



#### Welcome!

#### Dear JSMA Exhibition Interpreter:

Welcome to the Jordan Schnitzer Museum of Art's (JSMA) Exhibition Interpreter Program. You are a part of a talented and select corps of individuals who are dedicated to making the museum a special place of learning and community for our community and for each other. Exhibition Interpreters (EIs) are the museum's most cherished ambassadors and have led thousands of people in groups of children, teenagers, life-long learners, and tourists through the galleries to find a world of visual inspiration. We are very proud of our volunteers and grateful for the work you do providing inquiry-based tours.

It is a focus for EIs to mentor one another, support each other and help each other stay safe, well, and informed, in our careful community. We strive to nurture, teach and inform not only our museum guests but also each other from a viewpoint of inclusion and equity.

Being an Exhibition Interpreter is a rewarding experience because of the educational opportunities the program offers in an atmosphere that values human creativity and spirit. For Exhibition Interpreters, the joy of learning the collection and tour techniques is combined with the rewards that come when a visitor is engaged and enlightened by the museum experience.

Becoming an Exhibition Interpreter is a multi-year process that involves training in museum education and art history, inquiry-based discussion through Visual Thinking Strategies, and improved communication skills through in-person and technology-based experiences.

The museum staff and the Exhibition Interpreter Steering Committee have established a vision and a set of values, which are used to give the program direction in fulfilling the JSMA's mission. As you read this and other training materials, you will find that the program embraces respect, teamwork, and communication. This manual was created to help you be successful while becoming familiar with EI policies and procedures.

All JSMA staff welcome you as you help us work toward the museum's mission to ensure individuals have meaningful experiences with art. We are thrilled that you have chosen to share your time and your talents with us, and we look forward to working with you now and in the future.

Lisa Abia-Smith Director of Education

Sherri Jones Assistant Administrator of Education

# **Table of Contents**

About the Jordan Schnitzer Museum of Art	3
Statement of Purpose for JSMA Exhibition Interpreters	4
Exhibition Interpreter Program Core Values	4
Exhibition Interpreter Program Vision Statement	5
Exhibition Interpreter StatusProvisional Exhibition Interpreter	6 6 6
Observation and Evaluation	7
Policies for JSMA Exhibition Interpreters	
Exhibition Interpreter Benefits	11
Assistant Administrator of Education	12
Parking and Transportation	13
Computer/Calendar Tips	12
Internet access and Email	
Exhibition Interpreter (EI) page of JSMA website	14
Museum Membership	13
Guidelines for Shadowing Tours and Tandem Tours	13
5-Minute Object Spotlight	14
2021-22 EI Meeting Schedule	15
Attachments	

# About the Jordan Schnitzer Museum of Art

The University of Oregon's art museum first opened its doors to the public in 1933. Designed by Ellis F. Lawrence, UO dean of Architecture & Allied Arts at the time, the museum was built to house the Murray Warner Collection. Gertrude Bass Warner gave more than 3,700 works of art to the University of Oregon. You can learn more about Gertrude Bass Warner at this website:

https://glam.uoregon.edu/fabricofcollecting/page/gertrude-bass-warner-collector

The only academic art museum in Oregon accredited by the American Alliance of Museums, the JSMA features engaging exhibitions, significant collections of historic and contemporary art, and exciting educational programs that support the university's academic mission and the diverse interests of its off-campus communities. The JSMA's collections galleries present selections from its extensive holdings of Chinese, Japanese, Korean and American art. Special exhibitions galleries display works from the collection and on loan, representing many cultures of the world, past and present. The JSMA currently houses over 19,000 objects, of which more than 75% are searchable on the JSMA's online collection database.

The JSMA continues a long tradition of bridging international cultures and offers a welcoming destination for discovery and education centered on artistic expression that deepens the appreciation and understanding of the human condition.

#### **VISION**

We envision a world where art, artists, and cross-cultural understandings are essential for a holistic education and a healthy society.

#### **MISSION**

The JSMA at the University of Oregon fosters global understandings of art and cultural histories working with faculty, students, and communities to contribute to a more just, equitable, and sustainable world.

