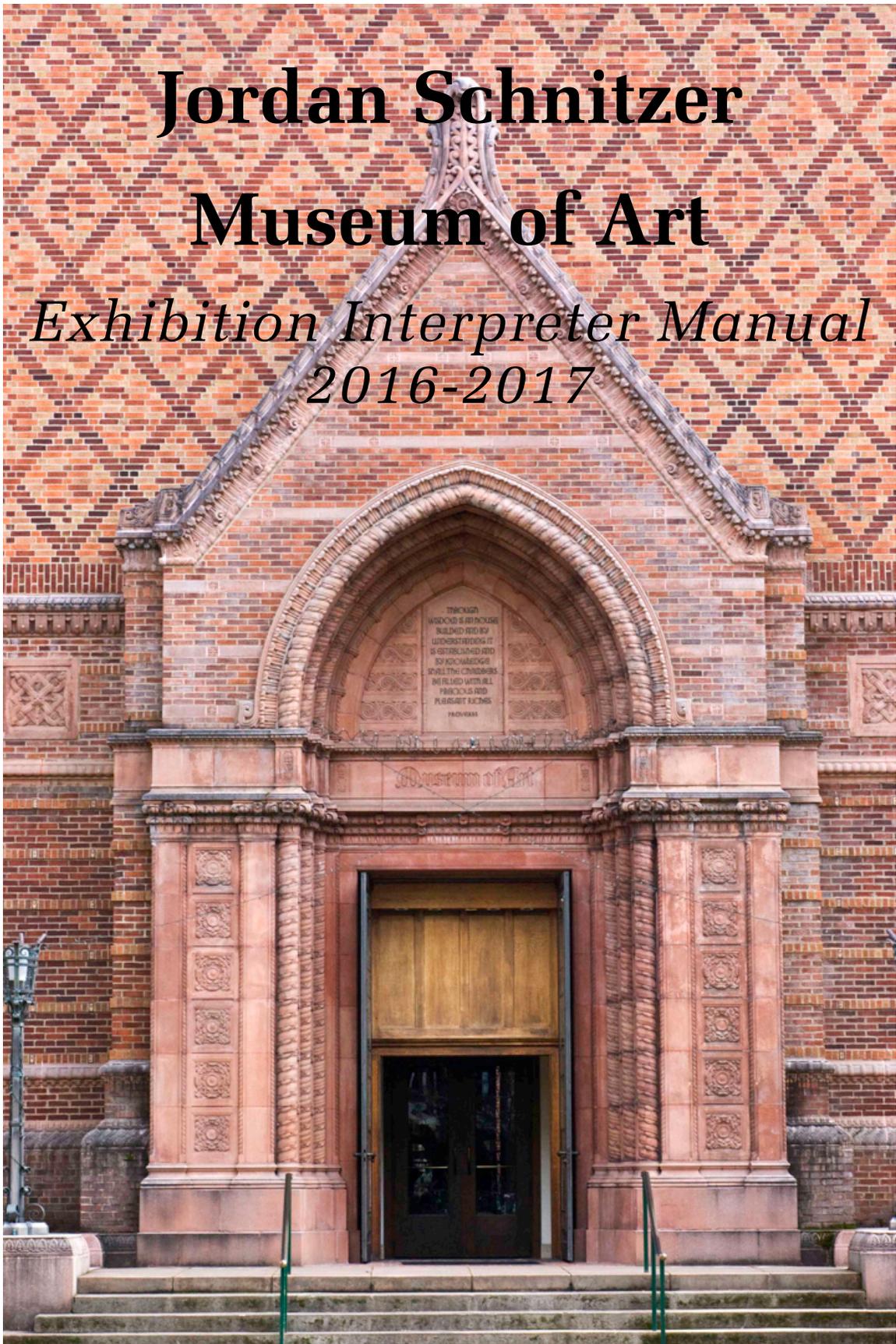


Jordan Schnitzer

Museum of Art

*Exhibition Interpreter Manual
2016-2017*



Welcome!

Dear Exhibition Interpreter:

Welcome to the Jordan Schnitzer Museum of Art (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 public and for each other. Exhibition Interpreters are the museum's best ambassadors and they 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 they do providing inquiry based tours.

Being an Exhibition Interpreter is a rewarding experience because of the intellectual challenge of continually learning 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 enlightened by the museum experience. Becoming an Exhibition Interpreter is a multi-year process that involves training in museum education, inquiry-based discussion, Visual Thinking Strategies, communication skills, as well as art history.

