - An increasing number of students participating and runs the gamut of all degree programs at the University of Rochester.

- *Please indicate below whether your music students have the option of pursuing minors in addition to their music degree*

Yes - Unknown.

- *Please indicate below whether your music students have the option of pursuing added certificate programs in addition to their music degree*

Yes - Arts Leadership Certificate. Approximately 40 enrolled.

Career Development Information

- *What services/resources does your career/entrepreneurship center provide?*
 - Individual Career Advising for Current Students
 - Individual Career Advising for Alumni Students
 - New Venture Project Assistance (Advising/Seed Money Grants)
 - Internship Placement Opportunities
 - Resume/Artist Bio Writing Help
 - Professional Development Workshops
 - Networking Events
 - Mentoring Pairing Programs
 - Performance Opportunity/Gig Circulation and/or Placement
 - Online Job Listings Distribution
 - Competition, Festival, Grant, and Scholarship Circulation and Support
 - Other - One on one advising for Arts Leadership Certificate students.

- *Do any of these services involve an extra cost to the user?*

No

- *What resources or tools do you use to unlock pathways for students?*

A wide range of courses, events, presentations, guests and affiliations.

- *How do you assess the effectiveness of your programs?*

By the success of our students in the musical marketplace.

- *Share an aspect of the career or entrepreneurship offerings at your institution that is particularly successful and why.*

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Our Arts Leadership Program - the hub of our Institute for Music Leadership. This program has many levels of participation, from taking a single course, to a certificate program, to internships for students and post-graduates.

- *What is the biggest issue facing the musicians that your institution, organization, or program serves?*

Helping students to understand that entrepreneurial thinking can be applied to all aspects of a music career and is not only about developing the skills of an entrepreneur.

- *What single change to your program would make the greatest positive impact on the musicians you serve?*

Expanding our continuum of offerings and participation choices - which is currently underway.

Ensemble ACJW, Carnegie Hall | New York, New York

Deanna Kennett, Education Manager, Ensemble ACJW, Carnegie Hall dkennett@acjw.org

Institution Information

- *If your institution has a dedicated career development or entrepreneurship program, please share*
 - Number of full-time staff: 3
 - Number of student workers per semester: 1
 - Total weekly hours of student help: 20
- *Please list the average number of music career or entrepreneurship workshops per academic year that are not part of an academic class.*

6-10

- *Does your institution, organization, or program have partnerships with other academic departments, businesses, or departments? If so, please describe.*

Ensemble ACJW is a partnership program of Carnegie Hall, The Juilliard school, the Weill Music Institute, and the New York City Department of Education.

Student Information

- *Overall institutional music enrollment, specifically the number of candidates currently enrolled in these programs*

ACJW Fellows: 18

Career Development Information

- *What services/resources does your career/entrepreneurship center provide?*
 - Professional Development Workshops
 - Mentoring Pairing Programs
 - Performance Opportunity/Gig Circulation and/or Placement
- *Do any of these services involve an extra cost to the user?*

No

- *What resources or tools do you use to unlock pathways for students?*

We try to expose our fellows to a buffet of activities professional musicians can undertake - including teaching artistry, community engagement, education, and entrepreneurship. Our program's description: Ensemble ACJW Artistry. Education. Advocacy. Entrepreneurship. Ensemble ACJW is a two-year fellowship program for the finest young professional classical musicians in the United States that prepares them for careers that combines musical excellence with teaching, community engagement, advocacy, music

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entrepreneurship, and leadership. It offers them top-quality performance opportunities, intensive professional development, and the opportunity to partner throughout the fellowship with a New York City public school. As performers on the concert stage and in their work in schools and communities, musicians of Ensemble ACJW have earned accolades from critics and audiences alike for the quality of their concerts, their fresh and open-minded approach to programming, and their ability to actively engage any audience. Moving on to the next stage of their careers, Ensemble ACJW's 83 alumni are now making an impact on the national and international musical landscape in a wide variety of artistic and educational arenas. Continuing the strong bonds formed through the program, in 2011, the alumni formed the chamber music collective Decoda, which has been named an affiliate ensemble of Carnegie Hall. Exemplary performers, dedicated teachers, and advocates for music throughout the community, the forward-looking musicians of Ensemble ACJW are redefining what it means to be a musician in the 21st century.

- *How do you assess the effectiveness of your programs?*

We rely heavily on surveys of both current fellows and alumni of the program.

- *Share an aspect of the career or entrepreneurship offerings at your institution that is particularly successful and why.*

A recent addition to our program is the Entrepreneurship Project. Over the course of their two years with us, as part of their professional development series, our fellows developed a project that they felt reflects a personal passion or interest. They participate in professional development workshops with leaders in the field on topics such as marketing, promotion, fundraising, budgeting, and business structures and have the opportunity to meet individually with a professional with expertise in the topic area of their project. Our hope with the Entrepreneurship Project is that many of our fellows will leave the program and implement their projects, but our main goal is that going through the motions of developing a project will help them in any future endeavor.

- *What is the biggest issue facing the musicians that your institution, organization, or program serves?*

Scheduling is always a challenge when working with professional musicians.

- *What single change to your program would make the greatest positive impact on the musicians you serve?*

If we were able to provide a larger sum for stipend or housing.

Indiana University Jacobs School of Music | Bloomington, Indiana

Alain Barker, Director of Music Entrepreneurship and Career Development, abarker@indiana.edu

Institution Information

- *If your institution has a dedicated career development or entrepreneurship program, please share*
 - Number of full-time staff: 3
 - Number of student workers per semester: 4
 - Total weekly hours of student help: 10
- *Please list the titles of any music career development or entrepreneurship courses offered for academic credit.*
 - Introduction to Music Entrepreneurship - 3 credits (undergrad)
 - Independent Study - 3 credits (undergrad and grad) available.
- *Please list the average number of music career or entrepreneurship workshops per academic year that are not part of an academic class.*

30+; Titles: The Mind & Body series included sessions on ELDOA, the Alexander Technique, and vocal health. The Manage Your Media sessions, covering photography, audio, video, and web. An impressive self-discovery workshop was led by Karl Paulnack. The Covering Your Assets series covered portfolio

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development and personal marketing Additional workshops focused on tax preparation, self-discovery, and additional sessions on artist marketing A summer residency with conductor Cliff Colnot included Cliff Notes, a series that covers a wide range of subjects such as effective score preparation, being an entrepreneurial musician, intonation, chamber music, and audition preparation. We run many {well-advised} lunches students, with guests that include faculty, nationally and internationally recognized artists, and music administrators.

- *Does your institution, organization, or program have partnerships with other academic departments, businesses, or departments? If so, please describe.*

Yes - We collaborate with the Kelley School of Business Johnson Center for Entrepreneurship and Innovation in two ways: The development of an undergraduate certificate in music entrepreneurship (5 courses) and an annual Music Innovation competition.

The Juilliard School | New York, New York

Katherine Howell, Assistant Director, Career Services, khowell@juilliard.edu

Institution Information

- *If your institution has a dedicated career development or entrepreneurship program, please share*
 - Number of full-time staff: 3
 - Number of part-time staff (non-student): 1
 - Number of student workers per semester: 5
 - Total weekly hours of student help: 15
- *Please list the titles of any music career development or entrepreneurship courses offered for academic credit.*

Career Development Seminar; Departmental Seminars (including guest speakers); Business of Jazz; Musician as Entrepreneur; Breaking Barriers: Classical Music in the Age of Pop; Speaking of Music: How to Talk and Write About Music; Understanding the Profession: Performing Arts in the 21st Century; American Society and the Arts; Drama: Current Events and the Judicious Mind; Drama: Bridge to the Profession; Leadership and Innovation in the Creative Arts