#### **JSMA Values**

- Transformative learning through art and museums
- · Student, faculty, and public experiences with art
- Scholarly excellence and innovation
- · Artists voices and creative insights
- Diverse cultures, communities, and experiences
- · Equity, inclusion, and accessibility
- Social justice, relevance, and accountability
- Empathy, compassion, and well-being
- Meaningful collaborations and sustained relationships
- Responsible collection stewardship and fiscal oversight

# Statement of Purpose for JSMA Exhibition Interpreters

The Exhibition Interpreter program upholds and furthers the mission of the Jordan Schnitzer Museum of Art by:

- Welcoming and creating a positive, engaging museum experience for our visitors
- Interacting with visitors in a respectful and responsive way
- Empowering visitors to discover the world around them through art and culture
- Creating an environment that enables visitors to make personal connections with art
- Communicating ideas about art that are responsive to the diverse learning styles, abilities, and backgrounds of our visitors
- Keeping our teaching and touring approach relevant, informed, and fresh

# Exhibition Interpreter Program Core Values

The following core values were established for the creation of the Exhibition Interpreter program:

- Placing the visitor at the center of the museum and its activities
- Advancing the mission of the museum
- Conveying the important role of art and culture in our daily lives
- Serving the university community, the citizens of greater Eugene, the state of Oregon, and area visitors
- Respecting and valuing the museum's diverse communities and constituents
- Supporting the role of education and learning in all aspects of our work

- Working together to achieve the best outcome possible
- Upholding high professional standards and ethical principles

# **Exhibition Interpreter Program Vision Statement**

The Exhibition Interpreter Program of the Jordan Schnitzer Museum of Art is recognized nationally for its innovative and responsive approach to the visitor/Interpreter experience for both its university and greater community audiences.

- The popularity of the Exhibition Interpreter program draws visitors of all ages and backgrounds year-round.
- The touring approach utilizes contemporary and relevant educational methods and learning theory combined with a range of engaging styles of communication in order to convey ideas about art in a meaningful way.
- The rigors of understanding art and the content of exhibitions are integrated alongside various educational techniques throughout the training program to effectively link content to methodology.
- The structure of the tours and programs are responsive and flexible to the needs of visitors and the museum.
- Training upholds high standards providing a core foundation for all Interpreters and retooling opportunities for continuing education for the Interpreter corp.
- Ongoing evaluation and assessment to continually strengthen the program and the ability of Exhibition Interpreters to serve the public effectively.
- The vitality and mutual respect evident in the staff/Exhibition Interpreter partnership benefits the program, the museum in general, and our visitors.
- The ongoing efforts of the Exhibition Interpreters are recognized and celebrated throughout the year.
- The role of the Exhibition Interpreter program is recognized and supported as central to the success of the museum and its ability to serve visitors year-round by all museum staff.

# **Exhibition Interpreter Status**

## Provisional Exhibition Interpreter

New trainees in the Exhibition Interpreter Program are members of the Provisional EI class, participating in a training program designed by the Director of Education, with assistance from education staff, curatorial staff, Exhibition Interpreter steering committee members, and volunteers. Provisional Interpreters are required to attend 3 training sessions each month.

## Certified Exhibition Interpreter

Certified Exhibition Interpreters are those who have successfully completed one year of training. Certified Exhibition Interpreters will be available to provide tours and outreach visits to schools, civic, campus, or other community groups from mid-September through mid-June. They are also required to attend training sessions on a regular basis. Active Interpreters are expected to renew their JSMA membership yearly. If an Interpreter is unable to conduct outreach visits, the museum education staff will work with them individually to arrange outreach projects.

## Inactive Exhibition Interpreter

Inactive Interpreters are those who have formerly achieved active status, but who are unable to meet the specified requirements for active status within a given year. The desired change of status should be submitted in writing to the Director of Educational Outreach. An Interpreter may remain inactive for no longer than one year. All Interpreters who are inactive are welcome to return to the program the following year.

## Exhibition Interpreters Emeriti

Interpreters Emeriti are those EIs who have given outstanding service for five years or more, and may no longer be available for tours or service (outreach, etc.) Interpreters Emeriti are encouraged to remain active JSMA members and may attend general program sessions.

## Observation-Evaluation

#### Peer Observation

Interpreters should expect to be observed periodically by their peers and/or JSMA staff. These observations are intended to provide positive feedback, to help improve Interpreter training, tour, and educational outreach programs. Interpreters will be asked to evaluate training sessions, resources, and materials, as well as the general structure of the Exhibition Interpreter Program.

## **Tour Evaluation**

Teachers of school groups will be asked to complete an online tour evaluation survey in order to provide feedback and improve JSMA programs for their students.

# Policies for JSMA Exhibition Interpreters

When members of the public enter the Jordan Schnitzer Museum of Art, they may encounter Exhibition Interpreters long before they come into direct contact with a member of the staff. As an Exhibition Interpreter, you play an important front-line role as the ambassador of the museum. Interpreters act as our public representatives and as museum teachers that provide valuable art experiences to thousands of visitors each year. As the museum's representative, it is important that you respect the following policies.