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 through the manual and other training materials, you will find that the program embraces respect, teamwork, and communication. Please carefully read through the Exhibition Interpreter manual so you are familiar with the policies and procedures associated with being an Exhibition Interpreter.

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

Sincerely,

Lisa Abia-Smith

Director of Education

Sherri Jones

Museum Education Program Coordinator

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 Status	5
Provisional Exhibition Interpreter	5
Certified Exhibition Interpreter	5
Inactive Exhibition Interpreter.....	6
Exhibition Interpreters Emeriti	6
Peer Observation	6
Tour Evaluation	6
Policies for JSMA Exhibition Interpreters.....	6
Roles & Responsibilities	7
Volunteer Service Requirements.....	7
Standards of Performance	8
Media Communications Protocol	8
Museum Security	9
Exhibition Interpreter Benefits.....	8
Museum Education Program Coordinator.....	10
Parking and Transportation	10
Computer/Calendar Tips	10
Internet access.....	10
Email	10
Accessing Google Calendar	11
Exhibition Interpreter (EI) page of JSMA website	11
Museum Membership	11
Guidelines for Shadowing Tours and Tandem Tours	12
5-Minute Object Spotlight	12
2016-17 EI Meeting Schedule	13
Attachments	14

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.

The only academic 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 program 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 13,000 works, of which approximately 6000 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 will become one of the finest university art museums in the world.

BELIEF

We believe that knowledge of art enriches people's lives.

MISSION

The Jordan Schnitzer Museum of Art enhances the University of Oregon's academic mission and furthers the appreciation and enjoyment of the visual arts for the general public.

OUR CONSTITUENTS

The museum's primary constituents are the University of Oregon's students, faculty and staff, K-12 educators and students as well as regional residents and visitors. Our varied activities extend our service to an even wider audience of scholars, artists, collectors, critics, and museum professionals.

GUIDING PRINCIPLES

- The museum experience enriches people's lives.
- We contribute to the education of university students and help them become culturally competent global citizens.
- We recognize our visitors' different learning styles and the needs of a multigenerational and diverse audience.
- Our visitors have enjoyable museum experiences that make them want to return.
- Our collections, programs, and research are of the highest quality.
- We follow the highest ethical, academic and professional standards.
- We find collaborative opportunities on and off-campus that make the museum central to learning, and build diverse audiences.

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 tourists
- 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 along side training 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 Interpreters
- Ongoing evaluation and assessment continually strengthens 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 central to the success of the museum and its ability to serve visitors year round

Exhibition Interpreter Status

Provisional Exhibition Interpreter

New trainees in the Exhibition Interpreter Program are members of a new class participating in the 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 guides 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.

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 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; \$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 his or her 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 Tour Coordinator 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 2nd Tuesday Provisional Training sessions
- Be prompt and reliable in reporting for scheduled tours and training sessions
- Notify the Tour Coordinator of any planned absences in advance (*Please send an email with the dates you will be absent*)
- Find a substitute and notify the Tour Coordinator 24 hours in advance if unable to lead a tour for which you have been scheduled
- Record and report all hours of volunteer service to the Tour Coordinator monthly
- Commit to two years of volunteer service after initial training is completed

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

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

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. 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.

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, debbiew@uoregon.edu, 541-346-0942 or 541-968-8844. If the communications manager is unavailable, please forward the request to Jill Hartz, executive director, hartz@uoregon.edu.

Please inform the press representative that the JSMA Communications department is responsible for arranging interviews and issuing statements. DO NOT take it upon yourself to 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 1st & 3rd 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.

Marche Café is accessible during museum closed hours through the café's outside entrance on the south side of the building. 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:

- 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

Museum Education Program Coordinator

The Education Program Coordinator 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

[jmatour@uoregon.edu](mailto:jsmatour@uoregon.edu)

Parking and Transportation

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: parking@uoregon.edu.

Computer/Calendar Tips

Internet access

It is essential that all Exhibition Interpreters have access to the internet in order 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. 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 Program Coordinator, if you have any questions.

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 g-mail account. Use the email list-serve address: EI@lists.uoregon.edu, when you wish to communicate with all Interpreters as a group. Note that if you reply to this email, you will only reply to the person who sent the email. If you choose to reply all, 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. 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 tours, please do not use the list-serve email address.