- *Please list the average number of music career or entrepreneurship workshops per academic year that are not part of an academic class.*
 - 30+; Titles: National Sawdust: A Conversation with Paola Prestini; Resume and Bio Walk Up Workshop; The Art of Performance Programming; Tax Essentials; Creating a Performing Arts Festival or Summer Program; Juilliard Entrepreneurship Grantees, 2015; Establishing an Appealing Performance Persona with Edna Landau; Refining Your Elevator Pitch Legal Issues and the Performing Arts; A Career in the Cantorate - Sacred Music Career;s Fundraising, Building a Supportive Network and Interacting with Donors; Health Insurance for Performers; The Artist's Soul - Exploring the "Why" of Art; Alumni Project Panels and Roundtables; "Here's My Card": How to Network; The Surprise Social Entrepreneur with Laura Callanan; Victoria Paterson "How I Started the American Modern Ensemble"; Justin Kantor and Le Poisson Rouge; Intellectual Property and Your Contract; Thomas Deneville: "I Care if You Listen"
- *Does your institution, organization, or program have partnerships with other academic departments, businesses, or departments? If so, please describe.*

No

Student Information

- *Overall institutional music enrollment, specifically the number of candidates currently enrolled in these programs*
 - Bachelor degrees in music: 370

NETMCDO 2016 Survey Responses

- o Master degrees in music: 256
- o Doctoral degrees in music: 32
- o Other: Diploma - 1, Graduate Diploma - 4; Artist Diploma - 22

- *Please indicate below whether your music students have the option of pursuing an additional degree as well as their music degree*

Yes - The Juilliard School has an exchange program with Columbia University. Students primarily access one class a semester at Columbia, but some are enrolled in degree granting programs.

- *Please indicate below whether your music students have the option of pursuing minors in addition to their music degree*

No

- *Please indicate below whether your music students have the option of pursuing added certificate programs in addition to their music degree*

No

Career Development Information

- *What services/resources does your career/entrepreneurship center provide?*

- o Individual Career Advising for Current Students
- o Individual Career Advising for Alumni Students
- o New Venture Project Assistance (Advising/Seed Money Grants)
- o Internship Placement Opportunities
- o Resume/Artist Bio Writing Help
- o Professional Development Workshops
- o Networking Events
- o Mentoring Pairing Programs
- o Performance Opportunity/Gig Circulation and/or Placement
- o Online Job Listings Distribution
- o Competition, Festival, Grant, and Scholarship Circulation and Support

- *Do any of these services involve an extra cost to the user?*

No

- *What resources or tools do you use to unlock pathways for students?*

The Juilliard School leverages all the tools at our disposal by connecting students and alumni to established alumni in the field, as well as experts in areas of communications, law, grant making, and more. This office manages 600 professional performances a year in a program designed to train students to be group leaders, contract writers, communicators with clients and presenters. We use software such as Salesforce and Symplcity to manage content and contacts from professional clients to alumni seeking career resources. Our office also engages the broader community of faculty and staff to encourage their participation in our programs, so that they will encourage students to participate in our programs.

- *How do you assess the effectiveness of your programs?*

We use a number of assessment tools including attendance tracking and surveys to collect data on our Center's impact on the Juilliard community.

- *Share an aspect of the career or entrepreneurship offerings at your institution that is particularly successful and why.*

The endowment that has enabled us to make grants for three categories of assistance - career, project, and entrepreneurship - allows us to impact students on a broad scale. For the spring 2016 application period, we received 93 applications across the three categories, which represents at least an introductory point of contact between students and our office. Just over 50% percent of these will be funded, and the remainder provide the office an opportunity to follow up with support in other ways (from providing feedback on how to write a grant proposal, to matching students with mentors who can support their projects further).

NETMCDO 2016 Survey Responses

- *What is the biggest issue facing the musicians that your institution, organization, or program serves?*

Students of this institution face the same economic reality as those of other institutions. The rate of graduation is probably greater than the job market can bear. While there are some encouraging statistics from SNAAP about the level of at least partial employment for musicians, compared to other majors, the low level of income, price of a full education, and likelihood of underemployment are factors that will undoubtedly affect the well being of our graduates.

- *What single change to your program would make the greatest positive impact on the musicians you serve?*

Our office has made huge strides by providing financial awards to students. We intend to continue the work we do to provide tangible skills that will increase the employability of our students across all job categories, which will include a program to partner with companies to educate our students in finding satisfying "day" jobs. Our programming is also being organized into additional career specific curriculum that will be required of freshman and an elective for students at other grade levels.

Manhattan School of Music | New York, New York

Angela Beeching, Director, Center for Music Entrepreneurship (CME), abeeching@msmnyc.edu

Casey Molino Dunn, Deputy Director, CME, cmdunn@msmnyc.edu

Institution Information

- *If your institution has a dedicated career development or entrepreneurship program, please share*
 - Number of full-time staff: 2
 - Number of part-time staff (non-student): 1
 - Number of student workers per semester: 2
 - Total weekly hours of student help: 18

- *Please list the titles of any music career development or entrepreneurship courses offered for academic credit.*

Practical Foundations: Entrepreneurial Leadership Skills (required for all undergrads) Orchestral Entrepreneurship (required for all graduate students in the Orchestral Performance program) Advanced Music Entrepreneurship Practicum (required for all students in the Contemporary Performance program; others take as elective) Internships (elective)

- *Please list the topic and frequency of music career or entrepreneurship workshops per academic year that are not part of an academic class.*

30+; Titles: • The Opera Singer as Educator • Entrepreneurial Musicians Tell All: Creative solutions for starting your own venture, including a focus on new ensembles, series, and festivals • Creating Your Career Path: Designing Your Future • For International Students: Life After Your F-1/J-1 Visa • Transforming Lives through Music: Effectively Performing for Adults with Dementia • Building your career today: a presenter and donor perspective • Grantwriting Tips for Musicians • Musicians of Color: Inspiring Stories of Music and Significance • Becoming your own best teacher: Mindset, motivation, and learning strategies for peak performance • An Entrepreneurial Musician's Path: Researching & recording re-discovered works by Ernst Bacon • Choral Audition Knowhow • How to Find and Create More Performances • Commercial Music for Flutists: Develop a Versatile Career • Composer Collaborations: collectives, series, and ways to pool resources • Marketing for Musicians: Websites and Social Media Marketing • Bringing the Arts to Seniors with Alzheimer's Disease • New Opera / Young Singers: Getting it Right in the Professional World • Singers' Professional Development Workshops • The workings of a new music ensemble with members of loadbang • Orchestral Audition Know How with Noa Kageyama • How to Thrive as an Ensemble with Windscape • Using YouTube to Promote Your Music • Public Speaking for Musicians with Adam Marks • Contemporary Performance Careers Unpacked with Elliot Cole • Collaborative Pianists: Transitioning from Student to Pro • Booking & Promoting Your Own Performances • Applying to Grad Schools: Do it right! • Launching Your Musical Venture with James Austin Smith • Composing a Life after MSM: composition alumni insight • Private Teaching Studio Success: Online & In-Person • Friends & Family Career Panel • Building Your Orchestral Career with Diane Wittry • Taking the Stage: Voice Alumni panel

NETMCDO 2016 Survey Responses

- *Does your institution, organization, or program have partnerships with other academic departments, businesses, or departments? If so, please describe.*

Yes - We have regularly co-sponsored events and workshops with these departments: Admissions Alumni Affairs Collaborative Piano Composition Contemporary Performance Financial Aid International Students Jazz Orchestral Performance Outreach Percussion Pre-college Piano Strings Student Life Voice and Opera Woodwinds/Brass

Student Information

- *Overall institutional music enrollment, specifically the number of candidates currently enrolled in these programs*
 - Bachelor degrees in music: 403 (189 are international)
 - Master degrees in music: 462 (266 are international)
 - Doctoral degrees in music: 74, including 48 beyond their 2nd year (and therefore not taking coursework) (38 are international)
 - Other (Please specify: diplomas, certificates, etc.)
 - Professional Studies: 40 (28 are international); Artist Diploma Students: 2 (both international); Specialized programs — Orchestral Performance: 29 total in MM and PS programs; Contemporary Performance program: 11 (MM)
- *Please indicate below whether your music students have the option of pursuing an additional degree as well as their music degree*

Yes - Joint MM (Master of Music) from Manhattan School of Music and an EdM (Master of Education) in Music Education with New York State K–12 Music Teacher Certification from Teachers College Columbia University. 6 students this year.