Exhibition Interpreters are required to:

## Roles & Responsibilities

- Become familiar with and follow the museum's mission, philosophy, policies and procedures.
- Become familiar with the Exhibition Interpreter's statement of purpose, core values, and vision statement for the program.
- Become a Jordan Schnitzer Museum of Art member.
- Successfully complete a 12-month training period regarding museum education, art history, the museum's collection, and tour techniques
- Support the cost of training and materials; \$25-\$50 for the 1st year, \$25 each additional year; (Scholarships are available)
- Provide a minimum of 3 tours a month, including 3 tours over the summer months.
- Endeavor to be flexible in accepting assignments.
- Perform assigned responsibilities willingly and courteously to the best of their ability.
- Be cleared with a background check though University of Oregon Human Resources before conducting tours or outreach visits to area schools.
- Respect the confidentiality of sensitive or proprietary information.
- Disclose any possible conflicts of interest.
- Inform the Education Administrator of any physical or medical limitations that might affect your ability to perform tasks.
- Be observed periodically by the Director of Education, Steering Committee members, and/or peers.
- Be evaluated by tour recipients.

## Volunteer Service Requirements

- Attend at least 80% of the training sessions each year.
- Provisional Exhibition Interpreters also attend all Tuesday Provisional Training sessions, unless other arrangements have been made ahead of class missed.
- Be prompt and reliable in reporting for scheduled tours and training sessions.
- Notify the Asst. Administrator of Education of any planned absences in advance (*Please send an email with the dates you will be absent*)
- Find a substitute and notify the Assist. Admin of Education at least 24 hours in advance if unable to lead a tour for which you have been scheduled.
- Record and report all hours of volunteer service monthly.
- Commit to two years of volunteer service after initial training is completed, a commitment of 3 years.

## Standards of Performance

- Exhibit positive, ethical, and professional behavior when interacting with the public, museum staff and fellow volunteers.
- Wear your volunteer badge during meetings, training sessions and while representing JSMA in an official capacity.
- Be neat and clean while representing the museum.
- Wear professional attire. Clothing that is considered overly revealing or that contains inappropriate language or subject matter is considered unsuitable while representing the museum.
- Accept the guidance of museum staff and guest instructors.
- Follow the appropriate behavior code that includes being courteous, sensitive, and respectful to visitors, museum staff, security personnel, and fellow Exhibition Interpreters.
- Obey all security and safety rules of the museum

Any Exhibition Interpreter desiring to resign may tender resignation in writing to the Director of Education or Assistant Administrator.

If an Exhibition Interpreter has an issue to be addressed by the museum and the Exhibition Interpreter program, they should first approach the Chair or Vice-Chair of the Steering Committee. The Chair or Vice-Chair will then bring it to the Director of Education or Assistant Administrator. A volunteer should not personally approach another volunteer, museum staff member, or museum board member.

In the event that an Exhibition Interpreter is unable to comply with the above policies, museum staff and the Exhibition Interpreter Steering Committee will request his or her resignation.

# EI Steering Committee Position Descriptions -Updated May 31, 2019

In order to maintain and improve communications and procedures, the museum has established a steering committee. The committee is currently comprised of two Co-Chairpersons, two Co-Vice Chairpersons, two Members-at-Large in the leadership cycle and/or four Members-at-Large, the Assistant Administrator of Education, the Director of Education, and an EI Educator. The role of the Steering Committee is to assist the museum's Education Director with the development of training, tours, and supplementary educational programs. Except for the Director and Assistant Administrator, EIs will typically serve in these positions for a minimum of one year, advancing from Co-Members-at Large to Co-Vice-Chairs to Co-Chairs in a three-year succession as is possible.

## Roles and Responsibilities

**Director of Education:** Oversee the Exhibition Interpreter (EI) program and the training for all EIs. Review and assist with the training sessions for new EIs along with the EI Educator and the Assistant Administrator of Education. Support and provide necessary feedback and evaluation of the EI program. Participate in EI General meetings and Steering Committee meetings as needed.

Assistant Administrator of Education: Schedule and assign EIs to tours. Maintain database records for tours and EI hours. Manage the EI program, including recruitment and interview of EI applicants. Update all volunteer materials on an annual basis for UO HR. Serve as liaison between museum staff and EI volunteers. Participate in EI General meetings and Steering Committee meetings.

**Co-Chairs:** Work with Steering Committee and museum staff to plan general meetings and training sessions. Set up and lead general meetings and training sessions. Conduct EI peer coaching as needed in cooperation with the Director of Education and Assistant Administrator of Education. Share in the responsibility of attending and assisting with new EI training as scheduled.

Gather ideas and suggestions from EIs throughout the year and conduct an annual program evaluation at the end of the year. Interview EI candidates as needed in cooperation with the Assistant Administrator of Education. Act as Master of Ceremonies for the Holiday and Appreciation luncheons.

