

JORDAN SCHNITZER **MUSEUM OF ART**

University of Oregon

Exhibition Interpreter Manual



2025-2026

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 with the assistance of 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/Outreach***

***Gabrielle Miller
Museum Educator***

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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 Vision Statement

We create enriching, engaging, and delightful experiences for our visitors allowing them to make personal connections with the art.

Exhibition Interpreter Program Core Values

The following core values were established to shape the foundation and ongoing development of the Exhibition Interpreter (EI) Program:

- **Visitor-Centered Approach:** Prioritizing the visitor experience as central to the museum's mission and activities.
- **Mission-Driven Practice:** Advancing and aligning with the museum's overarching mission in all aspects of the program.
- **Cultural Engagement:** Communicating the vital role of art and culture in everyday life.
- **Community Service:** Serving the university community, residents of greater Eugene, the state of Oregon, and visiting tourists with inclusivity and accessibility.
- **Diversity and Inclusion:** Valuing and respecting the museum's diverse communities and stakeholders.
- **Educational Commitment:** Promoting education and lifelong learning as integral components of museum practice.
- **Collaborative Spirit:** Fostering a collaborative environment to achieve meaningful and impactful outcomes.
- **Professional Integrity:** Maintaining high professional standards and adhering to ethical principles in all activities.

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/Outreach, with assistance from education staff, curatorial staff, Exhibition Interpreter steering committee members, and volunteers. Provisional Interpreters are required to attend all Provisional training sessions and are also encouraged, but not required, to attend regular EI monthly meetings.

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 Museum Educator. 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.

Evaluation

EI and Program Evaluation

Exhibition Interpreters are expected to complete periodic self-evaluation of their tours as well as participate in an annual EI Program Evaluation. 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 bringing classes to the JSMA for tours 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 9-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 and provide tour support over the summer months as needed.
- 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 through 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 Museum Educator of any physical or medical limitations that might affect your ability to perform tasks.
- Participate in self-evaluations and in the annual Program Evaluation.
- Be evaluated by tour recipients.

Volunteer Service Requirements

- Attend at least 80% of the training sessions (EI meetings) each year.
- Provisional Exhibition Interpreters attend all Provisional Training sessions, unless other arrangements have been made ahead of the class missed and while optional, are encouraged to attend regular EI Meetings as well.
- Be prompt and reliable in reporting for scheduled tours and training sessions.
- Notify the Museum Educator of any planned absences in advance (*Please send an email with the dates you will be absent.*)

- Find a substitute and notify the Museum Educator at least 24 hours in advance if unable to conduct a tour for which you have been scheduled.
- 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 an appropriate behavior code including being courteous, sensitive, and respectful to visitors, museum staff, security personnel, and fellow volunteers.
- Obey all security and safety rules of the museum.
- Respect museum's staff and space.
- EI Volunteers are not to contact museum staff directly; they are to go to the Museum Educator with their request and communication. The Museum Educator acts as the conduit between the program and the rest of the museum.

Any Exhibition Interpreter desiring to resign may tender resignation in writing to the Museum Educator.

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/Outreach or Museum Educator. A volunteer should not personally approach another volunteer, museum staff member, or museum board member with the issue.

If 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 and Positions -Updated September 2025

To maintain and improve communications and procedures within the program, the museum has established a steering committee. The Steering Committee supports the museum's Education Department in the development of training initiatives, tours, and supplementary educational programming. Committee members do not operate independently of the Education Department but rather serve as trusted advisors, providing valuable insight and collaboration. The EI program content and speaker scheduling for Exhibition Interpreter sessions are set by JSMA education staff with the Steering Committee providing input and support. This structure ensures the sessions align with exhibition timelines, training needs, and AAM reaccreditation standards. Detailed responsibilities for each role are outlined below. If you have any questions or need clarification regarding your role, please contact the Museum Educator. The committee includes two Co-Chairpersons, two Vice Co-Chairpersons, six Members-at-Large, and the Museum Educator. The six Members-at-Large will typically serve in these positions for a minimum of one year, and the Co-Chairs and Vice Co-Chairs for two years, with the Vice Co-chairs advancing to Co-Chairs in a two-year succession.

Shared Goal

To create a consistent, collaborative, and accredited training program that supports Exhibition Interpreters in providing the best visitor experience possible.