- *Please indicate below whether your music students have the option of pursuing minors in addition to their music degree*

No

- *Please indicate below whether your music students have the option of pursuing added certificate programs in addition to their music degree*

No

Career Development Information

- *What services/resources does your career/entrepreneurship center provide?*
 - Individual Career Advising for Current Students
 - Individual Career Advising for Alumni Students
 - New Venture Project Assistance (Advising/Seed Money Grants)
 - Internship Placement Opportunities
 - Resume/Artist Bio Writing Help
 - Professional Development Workshops
 - Networking Events
 - Mentoring Pairing Programs
 - Performance Opportunity/Gig Circulation and/or Placement
 - Online Job Listings Distribution
 - Competition, Festival, Grant, and Scholarship Circulation and Support
- *Do any of these services involve an extra cost to the user?*

No

- *What resources or tools do you use to unlock pathways for students?*

In classes, mentoring sessions, and workshops we: Ask lots of WHY questions of students to develop critical thinking skills Ask them to imagine they are on the receiving end of their own promotional

NETMCDO 2016 Survey Responses

materials so they can develop more objectivity Encourage and facilitate networking with introductions to alumni and faculty and others Bring in local experts and role models to help connect students with service organizations such as Fractured Atlas, Opera America, League of American Orchestras, Chamber Music America, etc. Use role plays for networking, interview, and project pitch preparation. The services/programs we have that help create additional pathways include: Internships Musician and teacher referral services

- *How do you assess the effectiveness of your programs?*
 - Student and alumni feedback and testimonials, including class evaluations, surveys, and person-to-person opportunities for students to reflect on their learning;
 - Regular in person meetings with administrators and faculty jointly-sponsored and collaborative workshops to help better meet the needs of specific student and alumni populations
- *Share an aspect of the career or entrepreneurship offerings at your institution that is particularly successful and why.*

We have 3:

1. Students' entrepreneurial projects (always impressed by the range and scope of student ventures)
2. Breadth and quality of the Setting the Stage workshops (we partner with everyone on campus and work to make these as relevant and targeted to different needs as possible)
3. Advising of students and alumni (we often tag team on these and this has broadened our approaches and styles and helped make appointments more effective and appreciated)

- *What is the biggest issue facing the musicians that your institution, organization, or program serves?*

We see 2:

- Debt / cost of education impacting students and alumni as they are launching their professional lives.
- Language and cultural challenges and expectations of international students.

- *What single change to your program would make the greatest positive impact on the musicians you serve?*

That is the \$64,000 question! We continue to rethink and revise course content to better connect with the segment of students reluctant to push beyond their comfort zones, particularly with assignments that involve networking outside their immediate circles, researching, or taking on project initiatives.

McNally Smith College of Music | St. Paul, Minnesota

Elizabeth Jennings, Director of Career & Alumni Services, liz.jennings@mcnallysmith.edu

Janis Weller, Associate Dean of Assessment and Accreditation | Department Head, Liberal Arts, janis.weller@mcnallysmith.edu

Institution Information

- *If your institution has a dedicated career development or entrepreneurship program, please share*
 - Number of full-time staff: 2
 - Number of student workers per semester: 1
 - Total weekly hours of student help: 20
- *Please list the titles of any music career development or entrepreneurship courses offered for academic credit.*
 - Music Industry Economics (required in all bachelor programs) • Writing about Music (required in all bachelor programs) • Creating a Life in Music (required in all B.M. Performance programs) • Entrepreneurship and Small Business Development (required for B.A. Music Business, B.A. Music, and B.M. Composition, elective for others)

NETMCDO 2016 Survey Responses

- *Please list the average number of music career or entrepreneurship workshops per academic year that are not part of an academic class.*

11-15; Titles: New Student Recap / Study Habits; McNally Computers & Tech Skills; 101 Intro to Online Portfolios; Protest Songs and Art in times of Conflict; Strategies for Interning and Moving to a New City; Kevin Lyman, Vans Warped Tours – Guest speaker; Steve Goold, drummer – Guest speaker; Social Media 101 and Portfolio Support; David Lowery, Camper Van Beethoven – Guest Speaker; Financial Literacy, Student Loans, and being Grad Ready; John Stojevich, Dynamic Show Productions - Guest Speaker; Chris Nichols- ACDC Audio Crew Chief/Systems Engineer; Networking for Shy People; How to Make Your Music a Business: Artist as Entrepreneur; Dissecting Digital Services; Legal Issues for Musicians; Future plans beyond this semester include increased collaboration with academic departments in the form of weekly workshops in the Center for Creative Careers. Titles discussed include Composition Career Paths in TV & Film in collaboration with the composition department; and Portfolio development with Social Media/Music Business faculty.

- *Does your institution, organization, or program have partnerships with other academic departments, businesses, or departments? If so, please describe.*

Yes - The Center for Creative Careers is an academic partnership between the Career & Alumni Services and all academic departments. The Music Business faculty office resides there and helps staff career support during Drop-In hours along with the Career Services staff. Outside of campus, in 2015, McNally Smith College of Music engaged in 50+ community partnerships throughout the Twin Cities. One notable partnership is with the Minnesota Music Coalition whose executive director teaches McNally Smith music business classes. The Coalition holds their annual Minnesota Music Summit each spring on campus, and workshop attendance is free for all students. The Summit is a three-day festival/conference which supports musicians of all genres in their careers. One new partnership for 2016 is with the City of St. Paul Mayor's Office / Arts & Cultural Department to collaborate on social media promotion during the Year of Music 2016.

Student Information

- *Overall institutional music enrollment, specifically the number of candidates currently enrolled in these programs*

- Bachelor degrees in music: 348 (8%)
- Master degrees in music: 16 (44%)
- Other: Diploma in Music – 16 (6%); AAS in Music – 65 (3%); No Degree/PSEO/Avocational/International Exchange: 19 (11%)

- *Please indicate below whether your music students have the option of pursuing an additional degree as well as their music degree*

Yes - Yes, the option to pursue double degrees exists. Do not have a current number.

- *Please indicate below whether your music students have the option of pursuing minors in addition to their music degree*

Yes - 34 students are currently pursuing declared minors, however there are many more who are doing undeclared minors or concentrations outside of their primary field. Minors are in Live Sound, Music Business, Hip Hop, Composition, Performance, or Music Production.

- *Please indicate below whether your music students have the option of pursuing added certificate programs in addition to their music degree*

No

Career Development Information

- *What services/resources does your career/entrepreneurship center provide?*
 - Individual Career Advising for Current Students
 - Individual Career Advising for Alumni Students
 - Internship Placement Opportunities
 - Online Job Listings Distribution

NETMCDO 2016 Survey Responses

- Performance Opportunity/Gig Circulation and/or Placement
- Networking Events
- Professional Development Workshops
- Resume/Artist Bio Writing Help
- Other -We do not place students in internships, but assist them through the process, and oversee the For-Credit internship coursework.

- *Do any of these services involve an extra cost to the user?*

No

- *What resources or tools do you use to unlock pathways for students?*

Most of the faculty and staff work in the music industry outside of school, and use their connections for the benefit of the students. One example is the General Mills “Hamburger Helper” HipHop mixtape project from April 1, 2016, in which two faculty used their industry connections to create a class project, which went viral on April Fool’s Day. <http://www.citypages.com/music/hamburger-helper-drops-watch-the-stove-mixtape-featuring-bobby-raps-dj-tiiiiiiiiip-8171471> Another example is an adjunct music business faculty who works at Effect Partners and formerly at NoiseTrade arranges job shadowing / volunteer opportunities for students at SXSW in Austin, Texas, and Pitchfork Festival, Chicago, IL to gain inside looks at major music festivals. A broad range of music industry people connect directly with Career Services, which we then pass on to the faculty to recommend appropriate students.

- *How do you assess the effectiveness of your programs?*

Every summer Career Services survey the graduates from the previous year in an Alumni Survey which becomes the Graduate Employment report. In that survey, we ask for data on whether they used career services, or interned while at McNally Smith College of Music. We monitor per semester usage of our Job Board of external music jobs and opportunities.

- *Share an aspect of the career or entrepreneurship offerings at your institution that is particularly successful and why.*

All McNally Smith students, no matter their major program, are encouraged to take music business, entrepreneurship, and music technology classes, thereby increasing their ability to be well rounded in the areas of artistry, technology, and entrepreneurship. In the same way, audio engineering & music production students participate in semester-long ensembles, gaining the performance perspective.