*Vice Co-Chairs:* Plan fall ice cream social. Plan Holiday and Appreciation luncheons. Share in the responsibility of attending and assisting with new EI training as needed. Interview EI candidates as needed in cooperation with Assistant Administrator of Education. Conduct EI peer coaching as needed in cooperation with the Director.

## Co-Members-at-large advancing in three-year cycle (when available):

Plan field trips with input from Director of Education and the Steering Committee. Share in the responsibility of attending and assisting with new EI training as scheduled. Interview EI candidates as needed in cooperation with Assistant Administrator of Education. Conduct EI peer coaching as needed in cooperation with the Director of Education and the Assistant Administrator of Education.

## Members-at-Large - four one-year positions:

Oversee minute records for the General EI meetings and facilitate distribution of minutes through the Assistant Administrator of Education. Assist members of the Steering Committee as needed. Share in the responsibility of attending and assisting with new EI training as needed. Interview EI candidates as needed in cooperation with Assistant Administrator of Education. Conduct EI peer coaching as needed in cooperation with the Director of Education.

# Media Communications Protocol

In the event that a member of the media directly contacts a JSMA staff member or volunteer seeking a comment related to the museum, whether it be a phone call, e-mail, in person, text, etc. from either print or broadcast media, it should be directed to JSMA Communications Manager, Debbie Williamson-Smith, debbiews@uoregon.edu, 541-346-0942 or 541-968-8844. If the communications manager is unavailable, please forward the request to John Weber, executive director, <a href="mailto:jweber3@uoregon.edu">jweber3@uoregon.edu</a>.

Please inform the press representative that the JSMA Communications department is responsible for arranging interviews and issuing statements. DO NOT make comments or answer any questions on behalf of the JSMA, regardless of media deadlines. Please keep in mind that whether you are a staff member or a volunteer of the museum, your comments will always be seen as representing the museum.

# **Museum Security**

The museum is closed on Mondays & Tuesdays and open to the public on Wednesdays from 11:00 am -8:00 pm and Thursday through Sunday from 11:00 am to 5:00 pm. You will have access to the galleries after General EI meetings on those Tuesdays for 1-2 hours, depending on officer availability. Museum Security Staff will open the galleries for pre-view/walk through 30 minutes prior to scheduled tour times during off hours.

The Museum Store is open only during museum hours and is not accessible at other times.

# **Exhibition Interpreter Benefits**

The JSMA's commitment to its volunteers is a deeply felt one. We are keenly aware of the very substantial contributions that volunteers make in terms of time, intelligence, and energy. The museum gratefully acknowledges the volunteer's role in making the Exhibition Interpreter program an effective part of the overall operation of the JSMA.

In return for your time and talents, active Interpreters receive the following benefits:

- Individual museum membership is available at no cost for EIs and can be used as a credit toward family memberships.
- Organized trips to local and statewide museums, galleries, and artists' studios
- The use of art related resource materials and books
- UO library privileges
- Advance invitations and announcements about exhibitions and educational programming
- Museum store discounts of 10%
- Annual Spring Luncheon honoring your contributions.
- Reciprocity, including possible discounts on admission at museums throughout the United States

# Assistant Administrator of Education

The Assistant Administrator of Education schedules tours and assigns Exhibition Interpreters to tours based on an Interpreter's availability. For information regarding tour scheduling, meetings, and general information, please contact:

Sherri Jones | 541-346-0910 | jsmatour@uoregon.edu

# Parking and Transportation

There is limited parking behind the museum; for times when mobility is an issue, please contact the Asst. Administrator of Education to reserve a spot for your specific event, with 48-hour notice if possible. Many find affordable parking for the general meetings at the Peace Health Sacred Heart Medical Center lot at Patterson and 12<sup>th</sup> streets. It is a 5–10-minute walk from this lot to the museum. There is metered parking along Kincaid, 14<sup>th</sup> and 15<sup>th</sup> streets as well, these meters are \$2.00 per hour and can now be paid for through the Parkmobile app or website: <a href="https://www.parkmobile.com">www.parkmobile.com</a>, use Zone 7447 when paying through Parkmobile.

For the most current University of Oregon parking/transportation information, including parking and UO campus maps, bike routes, and more, please visit the UO website: https://transportation.uoregon.edu.

# Computer & Calendar Tips

#### Internet access

It is <u>essential</u> that all Exhibition Interpreters have regular access to the internet to view tours on Google calendar, receive email communications from JSMA staff and fellow Interpreters, visit the JSMA website, and be informed of any pertinent news such as new or canceled tours. If you do not have a personal computer, you may visit the public library, or a public computer terminal at any of the UO libraries. Please contact the Asst. Administrator of Education, if you have any questions about communication.