Accessing Google Calendar

Google Calendar is the public tour-scheduling calendar for the Exhibition Interpreter program. The Tour Coordinator will send you an invitation to view the calendar. 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 entering your name into the rectangular “Search Calendar” dialog box that appears at the top of your calendar, then clicking on the magnifying glass icon to the right of the dialog box. Depending on your personal calendar settings, you may also see your past tours. 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.

For help setting up an account you may schedule a time with the Education Program Coordinator 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: <http://jsma.uoregon.edu/ei>. For web pages you access frequently, (i.e. Google Calendar, or the JSMA website) you may want to save the link as a desktop shortcut or bookmark.

Museum Membership

Exhibition Interpreters are encouraged to become a JSMA member. 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 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, *Learning to Look, Artful Animals, Explore Asia, People and Places in Art, 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 Tour Coordinator. 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 Tour Coordinator 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 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, or Director of Education. A blank outline is available on the EI website.

Exhibition Interpreter Meeting Dates for 2016 – 2017

All meetings are on Tuesdays from 10:00am-12:00pm unless otherwise noted

September 13, 2016:	Steering Committee
September 20:	Ice Cream Social (offsite)
September 27:	General Meeting, Social
October 4:	General Meeting, Social
October 11:	New EI Provisional Training
October 18:	General Meeting
October 25:	Steering Committee
November 8:	New EI Provisional Training
November 15:	General Meeting
November 15:	Steering Committee (12-2:00)
November 15:	Book Club (12:00 pm, Studio)
December 6:	General Meeting, Social
December 13:	Holiday Luncheon
December 13:	New EI Provisional Training (10-11am)
January 10, 2017:	General Meeting, Social
January 17:	New EI Provisional Training
January 24:	General Meeting
January 31:	Steering Committee
February 7:	General Meeting, Social
February 14:	New EI Provisional Training
February 21:	General Meeting
February 28:	Steering Committee
March 7:	General Meeting, Social
March 7:	Book Club (12:00pm, Studio)
March 14:	New EI Provisional Training
March 21:	General Meeting
March 21:	Steering Committee (12-2:00)
April 4:	General Meeting, Social
April 11:	New EI Provisional Training
April 18:	General Meeting
April 25:	Steering Committee
May 2:	General Meeting, Social
May 2:	Book Club (12:00pm, Studio)
May 9:	New EI Provisional Training
May 16:	General Meeting
May 23:	Steering Committee
June 6:	General Meeting, Social
June 13:	Appreciation Luncheon

Attachments

Mileage Reimbursement Request Form (See Attached)

Keep track of your mileage to and from pre-tour visits. To be reimbursed for mileage, submit a mileage reimbursement form to the Financial Services Coordinator.

Planned Absence Form (See Attached)

Pre-Tour School Visit Suggestions (See Attached)

Tour Leader Checklist (See Attached)

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

Tour Observation Form (See Attached)

JSMA Galleries Map (See Attached)

JSMA Volunteer Log (See EI Webpage)

You may use this form to keep track of your volunteer hours. Please email **total monthly** hours to the Tour Coordinator: jsmatour@uoregon.edu.

Dragon Puppet Theatre Performances (See JSMA Website)

Current and Planned Exhibitions (See JSMA Website)

JSMA Staff Contacts (See JSMA website for up to date contact information)

Substitute W-9 Form (See EI Webpage)

In order to be reimbursed for mileage, or approved expenses, please fill out a Substitute W9 form and submit it to the Financial Services Coordinator. Once this information is on file, you will only need to submit a mileage reimbursement request or receipts for pre-approved expenses.

Exhibition Interpreter Contacts List (Provided Separately)

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

Exhibition Interpreter Photos (In process)

Mileage Reimbursement Request Form

Please attach a copy of a Google Map or MapQuest search showing mileage.

Request for Mileage Reimbursement

Place completed form in Program Coordinator's mailbox.

Name _____

Email _____

Phone _____

UO ID# _____

Name of Destination _____

Destination address _____

Date of travel _____

Purpose of trip _____



Mileage Reimbursement Request Form

Please attach a copy of a Google Map or MapQuest search showing mileage.

Request for Mileage Reimbursement

Place completed form in Program Coordinator's mailbox.

Name _____

Email _____

Phone _____

UO ID# _____

Name of Destination _____

Destination address _____

Date of travel _____

Purpose of trip _____

Planned Absence Form

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.



Planned Absence Form

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.

Pre-Tour Visit Suggestions

Schedule the Pretour Visit:

Call/Contact the teacher(s) at least 3-4 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 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; include The Tour Coordinator* and Art Studio Manager* in the e-mail.