- *What is the biggest issue facing the musicians that your institution, organization, or program serves?*

Students needing to do too much: Many students need to take a course load large enough to graduate in time and maintain scholarships/financial aid, while also working to earn money and volunteering to gain experience in the music industry outside of school.

- *What single change to your program would make the greatest positive impact on the musicians you serve?*

Being able to require all students to check in with Career Services staff at least once per year to review their progress on developing career pathways, participating in experiential opportunities, portfolio development, and networks. And in the ideal world: Having a music industry where a young graduate could find an entry level position which would pay them a living wage doing what they love most.

Michigan State University College of Music | East Lansing, Michigan

Christine Beamer, Director of Career Services and Music Entrepreneurship, beamerch@msu.edu

Katherine Denler, Running Start Intern – Social Media, katherine.denler@gmail.com

Institution Information

- *If your institution has a dedicated career development or entrepreneurship program, please share*
 - Number of full-time staff: 1

NETMCDO 2016 Survey Responses

- Number of part-time staff (non-student): 1
- Number of student workers per semester: 2
- Total weekly hours of student help: 15

- *Please list the titles of any music career development or entrepreneurship courses offered for academic credit.*

Your Music Business (grad/undergrad)
Foundations for Success in Music (freshman seminar)

- *Please list the topic and frequency of music career or entrepreneurship workshops per academic year that are not part of an academic class.*

21-25; Titles: Building a Private Studio; Record like a Pro; Careers in Arranging and Orchestration; Social Justice and the Arts; Filling the Seats (marketing); Engaging Audiences; Noa Kageyama Residency (business and performance anxiety); Media Day (bios, websites, resumes, etc); What's Next (young alum panel); Mock Auditions (wind/brass/strings); Orchestral Careers; Financial Smarts for Musicians; Making Waves; Open Door-Creating New Spaces for Music; Careers in Film and Production

- *Does your institution, organization, or program have partnerships with other academic departments, businesses, or departments? If so, please describe.*

Yes - Partnered with the University Career Services Network. We co-produce and co-promote events, as well as research and share best practices. We also have a relationship with the Undergraduate Entrepreneurship Office. I serve as the e-advisor for our entrepreneurship minor. We have a relationship with the Arts Administration department, as well (housed in our college of Arts and Letters) and are doing some graduate data research with them.

Student Information

- *Overall institutional music enrollment, specifically the number of candidates currently enrolled in these programs*

- Bachelor degrees in music: 309
- Master degrees in music: 101
- Doctoral degrees in music: 158
- Other: 9 in performance diploma
- Note: 19% of students overall are from outside the US

- *Please indicate below whether your music students have the option of pursuing an additional degree as well as their music degree*

Yes - about 10% of undergrads, various degrees

- *Please indicate below whether your music students have the option of pursuing minors in addition to their music degree*

Yes - Career Services does not have data on minors.

- *Please indicate below whether your music students have the option of pursuing added certificate programs in addition to their music degree*

Yes - Graduate student certificate in college music teaching

Career Development Information

- *What services/resources does your career/entrepreneurship center provide?*

- Individual Career Advising for Current Students
- Individual Career Advising for Alumni Students
- New Venture Project Assistance (Advising/Seed Money Grants)
- Internship Placement Opportunities
- Resume/Artist Bio Writing Help
- Professional Development Workshops
- Networking Events

NETMCDO 2016 Survey Responses

- o Performance Opportunity/Gig Circulation and/or Placement
- o Online Job Listings Distribution

- *Do any of these services involve an extra cost to the user?*

No

- *What resources or tools do you use to unlock pathways for students?*

Bridge, ONet, SII, Myers-Briggs, Strengthsquest (in class). Also "What do you do with a major in," plus our own Career

- *How do you assess the effectiveness of your programs?*

Surveys at all events, focus group at the end of the year. We track number of advising appointments and number of student attendees. Formative as well as summative assessment.

- *Share an aspect of the career or entrepreneurship offerings at your institution that is particularly successful and why.*

We just started a great residency program placing student chamber groups in a public school with a certified music educator. It is working well because we have partnered with our music ed department, so we provide support on teaching artistry as an industry and how to create and market residencies, and music ed helps the students learn music learning theory, plan lessons, engage in a curriculum, and write assessment.

- *What is the biggest issue facing the musicians that your institution, organization, or program serves?*

Job opportunities for doctoral students.

- *What single change to your program would make the greatest positive impact on the musicians you serve?*

More support from faculty to see entrepreneurship and artistry as intertwined.

New England Conservatory | Boston, Massachusetts

Rachel Roberts, Director of Entrepreneurial Musicianship, rachel.roberts@necmusic.edu

Institution Information

- *If your institution has a dedicated career development or entrepreneurship program, please share*

- o Number of full-time staff: 3
- o Number of part-time staff (non-student): 1
- o Number of student workers per semester: 6-8
- o Total weekly hours of student help: 40

- *Please list the titles of any music career development or entrepreneurship courses offered for academic credit.*

ENTP 351 – The Entrepreneurial Musician
ENTP 440/540 – Entrepreneurial Internship
ENTP 551 – The Entrepreneurial Musician: Graduate Seminar
ENTP 553 – Music Law 101: Copyright Basics
ENTP 554 – Creating An Audience: Marketing Basics
ENTP 555 – Performance and Communication
ENTP 556 – Finance 101: What Musicians Need to Know
ENTP 557 – Music and the Media
ENTP 559 – Body Mapping

- *Please list the topic and frequency of music career or entrepreneurship workshops per academic year that are not part of an academic class.*

NETMCDO 2016 Survey Responses

16-20; Titles: Taking Artistic Control: Starting Your Own Performance Series; There's a Grant for That!; Spread the Word: Social Media for Artists; Professional Headshot Sessions; Scoring Workshop; Listen for the Hmmm; Fulbright Information Session; Grantwriting for Artists; Your Online Home: Building an Artist Website; Don't be Afraid of the Numbers: Financial Planning for Artists; Maximizing your Impact through Collaboration; Giggling 101; Projects 101; The EM Expo; Your Life as a Freelancer; Hearing Prevention

- *Does your institution, organization, or program have partnerships with other academic departments, businesses, or departments? If so, please describe.*

Yes - partnerships for all workshops and programs throughout most all of our departments at school, along with numerous individual faculty (~36%) partnerships for internships and fellowships throughout the greater Boston area

Student Information

- *Overall institutional music enrollment, specifically the number of candidates currently enrolled in these programs*
 - Bachelor degrees in music: 300
 - Master degrees in music: 350
 - Doctoral degrees in music: 30
 - Other: 20

- *Please indicate below whether your music students have the option of pursuing an additional degree as well as their music degree*

Yes - less than 15; dual degrees with Tufts and Harvard

- *Please indicate below whether your music students have the option of pursuing minors in addition to their music degree*

Yes - music history (new this year)

- *Please indicate below whether your music students have the option of pursuing added certificate programs in addition to their music degree*

No

Career Development Information

- *What services/resources does your career/entrepreneurship center provide?*
 - Individual Career Advising for Current Students
 - Individual Career Advising for Alumni Students
 - New Venture Project Assistance (Advising/Seed Money Grants)
 - Internship Placement Opportunities
 - Resume/Artist Bio Writing Help
 - Professional Development Workshops
 - Mentoring Pairing Programs
 - Performance Opportunity/Gig Circulation and/or Placement
 - Online Job Listings Distribution
 - Competition, Festival, Grant, and Scholarship Circulation and Support

- *Do any of these services involve an extra cost to the user?*

No

- *What resources or tools do you use to unlock pathways for students?*

Start first with questioning - getting to know what a student really wants / needs

- *How do you assess the effectiveness of your programs?*
 - metrics - assessments at the end of each class, semester, and year

NETMCDO 2016 Survey Responses

- qualitative and quantitative

- *Share an aspect of the career or entrepreneurship offerings at your institution that is particularly successful and why.*

our connections and open door with the students - there is a warm, welcoming feeling that is known throughout the school - that helps drive the success of all else that we do

- *What is the biggest issue facing the musicians that your institution, organization, or program serves?*

time management! student's schedules are overloaded, and students try to do it all ... which never works. At the end, I believe they lose sight of what they truly want to do in music.