Steering Committee Roles and Responsibilities

Director of Education/Outreach:

- Oversee the Exhibition Interpreter (EI) program and the training for all EIs.
- Develop and conduct training sessions for new EIs along with the (co-) trainers and the Museum Educator.
- Museum Educator and the Director of Education develop the program content and speaker scheduling for EI general meetings to align with exhibitions, timelines and accreditation standards, with input and support from the steering committee.
- Manage the EI volunteers and provide necessary feedback and evaluation.
- Act as a liaison between museum staff and EI volunteers to ensure clear communication and program alignment.

- Ensure compliance with museum, university, and accreditation requirements.
- Participate in EI General meetings and Steering Committee meetings.

Museum Educator:

- Support the Director of Education in managing Exhibition Interpreter (EI) volunteers by providing feedback, conducting evaluations, and participating in the interview process for new applicants.
- Museum Educator and the Director of Education develop the program content and speaker schedules for EI general meetings to align with exhibitions, timelines and accreditation standards, with input and support from the steering committee.
- Act as a liaison between museum staff and EI volunteers to ensure clear communication and program alignment.
- Ensure compliance with museum, university, and accreditation requirements.
- Provide training and professional development opportunities for Exhibition Interpreters.
- Maintain accurate database records related to tours and EI volunteer activities.
- The Museum Educator serves as the primary point of contact for all questions related to the EI program. For information regarding tours, meetings, or general inquiries, please reach out to the Museum Educator directly.

Co-Chairs: (2nd year of a 2-year cycle)

As directed by museum staff, Co-Chairs work collaboratively with Steering Committee members to brainstorm agenda topics, discussions and activities for general meetings, guided by the guest speaker schedule. They are responsible for implementing, organizing, and facilitating both general meetings and Steering Committee meetings, based on program content provided by the Museum Educator or Director of Education.

Additional responsibilities include:

- Offer input and suggestions for potential speakers, activities, and training needs.
- Support implementation of meeting agendas developed by staff.
- Serve as a liaison between docents and museum staff by sharing feedback and ideas.

- Strengthen community by fostering communication, collaboration, and peer support.
- Provide historical perspective when useful, while supporting updated practices that meet current standards.
- Leading the annual program evaluation at the end of the year.
- Participating in the interview process for prospective EI candidates, in collaboration with the Museum Educator.
- Serving as Master of Ceremonies for the Holiday and Appreciation luncheons.

Vice Co-Chairs: (1st year of a 2-year cycle)

Responsibilities included below:

- Collaborate with the Museum Educator to plan and execute seasonal staff events, including the Fall Ice Cream Social, Holiday Luncheon, and Appreciation Luncheon.
- Provide thoughtful input on event logistics, including catering menus, venue layout, and event décor.
- Assist with event coordination, including setup, execution, and breakdown.
- Serve as a liaison between the planning team and the steering committee, ensuring clear communication and alignment on event details.
- Participate in the interview process for Education Intern (EI) candidates, as needed, in partnership with the Museum Educator.

Members-at-Large – six one-year positions:

Responsibilities included below:

- Oversee and maintain General EI meeting minutes and coordinate the distribution of meeting minutes through the Museum Educator.
- Assist and provide support to members of the Steering Committee as needed in their roles.
- Assist with the planning and coordination of field trips and other educational activities as assigned.
- Attend all Steering Committee meetings to ensure consistent communication and support.

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 the JSMA Executive Director. Please refrain from seeking out the media in relation to the EI program or the JSMA without first consulting the Communications Manager.

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 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.

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

Parking and Transportation

There is limited parking behind the museum. If you need to reserve a spot, e.g., for example when mobility is an issue, please contact the Museum Educator to reserve a spot for your specific event, with 48-hours' notice (M-F 9:00-5:00) if possible. If you forget to request a spot or decide to come in for a pre-planning visit, you can come to the parking spot and if there is a spot that says for "JSMA use only", you can park there, but please refrain from parking in a spot that is reserved even if you are there outside of the timeframe that is requested. You will need to display a hang tag in your car obtained from security.

There is metered parking along Kincaid, 14th and 15th streets and along 18th, as well.

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 essential 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. Please contact the Museum Educator 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 required 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: EI@lists.uoregon.edu, 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. A listserv can bounce emails from people so if you are experiencing issues, please direct all communication to the Museum Educator who can send out your desired communication to the group.