#### **Email**

If you do not already have an email account or prefer to keep JSMA correspondence separate from your personal email, you may wish to set up a free Gmail account. A Gmail account is helpful as the EI Calendar is a Google calendar and you will be able to accept tours to your own calendar with a Gmail account.

Use the email list-serve address: <u>EI@lists.uoregon.edu</u>, when you wish to communicate with **all** Interpreters as a group. The email list-serve should only be used for **JSMA and Exhibition Interpreter communications**. If you would like to share personal information, not related to the JSMA, the Exhibition Interpreter Program or your tours, please do not use the list-serve email address. Note that if you reply to a list-serve email, you should only reply to the person who sent the email. If you choose to "reply all" in the list-serve, you will send a reply to the entire list. Please use discretion when

choosing to reply to all. Try to avoid this unless it is necessary to communicate with all current list subscribers including Emeriti.

## Accessing Google Calendar

Google Calendar is the public tour-scheduling calendar for the Exhibition Interpreter program. The Assistant Administrator of Education will send you an invitation to view the calendar when you become an EI. Please check it regularly to see the tours that have been scheduled and to find important information about each tour, including tours you've been scheduled for.

To view the Google Calendar for Exhibition Interpreters, you must have a Google account. If you need to create an account, go to <a href="https://accounts.google.com/SignUp">https://accounts.google.com/SignUp</a>. Once you have created your own account, you may find out if you are scheduled for tours by clicking on the magnifying glass above the calendar and entering your name into the rectangular "Search Calendar" dialog box that appears at the top of your calendar and click again on the magnifying glass to the left of your entry. Depending on your personal calendar settings, you may also see your past tours, they may be grayed out. Please make sure to view the current year to avoid confusion.

When you are scheduled for a tour, you will be sent a Google calendar invitation. Be sure to "accept" the invitation if you can attend. We know at times you may not be able to give a tour on your agreed upon day; in this case, please respond by clicking on the "decline" button in the invitation and notify the Asst. Administrator by email to jsmatour@uoregon.edu.

For help setting up an account you may schedule time with the Assistant Administrator of Education to go through the steps together.

## Exhibition Interpreter (EI) page of JSMA website

Resources on JSMA exhibitions and materials for training and tour preparation (i.e. folktales) are posted to the EI page of the JSMA website: <a href="http://jsma.uoregon.edu/ei">http://jsma.uoregon.edu/ei</a>. For web pages you access frequently such as Google Calendar, the JSMA website and the EI webpage, you may want to save the link as a desktop shortcut or bookmark.

# Museum Membership

Exhibition Interpreters are encouraged to become a JSMA member. The museum currently offers Exhibition Interpreters a complimentary membership for one. This membership may be used for yourself or as a credit toward a Family or Contributing membership. Members have opportunities to experience the museum unlike other guests, including free access to the special exhibitions and galleries, discounts on workshops and classes, and

advance knowledge of upcoming activities throughout the year. Members also take pride in knowing that their membership gift helps to sustain the dynamic and enriching educational programs enjoyed by all. For more information about becoming a member please visit the JSMA website: <a href="http://jsma.uoregon.edu/membership.">http://jsma.uoregon.edu/membership.</a>

# Guidelines for Shadowing Tours and Tandem Tours

While you are in training to become an Exhibition Interpreter, it is strongly recommended that you shadow tours and give tandem tours with other Interpreters to gain familiarity with the types of tours we offer and observe other Interpreters in action. The goal is to gain confidence, to feel comfortable giving tours on your own and to develop your own style.

To shadow a tour or to give a tandem tour, follow the steps below:

- Request to shadow several different types of tours with varying age ranges to learn about the various tours we offer. Tour themes include, Design Thinking, Artful Animals, Asia Explorers, Art and Culture, ArtAccess, Special Exhibitions, and General Museum Highlights.
- Request to shadow several different Interpreters, so that you observe different touring styles, and learn valuable tips from experienced Interpreters.
  - Use Google Calendar to select a tour that works with your schedule.
  - Check to see what type of tour is scheduled and what the age range is.
  - Contact the lead Interpreter to request to shadow the tour. Lead Interpreters are listed first on the list of assigned Interpreters, indicated by an asterisk (\*).
- For specific information about the tour, contact the lead Interpreter or Assistant Administrator. If you are not shadowing the lead Interpreter, you may request to shadow any Interpreter assigned to the tour. Please give the lead Interpreter your contact information, so they may contact you about any changes or updates to the tour.
- Let the Assistant Administrator know which Interpreter you will be shadowing.
- After you have shadowed several tours and become familiar with them, you may choose to give a **tandem tour**.

To give a tandem tour, follow the steps above. Pair with another Interpreter. Choose several works of art you would each like to highlight and take turns talking to the tour group about the art you have selected.