- *What single change to your program would make the greatest positive impact on the musicians you serve?*

having broader support (financial, staffing, and word of mouth / integrating within the school's mission) for the continued development of this resource

Rice University Shepherd School of Music | Houston, Texas

Janet Rarick, Associate Professor of Music Career Development, rarick@rice.edu

Institution Information

- *If your institution has a dedicated career development or entrepreneurship program, please share*
 - Number of full-time staff: 1
 - Number of student workers per semester: 1
 - Total weekly hours of student help: 3

- *Please list the titles of any music career development or entrepreneurship courses offered for academic credit.*

We have a menu of courses for our MM performance majors to choose from. They are required to take 4 credit hours to graduate. Please visit <http://music.rice.edu/graduate/career.shtml> for the course listings. We offer at least 7 from the list each semester.

- *Please list the average number of music career or entrepreneurship workshops per academic year that are not part of an academic class.*

1-5; Titles: Grant proposals, concert programming, performance skills

- *Does your institution, organization, or program have partnerships with other academic departments, businesses, or departments? If so, please describe.*

Yes - We have a partnership with the Rice Art Gallery.

Student Information

- *Overall institutional music enrollment, specifically the number of candidates currently enrolled in these programs*
 - Bachelor degrees in music: 108
 - Master degrees in music: 158
 - Doctoral degrees in music: 12
 - Other: 6

- *Please indicate below whether your music students have the option of pursuing an additional degree as well as their music degree*

No

NETMCDO 2016 Survey Responses

- *Please indicate below whether your music students have the option of pursuing added certificate programs in addition to their music degree*

Yes – teaching certificate

Career Development Information

- *What services/resources does your career/entrepreneurship center provide?*

- Individual Career Advising for Current Students
- Individual Career Advising for Alumni Students
- Resume/Artist Bio Writing Help
- Performance Opportunity/Gig Circulation and/or Placement
- Competition, Festival, Grant, and Scholarship Circulation and Support
- What resources or tools do you use to unlock pathways for students?

- *Do any of these services involve an extra cost to the user?*

No

- *How do you assess the effectiveness of your programs?*

We have an open communication with students, faculty and our administration in evaluating our programs. We also look at student course and instructor evaluations.

- *Share an aspect of the career or entrepreneurship offerings at your institution that is particularly successful and why.*

Our Music Career and Skills Enhancement Courses: <http://music.rice.edu/graduate/career.shtml>

San Francisco Conservatory of Music | San Francisco, California

Jeff Anderle, Clarinet Class; Coordinator, Woodwind Chamber Music, janderle@sfc.edu

Ryan Brown, Director of Professional Development; Composition; Music History, rbrown@sfc.edu

Institution Information

- *If your institution has a dedicated career development or entrepreneurship program, please share*
 - Number of full-time staff: 1
 - Number of student workers per semester: 3
 - Total weekly hours of student help: 16
- *Please list the titles of any music career development or entrepreneurship courses offered for academic credit.*
 - Practical Aspects of a Career in Music (UG; required)
 - Musical Startups (G mostly; elective)
 - Building Your Digital Presence (UG with prereq, G; elective)

- *Please list the average number of music career or entrepreneurship workshops per academic year that are not part of an academic class.*

6-10; Titles: Intro to Grantwriting for Artists; Starting an Ensemble; Finding Your Career Path; Becoming a Music Educator; Taxes for Artists (two sessions); Looking Ahead: resumes, cover letters, web presence, job search

- *Does your institution, organization, or program have partnerships with other academic departments, businesses, or departments? If so, please describe.*

NETMCDO 2016 Survey Responses

Yes - We have internship partnerships with several local arts organizations: SF Opera, Post:Ballet, SF Performances, Berkeley Symphony, SFJAZZ, etc. We also have a membership/production partnership with the Center for New Music.

Student Information

- *Overall institutional music enrollment, specifically the number of candidates currently enrolled in these programs*
 - Bachelor degrees in music: 153 (26%)
 - Master degrees in music: 183 (30%)
 - Other: Professional Studies Diploma: 31 (55%)

- *Please indicate below whether your music students have the option of pursuing an additional degree as well as their music degree*

No

- *Please indicate below whether your music students have the option of pursuing minors in addition to their music degree*

No

- *Please indicate below whether your music students have the option of pursuing added certificate programs in addition to their music degree*

No

Career Development Information

- *What services/resources does your career/entrepreneurship center provide?*
 - Individual Career Advising for Current Students
 - Individual Career Advising for Alumni Students
 - New Venture Project Assistance (Advising/Seed Money Grants)
 - Internship Placement Opportunities
 - Resume/Artist Bio Writing Help
 - Professional Development Workshops
 - Networking Events
 - Online Job Listings Distribution
 - Competition, Festival, Grant, and Scholarship Circulation and Support

- *Do any of these services involve an extra cost to the user?*

No

- *How do you assess the effectiveness of your programs?*

Student turnout for our events, comments and results of student exit surveys, anecdotal feedback

- *Share an aspect of the career or entrepreneurship offerings at your institution that is particularly successful and why.*

Student Professional Development Grant program. The prospect of money really motivates them to think through their career and get their professional materials in order.

- *What is the biggest issue facing the musicians that your institution, organization, or program serves?*

Cost of living in the Bay Area.

- *What single change to your program would make the greatest positive impact on the musicians you serve?*

Opening more free time in their schedules to allow them to attend more of our events.

San Jose State University School of Music | San Jose, California

Jeffrey Benson, Director of Choral Activities, jeffrey.benson@sjsu.edu

Fred Cohen, Professor of Music and Director of the School of Music and Dance, fred.cohen@sjsu.edu

Institution Information

- *If your institution has a dedicated career development or entrepreneurship program, please share*
 - Number of full-time staff: 5
 - Number of part-time staff (non-student): 2
 - Number of student workers per semester: 6
 - Total weekly hours of student help: 35
- *Please list the titles of any music career development or entrepreneurship courses offered for academic credit.*

Written Communication II (MUSC 100W)

- *Please list the topic and frequency of music career or entrepreneurship workshops per academic year that are not part of an academic class.*

1-5

- *Does your institution, organization, or program have partnerships with other academic departments, businesses, or departments? If so, please describe.*

Partnership with Digital Media (department), with Dance (same school), with Computer Science (certificate program in computer art); business school (marketing advice)

Student Information

- *Overall institutional music enrollment, specifically the number of candidates currently enrolled in these programs*
 - Bachelor degrees in music: 277
 - Master degrees in music: 30
- *Please indicate below whether your music students have the option of pursuing an additional degree as well as their music degree*

Yes - 70

- *Please indicate below whether your music students have the option of pursuing minors in addition to their music degree*

Yes - 50

- *Please indicate below whether your music students have the option of pursuing added certificate programs in addition to their music degree*

No

Career Development Information

- *What services/resources does your career/entrepreneurship center provide?*
 - Individual Career Advising for Current Students
 - Internship Placement Opportunities
 - Resume/Artist Bio Writing Help
 - Online Job Listings Distribution
- *Do any of these services involve an extra cost to the user?*

No

- *What resources or tools do you use to unlock pathways for students?*

NETMCDO 2016 Survey Responses

Networking with alums and musical professionals; internships

- *How do you assess the effectiveness of your programs?*

Not very effectively

- *Share an aspect of the career or entrepreneurship offerings at your institution that is particularly successful and why.*

Internships with tech companies that hire our students

- *What is the biggest issue facing the musicians that your institution, organization, or program serves?*

Financial support during college

- *What single change to your program would make the greatest positive impact on the musicians you serve?*

Well, greater financial support for our students...but regarding this conference, I'm looking to educate myself and faculty with a better understanding of how to integrate career skills with our undergraduate curriculum.