Accessing Google Calendar

Google Calendar is the-tour-scheduling calendar for the Exhibition Interpreter program. The Museum Educator will send you an invitation to view the calendar when you become an EI. Please check it regularly to see the tours for which you are scheduled and to find important information about each tour.

To view the Google Calendar for Exhibition Interpreters, you must have a Google account, or you may create a new account if you like. To create an account, go to <https://accounts.google.com/SignUp>. 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 Museum Educator by email to jmatour@uoregon.edu. You are responsible for finding a replacement. If you cannot do so, please notify the Museum Educator 3 weeks before the tour.

For help setting up an account you may schedule a time with the Museum Educator 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: [EI Resources | Jordan Schnitzer Museum of Art](#). 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 complimentary membership. 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: <http://jsma.uoregon.edu/membership>.

Guidelines for Shadowing Tours and Tandem Tours

While you are training to become an Exhibition Interpreter, it is required 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.

- Shadow **several different types of tours** to learn about the various tours we offer. Tour themes include *Learning to Look*, *Artful Animals*, *Asia Explorers*, *Art and Culture*, *ArtAccess*, *Special Exhibitions*, and *General Museum Highlights*. You will be asked to shadow the whole program including the gallery tour and the post tour activity that happens in the studio. This will allow for a more cohesive unit between the gallery tours and post tour lesson plans.
- Shadow tours with **different age ranges**.
- Shadow **several different Interpreters**, so that you observe different touring styles, and learn valuable tips from experienced Interpreters.

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

- 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.
- Note the EIs scheduled on the tour.
- Send a request to one of the EIs to shadow the tour.

- If you are not shadowing the lead, send an email to the lead EI to let the Lead know who you are shadowing on the tour, so they may contact you about any changes or updates to 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 EI you are shadowing or the lead Interpreter.
- Let the Museum Educator know which Interpreter you will be shadowing.
- After you have shadowed several tours and become familiar with them, transition to **tandem tours**.

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 sharing the art you have selected with the tour group.

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 Co-Chairs. A blank outline is available in the Attachments section of this handbook and on the EI-resources webpage

Exhibition Interpreter Calendar for 2024-2025

Exhibition Interpreter Calendar for year 2025-2026

General Meetings: 1st Tuesday month (9:30am social time) 10:00am-12:00pm

EI 2nd Monthly Meeting - Scheduled for special events: 3rd Tuesday month

Steering Committee: Meets 4th Tuesday 10:00am - 12:00pm

Provisional EI Training: Sept.

- March 10:00am - 12:00pm

2025:

August 26: Steering Committee 11:30-1:30 Dave Regnier 1240 E 22nd

September 23: 11:00 AM EI Provisional Meet and Greet, Welcome

September 30: Provisional EI Class

September 30: (before IC Social): Steering Committee

September 30: Ice Cream Social

October 7: General Meeting

October 14: Provisional EI Class

October 28: Provisional EI Class

October 28: Steering Committee

November 4: General Meeting

November 18: Provisional EI Class

November 25: Steering Committee

November 25: Provisional EI Class

December 2: General Meeting

December 9: Provisional EI Class 10:00-11:30

December 9: Holiday Luncheon

December 16: Provisional EI Class

2026:

January 6: General Meeting

January 13: Provisional EI Class

January 27: Provisional EI Class

January 27: Steering Committee

February 3: General Meeting

February 10: Provisional EI Class

February 24: Provisional EI Class

February 24: Steering Committee

March 3: General Meeting

March 10: Provisional EI Class – Final

March 24: Steering Committee

April 7: General Meeting

April 28: Steering Committee
May 5: General Meeting
May 26: Steering Committee
June 2: General Meeting
June 9: Appreciation Luncheon

Attachments and Additional Information/Resources:

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

Pre-Tour School Visit Suggestions (See Attached)

Tour Leader Checklist (See Attached)

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

Post Tour Reflection Form (See Attached)

JSMA Galleries Map (See Attached)

JSMA Staff Contacts – ([Contact Us | Jordan Schnitzer Museum of Art](#))

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.

Planned Absence Form (email jmatour@uoregon.edu)

Today's Date: _____

Name: _____

Date(s) of Absence: _____

Your usual tour days: _____

*Please Note: If you have been scheduled for a tour during this time, you are responsible for finding your own substitute. Place completed form in Sherri Jones' mailbox or email info to jmatour@uoregon.edu.