# 5-Minute Object Spotlight

Occasionally you may wish to make a brief oral presentation to fellow Exhibition Interpreters at one of the regularly scheduled meetings about an artist, artwork or concept chosen to assist other Interpreters with background information for their tours. This may also be done in the galleries. If you would like more information about presenting a spotlight, or have a suggestion for a spotlight presentation, please contact the Steering Committee, Asst. Administrator or Director of Education.

These are the 4 areas to be thinking about when preparing for a Spotlight:

- The 5 most essential aspects of this work of art
- Questions I would use when speaking with visitors about this object
- Which tour theme would you use this object in
- A suggested bibliography, resource or additional images

A blank outline is available in the resources area at the back of this manual and on the EI website.

# Exhibition Interpreter Calendar for year 2024-2025

**General Meetings**: 1st Tuesday month (9:30am social time) 10:00am-12:00pm **EI 2<sup>nd</sup> Monthly Meeting – Scheduled for special events**: 3rd Tuesday month

**Steering Committee**: Meets 4<sup>th</sup> Tuesday 10:00am – 12:00pm **Provisional EI Training**: Sept. – April 2025 10:00am – 12:00pm

#### 2024:

September 5: 11:00am EI Provisional Meet N Greet, Welcome

September 17: Provisional EI Class

September 24, 2024 (before IC Social): Steering Committee

September 24, 2024: Ice Cream Social

October 1, 2024: General Meeting

October 8: Provisional EI Class

October 15: Provisional EI Class

October 22, 2024: Steering Committee

November 5, 2024: General Meeting

November 12: Provisional EI Class

November 19: Provisional EI Class

November 26, 2024: Steering Committee

December 3, 2024: General Meeting

December 10: 10:00 - 11:30am: Provisional EI Class

December 10, 2024: Holiday Luncheon

#### 2025:

January 7, 2025: General Meeting

January 14: Provisional EI Class

January 28, 2025: Steering Committee

February 4, 2025: General Meeting

February 11: Possible Provisional EI Class

February 25, 2025: Steering Committee

March 4, 2025: General Meeting

March 11: Possible Provisional El Class

March 25, 2025: Steering Committee

April 1, 2025: General Meeting

April 8: Possible Provisional EI Class

April 22, 2025: Steering Committee

May 6, 2025: General Meeting

May 27, 2025: Steering Committee

June 3, 2025: General Meeting

June 10, 2025: Appreciation Luncheon

June 24, 2025: Steering Committee

# Attachments and Additional Information/Resources:

**Planned Absences** (Send via email to jsmatour@uoregon.edu)

Pre-Tour School Visit Suggestions

Tour Leader Checklist

5-Minute Object Spotlight Presentation/Proposal (See Attached)

Tour Observation Form (See Attached)

JSMA Galleries Map (See Attached)

JSMA Volunteer Log: https://jsma.uoregon.edu/ei)

Please email *total monthly* hours to the Education Administrator: jsmatour@uoregon.edu.

#### Current and Planned Exhibitions -

https://jsma.uoregon.edu/exhibitions/current

JSMA Staff Contacts - https://jsma.uoregon.edu/staff

**Substitute W-9 Form** (See EI Webpage)

In order to be reimbursed for approved expenses, you must complete a W9 form and submit it to the Assistant Administrator who will forward it to the UO. Once this information is on file, you will need to submit receipts for preapproved expenses to the Asst. Admin. of Education for reimbursement through the UO.

Exhibition Interpreter Contacts List (Provided Separately via email)

This list is updated regularly to reflect any changes. Please inform the Education Administrator if you need to make corrections or updates.

\*Please Note: If you have been scheduled for a tour during this time, you are

mailbox or email info to <u>ismatour@uoregon.edu</u>.

responsible for finding your own substitute. Place completed form in Sherri Jones'

# Pre-Tour Visit Suggestions for the Lead

## Schedule the Pre-tour Visit

Call/Contact the teacher(s) at least 2-3 weeks ahead of the tour. Go as a team if possible. Schedule the pre-visit as close to the tour as possible.

#### Questions to ask the teacher to help you plan your pre-visit

- 1. Why did you pick this particular tour?
- 2. What has your class been studying regarding this tour?
- 3. What do you hope the class will get from their visit to the museum?

#### Questions to ask Art Studio Educator regarding the studio activity

- 1. What activity do you have planned for this group?
- 2. Do you have any suggestions on materials to bring to the previsit?