Seattle University College of Arts and Sciences | Seattle, Washington

Quinton Morris, Director, Chamber and Instrumental Music; Associate Professor, Performing Arts and Arts Leadership; Associate Appointment, Global African Studies, morrisq@seattleu.edu

Institution Information

- *If your institution has a dedicated career development or entrepreneurship program, please share*
 - Number of full-time staff: 4
 - Number of part-time staff (non-student): 7
 - Number of student workers per semester: 1
 - Total weekly hours of student help: 5

- *Please list the titles of any music career development or entrepreneurship courses offered for academic credit.*

The Art of Entrepreneurship

- *Please list the average number of music career or entrepreneurship workshops per academic year that are not part of an academic class.*

1-5

- *Does your institution, organization, or program have partnerships with other academic departments, businesses, or departments? If so, please describe.*

No

Student Information

- *Overall institutional music enrollment, specifically the number of candidates currently enrolled in these programs*

Bachelor degrees in music: 35

- *Please indicate below whether your music students have the option of pursuing an additional degree as well as their music degree?*

Liberal Arts degrees

Career Development Information

NETMCDO 2016 Survey Responses

- *What services/resources does your career/entrepreneurship center provide?*
 - Individual Career Advising for Current Students
 - Individual Career Advising for Alumni Students
 - Resume/Artist Bio Writing Help
 - Professional Development Workshops
 - Networking Events
 - Performance Opportunity/Gig Circulation and/or Placement
 - Online Job Listings Distribution
 - Competition, Festival, Grant, and Scholarship Circulation and Support

- *Do any of these services involve an extra cost to the user?*

No

- *How do you assess the effectiveness of your programs?*

We just did a program review last year where we assessed everything in our program.

- *Share an aspect of the career or entrepreneurship offerings at your institution that is particularly successful and why.*

Professional Development Seminars for students. Very successful.

- *What is the biggest issue facing the musicians that your institution, organization, or program serves?*

Our administration

- *What single change to your program would make the greatest positive impact on the musicians you serve?*

Give more resources to our program.

Teachers College Columbia University | New York, New York

Drew Coles, Department Chair of Arts & Humanities, dxc2102@tc.columbia.edu

Institution Information

- *Please list the average number of music career or entrepreneurship workshops per academic year that are not part of an academic class.*

1-5; Titles: Freelance Lesson – Teacher Workshops

- *Does your institution, organization, or program have partnerships with other academic departments, businesses, or departments? If so, please describe.*

Yes - The Music and Music Education Program at Teachers College has a good relationship and partnership with Jazz at Lincoln Center

Student Information

- *Please indicate below whether your music students have the option of pursuing an additional degree as well as their music degree*

Yes -1

- *Please indicate below whether your music students have the option of pursuing minors in addition to their music degree*

No

NETMCDO 2016 Survey Responses

- *Please indicate below whether your music students have the option of pursuing added certificate programs in addition to their music degree*

Yes - I'm not sure

Career Development Information

- *What services/resources does your career/entrepreneurship center provide?*
 - Internship Placement Opportunities
 - Resume/Artist Bio Writing Help
 - Professional Development Workshops
 - Networking Events
 - Mentoring Pairing Programs
 - Online Job Listings Distribution
- *Do any of these services involve an extra cost to the user?*

No

The University of Texas at Austin College of Fine Arts | Austin, Texas

Nicole Anderson, Career Advisor, nicole.anderson@austin.utexas.edu

Martha Hilley, Director of Undergraduate Studies, mhilley@austin.utexas.edu

Institution Information

- *If your institution has a dedicated career development or entrepreneurship program, please share*
 - Number of full-time staff: 3
 - Number of student workers per semester: 1
 - Total weekly hours of student help: 10

- *Please list the titles of any music career development or entrepreneurship courses offered for academic credit.*

Electives, undergraduate - Fine Arts 140 and 340, 1-credit and 3-credit courses, designed to develop professional skills concurrently with an internship assignment

- *Please list the average number of music career or entrepreneurship workshops per academic year that are not part of an academic class.*

16-20; Topics: Aligning business skills, courses, and degrees with artistic and performing talent; Leveraging online exposure into opportunity; International internships; The Art of Finance; Creative Research Week: Grant Recipients; Networking 101; Interviewing 101; Resumes 101; etc.

- *Does your institution, organization, or program have partnerships with other academic departments, businesses, or departments? If so, please describe.*

Yes - We serve the students in the College of Fine Arts (Theatre and Dance, Studio Art, and Music departments) at UT Austin, so we have established relationships among the entire college. We're a member of a committee at UT Austin where all 17 university career services offices collaborate to discuss career services and their intersections. Our student intern is placed and funded via University Leadership Network, an on-campus organization developing professional skills among undergraduates. Outside of our university, we partner with hundreds of employers to promote jobs and internships. We also connect with various local organizations to host presenters, workshops, etc.

Student Information

- *Overall institutional music enrollment, specifically the number of candidates currently enrolled in these programs*
 - Bachelor degrees in music: 305

NETMCDO 2016 Survey Responses

- o Master degrees in music: 115
- o Doctoral degrees in music: 202

- *Please indicate below whether your music students have the option of pursuing an additional degree as well as their music degree*

Yes

- *Please indicate below whether your music students have the option of pursuing minors in addition to their music degree*

Yes - In the fall, our college is offering its first minor, but students have not yet been able to declare this minor

- *Please indicate below whether your music students have the option of pursuing added certificate programs in addition to their music degree*

Yes - Certificates are a more intensive degree option than minors at UT Austin, and many colleges offer them. The McCombs School of Business offers several certificates that focus on building interdisciplinary business skills that are very popular with our students.

Career Development Information

- *What services/resources does your career/entrepreneurship center provide?*
 - o Individual Career Advising for Current Students
 - o Individual Career Advising for Alumni Students
 - o Online Job Listings Distribution
 - o Professional Development Workshops
 - o Resume/Artist Bio Writing Help
 - o Internship Placement Opportunities
 - o New Venture Project Assistance (Advising/Seed Money Grants)

- *Do any of these services involve an extra cost to the user?*

No

- *Share an aspect of the career or entrepreneurship offerings at your institution that is particularly successful and why.*

We have an initiative called Integrated Advising in which all undergraduate students are required to connect with the Fine Arts Career Services office during their sophomore year. This allows students to more fully benefit from our office's services comfortably before graduation.

University of California, Los Angeles Herb Alpert School of Music | Los Angeles, California

John Steinmetz, Lecturer—Bassoon, steinmetz.mail@gmail.com

Institution Information

- *Please list the titles of any music career development or entrepreneurship courses offered for academic credit.*

The school offers a Music Industry minor.

- *Please list the average number of music career or entrepreneurship workshops per academic year that are not part of an academic class.*

1-5

NETMCDO 2016 Survey Responses

- *Does your institution, organization, or program have partnerships with other academic departments, businesses, or departments? If so, please describe.*

No specifically career-related partnerships that I'm aware of. Lots of cross-institutional collaborations of various kinds. For example, to commemorate the 100th anniversary of the Armenian Genocide, UCLA Philharmonia (the top student orchestra) collaborated with Lark Musical Society, a community organization, to commission and premiere Ian Krouse's "Armenian Requiem," with vocal soloists and choirs from UCLA and the community. This year, the same orchestra played a concert of new music by Los Angeles composers as part of L.A.'s Hear Now Festival. Students can qualify to perform in grant-funded music outreach ensembles. Various projects and conferences bring together UCLA musicians with scholars and researchers from other academic departments.

Student Information

- *Overall institutional music enrollment, specifically the number of candidates currently enrolled in these programs*
 - Bachelor degrees in music:
 - 309. (Performance, education, & composition: 174. Ethnomusicology: 81. Music history: 54.)
 - Master degrees in music
 - All graduate degrees combined (masters and doctoral): 159. (Performance and conducting: 67. Composition: 23. Ethnomusicology: 35. Musicology: 34.)
- *Please indicate below whether your music students have the option of pursuing an additional degree as well as their music degree*

Yes - I don't know numbers, but it is not uncommon for UCLA music majors to pursue double majors. Some of my bassoon students have pursued double majors, for example in music and math, music and German. An oboist is also an accounting major.

- *Please indicate below whether your music students have the option of pursuing minors in addition to their music degree*

Yes - Some departments offer minors, although Music does not.