Planned Absence Form (email jmatour@uoregon.edu)

Today's Date: _____

Name: _____

Date(s) of Absence: _____

Your usual tour days: _____

*Please Note: If you have been scheduled for a tour during this time, you are responsible for finding your own substitute. Place completed form in Sherri Jones' mailbox or email info to jmatour@uoregon.edu.

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 theme?
2. What has your class been studying regarding this theme?
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 pre-visit?

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: silk worms, 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”
6. Asian robes: take pictures of kids wearing the robes

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 what you covered.

*Gabrielle Miller, Museum Educator: jsmatour@uoregon.edu

EI Tour Leader Checklist:

Letter to the Teacher

- Contact the teacher by email, approx. 2 weeks prior to the tour. Email again or call the organizer to confirm if there is no response.
- Review requested tour theme.
- Confirm the total number of students and chaperones.
- Reinforce needs for nametags, breaking into groups, and assigning chaperones.
- Set up pre-tour visit, (best scheduled the same week as tour.)
- For questions about bus parking, refer them to the UO Transportation Services website for the most up to date & accurate parking information: <https://transportation.uoregon.edu/> 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 the late arrival protocol: The teacher should call the Lead EI as soon as possible, especially if the delay is more than 5-10 minutes.
- Stress the need to bring the appropriate number of chaperones, one per group. If they do not have enough, they should inform the Lead and Tour Scheduler as soon as possible.

Note: A Template and Sample letters are available on the [EI Resources | Jordan Schnitzer Museum of Art](#) webpage.

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. Synchronize 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 walkie-talkie from Security so that you can communicate rapidly in case of emergency.

- Welcome the students and give a brief overview of the tour. Review museum rules and split into pre-assigned 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.
- Assigned EI to discuss chaperone duties with Chaperones while the tour is settling down and before the Lead EI begins their talk. Explain that chaperones can be helpful by keeping the group together, helping with doors if possible and helping in the studio. Reinforce the rules and hand out Chaperone cards.
- Be the first EI back (on time) 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 it was found.
- Thank teachers and debrief as needed with the teacher, Art Studio Instructor, Education Coordinator, and the other EIs.

*Contact Info: Museum Educator: Garielle Miller, jmatour@uoregon.edu or 541-346-0910.

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 particular 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 do 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.

POST TOUR REFLECTION TOOL

Name:

Date:

Age/Grade:

Theme:

My selected subtheme was:

Please circle the words in the boxes that best describe how you feel you did on your tour today.

Introduction to the Tour:

I was welcoming, friendly and respectful	YES	NO	A LITTLE	A LOT
I established expectations for the tour	YES	NO	A LITTLE	A LOT
Presented the theme or purpose of the tour	YES	NO	A LITTLE	A LOT
I reviewed, reinforced the museum's "rules for looking"	YES	NO	A LITTLE	A LOT

Tour:

I modeled proper museum behavior.	YES	NO	A LITTLE	A LOT
I stood so that I did not block the artwork or have my back to the participants.	YES	NO	A LITTLE	A LOT
I made eye contact with all members of the group.	YES	NO	A LITTLE	A LOT
I began the tour with VTS.	YES	NO	A LITTLE	A LOT
I allowed time for looking.	YES	NO	A LITTLE	A LOT
I paraphrased responses	YES	NO	A LITTLE	A LOT
I linked responses	YES	NO	A LITTLE	A LOT
I remained neutral	YES	NO	A LITTLE	A LOT
I pointed to areas in the artwork as the visitor talked about them.	YES	NO	A LITTLE	A LOT

I used transitions to tie the tour together and move smoothly from stop to stop.	YES	NO	A LITTLE	A LOT
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I used open-ended questions as needed to engage the visitors.	YES	NO	A LITTLE	A LOT
Made use of props or stories to encourage engagement	YES	NO	A LITTLE	A LOT
Allotted time well and finished on time.	YES	NO	A LITTLE	A LOT