### **Pre-Visit Time Suggestions**

K-2nd grade – 20 minutes 3rd-5th grade – 20-30 minutes Mid-HS – approx. 20-30 minutes

## Possible Topics for Discussion (depending on tour)

- 1. Museum Rules and Why (also previewed the day of the tour)
- 2. Elements of art
- 3. Asian topics related to our exhibits
- 4. Discussion: What is art?
  - a. How do you look at art?
  - b. Who decides what makes something a work of art?
- 5. What is an inquiry-based, (VTS) tour?

### **Ideas for Props**

- 1. Examples from the museum: silkworms, prints, books, etc.
- 2. Examples from your home: postcards, personal works of art, etc.
- 3. Maps or globes (or use what is in the classroom)

- 4. Bring your flashlight; let students practice "touching with the light"
- 5. Laminated reproductions of art: let the students be the "tour guide"

Most of all, have fun! This is a nice break in the day for the students and their teachers; they welcome your visit. Remember to e-mail the other EIs on your tour with what you covered.

\*Sherri Jones, Assistant Administrator of Education: jsmatour@uoregon.edu

## **EI Tour Leader Checklist:**

#### Letter to the Teacher

- Contact teacher/tour requester by email, approx.2 weeks prior to the tour. Phone call to organizer to confirm if no response.
- Review requested tour theme.
- Confirm the total number of students and chaperones.
- Reinforce need for nametags, breaking into groups, and assigning chaperones.
- Set up pre-tour visit, if available (best scheduled the same week as tour.)
- Discuss bus drop off and parking on or near campus as they would have received info in the Tour Planning Guide. Refer them to the UO Transportation Services website for the most up to date & accurate parking information: <a href="https://transportation.uoregon.edu/">https://transportation.uoregon.edu/</a> or call UO Parking & Information at 541-346-5444.
- Inquire about special needs of the students (i.e., behavior issues, special school requirements for chaperones, disabilities, etc. as entered on the tour calendar entry.)
- Reinforce about late arrival protocol: The teacher should call the Lead EI as soon as possible, especially if the delay is more than 5-10 minutes. Be sure to share your cell phone number with the teacher.
- Stress the need to bring the appropriate number of chaperones 1:6 or 1:8. If they do not have enough, they should inform the Lead and Tour Scheduler as soon as possible.

#### **Pre-Tour Visit**

- Do the school visit; consider taking another EI to team the visit.
- Schedule 1-2 weeks ahead of time, visit about a week prior to tour.
- Usually, 20-25 minutes long.
- Mention museum rules.
- You may choose to bring props, art, or read a short story or folktale, if appropriate.
- If you create electronic media, please check with your teacher for AV availability.

#### **Before the Tour**

- Check Google EI Calendar for details and possible updated information.
- Studio activity theme will align with the chosen tour theme. Check with studio educator for specific art example used.
- Send an email to the other EIs scheduled to give the tour with details. Review the pre-tour visit, special needs, studio activity, include number and location of gallery stops during tour and time to meet at the museum, etc. Ask for their requested gallery start.
- Develop your tour rotation; consider giving the other EIs a card, note or a map explaining the tour rotation. Have tours go in a clockwise direction as much as possible.

## On the Day of the Tour

- Check the **EI Google Calendar** before your tour to verify the location of the start of the tour and to find out which lecture hall/room to assemble the group in, usually New Ford or Studio. Check in with security staff.
- Meet with other EIs before the tour; discuss tour routes and determine time to be back in meeting space and/or switch groups. Find out when the group must leave, tours are not allowed to end late. <u>Synchronize</u> your watches. Assign EI to orient the Chaperones.
- Give family passes to the teacher.
- If the tour is an adult group or has special needs, pick up a walkietalkie from Security so that you can communicate rapidly in case of emergency.
- If needed, there are storage baskets in the Studio to collect coats, backpacks, etc. They must be returned to the studio after the tour.
- Welcome the students and give a brief overview of the tour. Review
  museum rules and split into groups. Make sure children have put gum
  into the trash, left coats, backpacks, water bottles, cameras, and cell
  phones in the meeting space or lobby area. If a child requires a medical
  backpack, the teacher will carry this, alert security personnel before
  heading to galleries.
- Assign an EI to discuss chaperone duties with Chaperones while the tour is settling down and before the Lead EI begins their talk. Explain that chaperones are expected to help by keeping the group together. They can help with doors if needed and can assist in the studio. Reinforce the rules with them and hand out Chaperone cards.
- <u>Be the first EI back (on time)</u> and gather others if late. The studio activity will not start until all are back.

- At the end of the tour do a quick check of the meeting rooms for any items left behind. Tidy up as needed. The room must be left as found.
- Thank teachers and debrief as needed with the teacher, Art Studio Instructor, Education Coordinator, and the other EIs. Be sure to give the teacher their free passes for students!