- *Please indicate below whether your music students have the option of pursuing added certificate programs in addition to their music degree*

No

Career Development Information

- *What services/resources does your career/entrepreneurship center provide?*
 - Resume/Artist Bio Writing Help
 - Performance Opportunity/Gig Circulation and/or Placement
 - Competition, Festival, Grant, and Scholarship Circulation and Support
 - Note: The School of Music has no career or entrepreneurship programs. The University offers some career services.

- *Do any of these services involve an extra cost to the user?*

No

- *What resources or tools do you use to unlock pathways for students?*

Conversation. I was impressed by a particular project: a freshman violin major got the string faculty's backing to produce a marathon Lou Harrison tribute concert, featuring performers from across the music department, and including a then-unreleased documentary film about Harrison, introduced by its director. It was a terrific event, even more so because the faculty supported it.

- *What is the biggest issue facing the musicians that your institution, organization, or program serves?*

NETMCDO 2016 Survey Responses

Students seem nervous about how they will make a living.

- *What single change to your program would make the greatest positive impact on the musicians you serve?*
 - To start a program!
-

University of Michigan School of Music, Theatre & Dance | Ann Arbor, Michigan

Mark Clague, Associate Professor of Musicology; Faculty Associate, American Culture Program, Afro-American Studies & Non-Profit Management, claguem@umich.edu

Jonathan Kuuskoski, Assistant Director of Entrepreneurship and Career Services, jkuusk@umich.edu

Institution Information

- *If your institution has a dedicated career development or entrepreneurship program, please share*
 - Number of full-time staff: 1
 - Number of student workers per semester: 2
 - Total weekly hours of student help: 10-15
- *Please list the titles of any music career development or entrepreneurship courses offered for academic credit.*
 - 1-credit mini-courses (cross-listed for undergraduate and graduate students): DIY Arts Marketing and Social Media Cultural Entrepreneurship: Your Passion as Your Profession The Recording Industry: Selling Your Music to the World The Business of Chamber Music Your Career in the Arts: Strengths, Strategies, and Solutions (Career Planning Bootcamp) Communicating Your Artistry in Prose with Bios, Blogs, Crowdfunding, & Grants Careers in Media Technology Legal Issues in the Arts
 - 3 credit courses (cross-listed for undergraduate and graduate students): Creating Social Value through the Arts: A DIY Arts Practicum Record Industry Workshop (Practicum) Business of Music
- *Please list the average number of music career or entrepreneurship workshops per academic year that are not part of an academic class.*

16-20;Titles: Daniel Bernard Roumain: The Vital Artist (4 visits): Money Matters, Marketing Matters, Making the Arts Matter, From U-M to the World); Becoming a Next Level Violinist with Rachel Barton Pine; The Future of the Music Industry: Issues, Ideas, and Innovation with the DSO's Erik Ronmark, Stanley Frankel, & Dean Aaron Dworkin; From Inspiration to Implementation: A Panel on Project-Based Career Development with Michael Haithcock, Timothy McAllister, & Michael Daugherty; PRISM Quartet (2 visits): Starting Your Own Record Label: A Musician's Guide, Establishing an Artistic Identity in a Crowded Field; Mavericking Your Career: Delroy Lindo in Conversation with Dean Aaron Dworkin; EXCEL Career Expo Day featuring the Akropolis Reed Quintet; Legal Issues for Musicians with James Kendrick (EAM); Pandora to Photoshop: Inside the Teams, Tech, and Careers of the Music and Video Technology Industry; Jumpstarting Your Theatre Career: A Conversation with Actor Sean Blake; Grad School 101: Exploring the Application and Audition Process; New Media Strategies for Music Distribution with Pueblo Nuevo; A View from the Bridge: UMS / SMTD 21st-c Interns Panel; Making the Most of Social Media with NY Phil's Vince Ford; Standing Apart from the Pack: Resume & CV Writing Tips for Performing Arts Students; Q&A on Building a Sustainable Freelance Career with Susan Waller
- *Does your institution, organization, or program have partnerships with other academic departments, businesses, or departments? If so, please describe.*

Yes - We have collaborated with many units within SMTD to host EXCEL events featuring guests and/or SMTD students and faculty including -- Strings, Winds & Percussion, Performing Arts Technology, Composition, Theatre, Dance, Chamber Music, Admissions, Development, Conducting, and Voice. All of our mini-courses count towards the Performing Arts Management minor housed in the SMTD. We also partner with the central entrepreneurship hub, InnovateBlue, hosting our 3-credit practica that count

NETMCDO 2016 Survey Responses

towards the cross-campus entrepreneurship minor. We will be coordinating with the central U-M Career Center to optimize our tracking systems and to co-host events in 2016-17. We partnered with a biomedical engineering professor Aileen Huang-Saad to participate in her cross-disciplinary study on the efficacy of entrepreneurship education. We also partnered with University Musical Society to help place 4-5 SMTD students with some of the ensembles/organizations they present, as well as to host a social media talk with NY Phil's Vince Ford during their U-M residency.

Student Information

- *Please indicate below whether your music students have the option of pursuing an additional degree as well as their music degree*
Yes
- *Please indicate below whether your music students have the option of pursuing minors in addition to their music degree*
Yes
- *Please indicate below whether your music students have the option of pursuing added certificate programs in addition to their music degree*
Yes

Career Development Information

- *What services/resources does your career/entrepreneurship center provide?*
 - Individual Career Advising for Current Students
 - Individual Career Advising for Alumni Students
 - New Venture Project Assistance (Advising/Seed Money Grants)
 - Internship Placement Opportunities
 - Resume/Artist Bio Writing Help
 - Professional Development Workshops
 - Networking Events
 - Performance Opportunity/Gig Circulation and/or Placement
 - Online Job Listings Distribution
 - Competition, Festival, Grant, and Scholarship Circulation and Support
 - *Do any of these services involve an extra cost to the user?*
No
-

University of Oregon School of Music and Dance | Eugene, Oregon

Grace Ho, Professional Development and Academic Advisor for Music Graduate Students, gradmus@uoregon.edu

Institution Information

- *If your institution has a dedicated career development or entrepreneurship program, please share*
Number of full-time staff: 1
- *Please list the average number of music career or entrepreneurship workshops per academic year that are not part of an academic class.*
1-5; Titles: 1. Individual Branding: How to Promote Yourself as a Professional Musician 2. Beyond the Practice Room: Identifying Transferable Skills for the Job Market 3. Music in Academia: Graduate School as a Means to a Job in Higher Education 4. The Professor Is In: CVs, Cover Letters, and Job Interviews 5. Adventures in Arts Administration: Launching a Nonprofit Organization

NETMCDO 2016 Survey Responses

- *Does your institution, organization, or program have partnerships with other academic departments, businesses, or departments? If so, please describe.*

Yes - We also encourage our students to attend workshop opportunities presented by our University's Graduate School, Teaching and Learning Center, and Career Center.

Student Information

- *Overall institutional music enrollment, specifically the number of candidates currently enrolled in these programs*
 - Bachelor degrees in music: 225
 - Master degrees in music: 78
 - Doctoral degrees in music: 51
- *Please indicate below whether your music students have the option of pursuing an additional degree as well as their music degree*

Yes - This depends on what major they are pursuing. We do offer a general music major which does allow for a double major. However, less than 10% of students plan to pursue the general music major initially.
- *Please indicate below whether your music students have the option of pursuing minors in addition to their music degree*

Yes - 9 students are pursuing a music major plus a major outside of the School of Music and Dance. Non-music double majors include Psychology (3), Art (1) Computer Science (1), English (1), German (1), History (1), and Physics (1)
- *Please indicate below whether your music students have the option of pursuing added certificate programs in addition to their music degree*

Yes - Currently, we have two doctoral students pursuing a certificate in nonprofit management

Career Development Information

- *What services/resources does your career/entrepreneurship center provide?*
 - Online Job Listings Distribution
 - Professional Development Workshops
 - Resume/Artist Bio Writing Help
 - Individual Career Advising for Alumni Students
 - Individual Career Advising for Current Students
- *Do any of these services involve an extra cost to the user?*

No
- *What resources or tools do you use to unlock pathways for students?*

We have a professional development blog: <http://blogs.uoregon.edu/somdprofessionaldevelopment/>
- *How do you assess the effectiveness of your programs?*

We are still in the first year of our program, so we do not yet have a measurement tool in place.
- *Share an aspect of the career or entrepreneurship offerings at your institution that is particularly successful and why.*

Our alumni panel was very successful because our students responded well to hearing from peers who have gone through the experience of job seeking/building a career.
- *What is the biggest issue facing the musicians that your institution, organization, or program serves?*

Often, our students are short-sighted while in their degree program and are not prepared for the job market when they graduate.
- *What single change to your program would make the greatest positive impact on the musicians you serve?*

NETMCDO 2016 Survey Responses

Incorporating career training opportunities into the curriculum so that students can build that skill set while they are working on their degree (rather than getting a crash course in the term of graduation!).