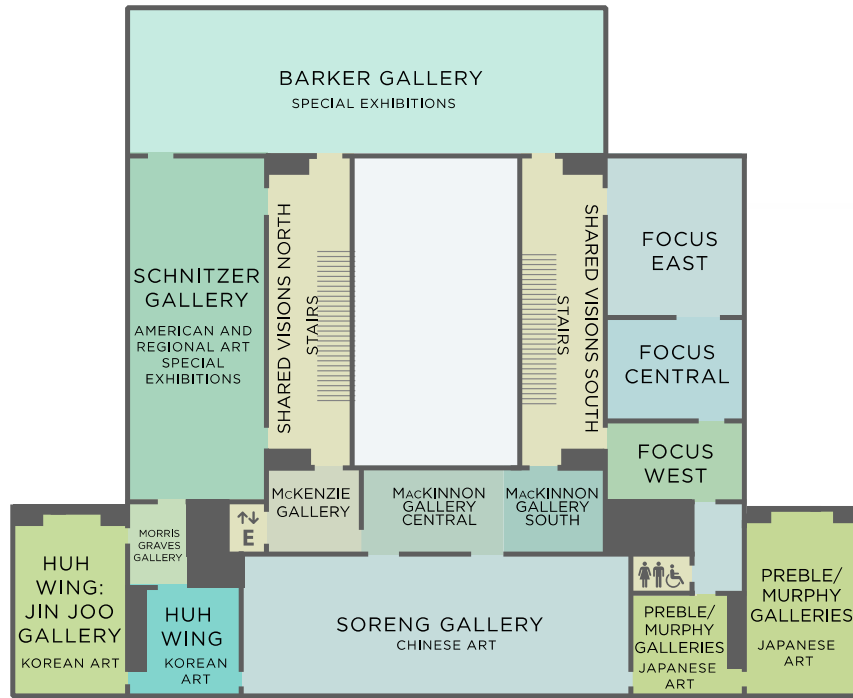
What aspects of your tour went well today? Why do you think these were successful?

Did you face any challenges on this tour? Why do you think these aspects were difficult?

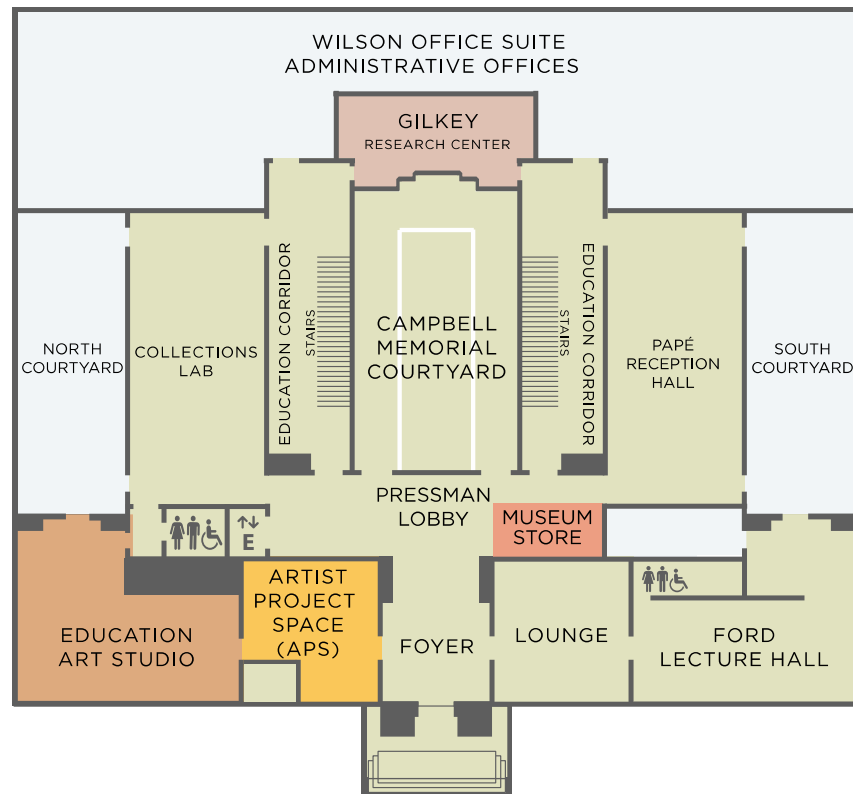
Are there things you would like to discuss in class or at a General Meeting?

JORDAN SCHNITZER MUSEUM OF ART

SECOND FLOOR



FIRST FLOOR



FRONT ENTRANCE

 Elevator

 Restrooms*

* The main restrooms are located on the JSMA's lowest level and are accessible by elevator and stairs.