<sup>\*</sup>Contact Info: Asst. Admin of Education: Sherri Jones, <u>jsmatour@uoregon.edu</u> or 541-346-0910, Temporary Studio Manager: Rosemarie Oakman (contact: )

# **5-Minute Object Spotlight: Guidelines**

Occasionally you may wish to make a brief oral presentation to fellow EIs about an artist, artwork or concept chosen to assist other EIs with background information for their tours. This may also be done in the galleries, in order to view the object you have chosen. Spotlights will be stored online on the EI webpage. Please use the following format for your written spotlight.

#### Why 5 minutes?

- Keeps up with the changes in galleries
- Allows for quick study
- · Allocates tour time

#### **Suggestions:**

- KISS = "Keep it Short & Sweet"
- Think of your audience
- · Research the artist thoroughly
- How or why did the artist create this particular work?
- Medium used and its effectiveness

Date: EI Presenter: Artwork title: Year Created: Artist: Gallery Location:
A. These are the 5 most essential aspects of this work of art: (List 1-5)
B. These are the questions I would use when speaking with visitors about this object: (List 1-5)
C. With which tour(s) would you use this object?
D. You may wish to include a suggested bibliography or additional images.

# JSMA EXHIBITION INTERPRETER (EI) TOUR OBSERVATION FORM

Nam	e			Date	<u></u>	Observer
Tour	· title_		Intended audience			
Time	e: (beg	in)	, (eı	nd)	_	
Yes	No	See C	Comment	PREPARA'	ΓΙΟΝ: Ί	Did the EI or guide:
			Check the that day?	e bi-weekly sch	edule <sup>-</sup>	to find out about other tours
			-	planned tour r of objects plar		e day of the tour to check
			Arrive ear	rly and begin t	he tour	on time?
INTR	ODUC	TION:	Did the EI	or guide:		
			Introduce	him/herself to	the vi	sitors gathered for the tour?
			Exhibit a	welcoming, co	nfiden	t, and enthusiastic attitude?
			Give a ger museum r		ion to	the museum and review
			Present a	theme or purp	ose for	the tour?
COM	MUNI	CATIO	NS: Did th	e EI or guide:		
			Use voice	in a clear and	audibl	e manner?
			Have a raj	pport with the	group	
			Appear at	ease and enth	usiasti	c?
			Make eye	contact with t	he aud	ience?
			Allow tim	ne for looking i	n silen	ce?
			Stand nex	,	ce the a	audience, and follow the

Yes	No	See Comment CONTENT AND TECHNIQUES: Did the EI or guide:
		Notice group reactions and adjust to interest levels, attention span, and language skills?
		Review, summarize, or paraphrase during the discussion?
		Know the tour route and organize the tour well?
		Make the theme clear throughout the tour?
		Choose objects that supported the theme and provided a well-balanced tour?
		Refer back to objects visited earlier in the tour?
		Use open-ended questions to engage visitors?
		Vary the pace of the tour (integrate inquiry, lecture, props/visual aids)?
		Use transitions to make a cohesive presentation?
		Compare, contrast, and put objects in context?
		Exhibit flexibility in object selection when other tour groups were in the same gallery.
		Present accurate information in an organized and respectful fashion?
		Use consistent and accurate pronunciation?
		Allot time well and complete the tour in approximately one hour?
		Provide a conclusion that summarized key ideas and encouraged further exploration?

## **COMMENTS:**

#### BARKER GALLERY SPECIAL EXHIBITIONS JORDAN SCHNITZER MUSEUM OF **VISIONS NORTH** SHARED VISIONS SOUTH FOCUS EAST SECOND FLOOR SCHNITZER GALLERY STAIRS STAIRS AMERICAN AND REGIONAL ART SPECIAL EXHIBITIONS FOCUS SHARED CENTRAL FOCUS WEST McKENZIE MACKINNON GALLERY CENTRAL GALLERY HUH #**†**& PREBLE/ WING: MURPHY PREBLE/ MURPHY GALLERIES JIN JOO HUH GALLERIES SORENG GALLERY GALLERY WING JAPANESE ART KOREAN ART KOREAN ART WILSON OFFICE SUITE ADMINISTRATIVE OFFICES GILKEY RESEARCH CENTER **EDUCATION CORRIDOR** FIRST FLOOR STAIRS CAMPBELL MEMORIAL PAPÉ RECEPTION NORTH SOUTH COURTYARD COURTYARD COURTYARD LAB HALL PRESSMAN MUSEUM STORE #PĠ È ARTIST 415 PROJECT SPACE **EDUCATION** LOUNGE FORD ↑↓ E FOYER (APS) Elevator ART STUDIO LECTURE HALL **††** Restrooms\* \* The main restrooms are located on the JSMA's lowest level and are accessible by elevator FRONT ENTRANCE and stairs.