University of the Pacific Conservatory of Music | Boca Raton, Florida

Nicolasa Kuster, Associate Professor of Bassoon; Program Director of Woodwinds, nkuster@pacific.edu

Institution Information

- *If your institution has a dedicated career development or entrepreneurship program, please share*
 - Number of full-time staff: 6
 - Number of part-time staff (non-student): 0
 - Number of student workers per semester: 5
 - Total weekly hours of student help: 15 per student worker. This info is for our university-wide resource center.
- *Please list the titles of any music career development or entrepreneurship courses offered for academic credit.*

Beyond Talent, Music, Entertainment in U.S. Society, Performing Arts Administration, Music Industry Analysis, Music Industry Career Development

- *Does your institution, organization, or program have partnerships with other academic departments, businesses, or departments? If so, please describe.*

Yes, the Eberhardt School of Business, Music Management Advisory Board

Student Information

- *Overall institutional music enrollment, specifically the number of candidates currently enrolled in these programs*
 - Bachelor degrees in music: 163 (4)
 - Master degrees in music: 8
 - Doctoral degrees in music: 0
 - Other (Please specify: diplomas, certificates, etc.)
BS 8; Certificate 1; Master of Arts 15; BA 30
- *Please indicate below whether your music students have the option of pursuing an additional degree as well as their music degree*

Yes - about 10, from Engineering, Environmental Studies, Chinese, French, as well as dual Music Degree with Performance and Composition, Music Therapy, etc
- *Please indicate below whether your music students have the option of pursuing minors in addition to their music degree*

Yes - about 8. Engineering, Pre-Pharm and Pre-Dent
- *Please indicate below whether your music students have the option of pursuing added certificate programs in addition to their music degree*

No

- *What services/resources does your career/entrepreneurship center provide?*
 - Individual Career Advising for Current Students
 - Resume/Artist Bio Writing Help
 - Professional Development Workshops
 - Networking Events
 - Performance Opportunity/Gig Circulation and/or Placement
 - Other (please specify): Since there isn't a career/entrepreneurship center exclusively for the Conservatory, most of the music specific things happen with coordination by Program Directors and staff

NETMCDO 2016 Survey Responses

- *Do any of these services involve an extra cost to the user?*

No

Career Development Information

- *What resources or tools do you use to unlock pathways for students?*

We rely heavily on faculty advising.

- *Share an aspect of the career or entrepreneurship offerings at your institution that is particularly successful and why.*

We just started the Beyond Talent class two years ago and offered it every Spring. Now we are planning to offer it every semester with the opposite semester being an additional course to take the work to a deeper level.

- *What single change to your program would make the greatest positive impact on the musicians you serve?*

Embedding professional development opportunities into the curriculum. Having more choices available to the students.

University of Queensland School of Music | Queensland, Australia

Patricia Pollett, Director of Performance & Engagement and Professor in Viola Performance, p.pollett@uq.edu.au

Institution Information

- *If your institution has a dedicated career development or entrepreneurship program, please share*

Number of full-time staff: 1

- *Please list the titles of any music career development or entrepreneurship courses offered for academic credit.*

Music Career Skills and Entrepreneurship MUSC3900 undergraduate

- *Please list the average number of music career or entrepreneurship workshops per academic year that are not part of an academic class.*

1-5

- *Does your institution, organization, or program have partnerships with other academic departments, businesses, or departments? If so, please describe.*

Yes - professional orchestra professional chamber music organizer national music education programs

Student Information

- *Overall institutional music enrollment, specifically the number of candidates currently enrolled in these programs*

- Bachelor degrees in music: 250
- Master degrees in music: 60
- Doctoral degrees in music: 30
- Other: 20

- *Please indicate below whether your music students have the option of pursuing an additional degree as well as their music degree*

Yes - 20% are pursuing

NETMCDO 2016 Survey Responses

- *Please indicate below whether your music students have the option of pursuing minors in addition to their music degree*

No

- *Please indicate below whether your music students have the option of pursuing added certificate programs in addition to their music degree*

No

Career Development Information

- *What services/resources does your career/entrepreneurship center provide?*
 - Internship Placement Opportunities
 - Resume/Artist Bio Writing Help
 - Professional Development Workshops
 - Networking Events
 - Performance Opportunity/Gig Circulation and/or Placement

- *Do any of these services involve an extra cost to the user?*

No

- *What resources or tools do you use to unlock pathways for students?*

The course allows them to discover new opportunities and networks

- *How do you assess the effectiveness of your programs?*

feedback from students

- *Share an aspect of the career or entrepreneurship offerings at your institution that is particularly successful and why.*

Internships have resulted in permanent job offers

- *What is the biggest issue facing the musicians that your institution, organization, or program serves?*

Job insecurity

- *What single change to your program would make the greatest positive impact on the musicians you serve?*

Graduate counselling

University of Southern California Thornton School of Music | Los Angeles, California

Susan Helfter, Chair, Music Teaching and Learning; Director of Outreach Programs, helfter@thornton.usc.edu

Institution Information

- *Please list the average number of music career or entrepreneurship workshops per academic year that are not part of an academic class.*

11-15

NETMCDO 2016 Survey Responses

- *Does your institution, organization, or program have partnerships with other academic departments, businesses, or departments? If so, please describe.*

Yes - All departments within Thornton School of Music; Price School of Policy, Planning and Development

The WholeHearted Musician | San Francisco, California

Dana Fonteneau, DanaFonteneauMFT@gmail.com

Institution Information

- *Please list the average number of music career or entrepreneurship workshops per academic year that are not part of an academic class.*

1-5; Titles: Conquering Stage Fright; Career Building 101; Musicians and Money; How to Build a Thriving Teaching Studio; Vision and Mission

- *Does your institution, organization, or program have partnerships with other academic departments, businesses, or departments? If so, please describe.*

Yes – I guest present at music schools and conferences throughout the country

Career Development Information

- *What services/resources does your career/entrepreneurship center provide?*
 - Individual Career Advising for Current Students
 - Individual Career Advising for Alumni Students
 - Individual Career Advising for the Public
 - Professional Development Workshops

- *Do any of these services involve an extra cost to the user?*

Yes - Please note which and what the fee is: I am in private practice so everything is paid out of pocket by the client

- *What resources or tools do you use to unlock pathways for students?*

The DeMartini Values Determination Process; 6 Steps to Wealth process; book, podcast and Ted talk recommendations, referrals to my network

- *How do you assess the effectiveness of your programs?*

I get testimonials, success assume that, clients share measurable outcomes such as increased income, increased concert engagements, increased gigs and students, decreased or termination of medication such as anti-depressants, anti-anxiety mess and or beta blockers.

- *Share an aspect of the career or entrepreneurship offerings at your institution that is particularly successful and why.*

I share with my clients a new paradigm of success and show up 120% to support them. I share with them my own path as an entrepreneur and self-employed business owner and bring together all the tools I've learned along the way. I am getting thank you letters, success stories and clients are reporting greater fulfillment, increased income and decreased pain and suffering.

- *What is the biggest issue facing the musicians that your institution, organization, or program serves?*

NETMCDO 2016 Survey Responses

Lack of vision and action plan; no financial education

- *What single change to your program would make the greatest positive impact on the musicians you serve?*

I am in private practice mostly serving people who are out of school. I wonder how much students can actually take on when they are in the music school "bubble".