*Sherri Jones, Education Program Coordinator: jsmatour@uoregon.edu

*Arthurina Fears, Art Studio Manager: afears@uoregon.edu

EI Tour Leader Checklist

Talking to the Teacher

- Contact teacher/tour requester by phone or email, 3-4 weeks prior to the tour to:
- Review requested tour and answer questions.
- Confirm the total number of students and chaperones.
- Advise about nametags, breaking into groups, and assigning chaperones.
- Set up pre-tour visit if requested, (best done the same week as tour.)
- Discuss bus drop-off location and bus parking at the University. Refer the to the UO Parking and transportation website for the most up to date, accurate parking information: <https://parking.uoregon.edu>
- Inquire about special needs of the students (i.e., behavior issues, special school requirements for chaperones, disabilities, etc.)
- Ask teacher if the students require a snack. Inform the Tour Coordinator and Art Studio Instructor if they wish to have a snack or lunch.
- Discuss late arrival: The teacher should call the Tour Coordinator* as soon as possible, especially if the delay is more than 10 minutes. The EI leader should stress that being more than 20 minutes late may result in tour cancellation because of resulting scheduling conflicts.
- Stress the need to bring the appropriate number of chaperones. If they do not have enough, they should inform the Coordinator as soon as possible. We may need to ask for EI volunteers, or reschedule the tour.

Pre-Tour Visit

- Do the school visit; consider taking another EI to team the visit.
- Schedule 3-4 weeks ahead of time.
- Usually 20-25 minutes long.
- Mention museum rules.
- You may choose to bring props, or read a short story or folktale, if appropriate.

Before the Tour

- Check Google EI Calendar for details and possible updated information.
- Check with the Art Studio Manager* regarding the planned studio activity.

- Send an email or telephone the other EIs scheduled to give the tour. Review the pre-tour visit, special needs, studio activity, time to meet at the museum, etc. Ask for confirmation that they have received your message.
- Let the Tour Coordinator* know if you were able to do a pre-tour visit and relay important information.
- Develop your tour rotation; consider giving the other EIs cards explaining the tour rotation. Have tours go in a clockwise direction unless it is a very small group.

On the Day of the Tour

- Check the “whiteboard” facing the security office in the staff hallway to find out which lecture hall/room to assemble the group in.
- Meet with other EIs before the tour; discuss tour routes and determine time to end, meet, and/or switch groups. Find out when the group must leave. Synchronize your watches.
- If a snack break has been requested, discuss the logistics. Determine where they will eat and when. Please inform teachers and chaperones of the need to clean up afterwards.
- Give family passes to the teacher.
- If the tour is an elderly group or has other special needs, plan to pick up a walkie-talkie from Security so that you can communicate rapidly in case of emergency.
- Put the storage baskets, kept in the art studio, into the lecture hall/studio to collect coats, backpacks, etc.
- If the tour arrives before the museum opens at 11:00 AM, make sure the inner front doors are re-secured (by pulling them toward yourself) and the signage is reposted on the doors after the tour enters.
- 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 reception area. If a child requires a medical backpack, alert security personnel before heading to galleries.
- Explain that chaperones can be helpful by keeping the group together, helping with doors, and reinforcing the rules.
- Try to be the first EI back (on time) and gather others if late. Consider carrying a bell to alert others that it is time for the groups to change places. The studio activity will not start until all are back.
- 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, Tour Coordinator, and the other EIs.

*Contact Info:

Education Program Coordinator: Sherri Jones, [jmatour@uoregon.edu](mailto:jsmatour@uoregon.edu) or 541-346-0910
Studio Manager: Arthurina Fears afears@uoregon.edu or 541-346-6443

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. 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.

JSMA EXHIBITION INTERPRETER (EI) TOUR OBSERVATION

Name _____ Date _____ Observer _____

Tour title _____ Intended audience _____

Time: _____, _____
(begin) (end)

Yes	No	See	Comment	PREPARATION: Did the EI or guide:
___	___	___		Check the bi-weekly schedule to find out about other tours that day?
___	___	___		Walk the planned tour route the day of the tour to check the status of objects planned?
___	___	___		Arrive early and begin the tour on time?

INTRODUCTION: Did the EI or guide:

___	___	___		Introduce him/herself to the visitors gathered for the tour?
___	___	___		Exhibit a welcoming, confident, and enthusiastic attitude?
___	___	___		Give a general introduction to the museum and review museum rules?
___	___	___		Present a theme or purpose for the tour?

COMMUNICATIONS: Did the EI or guide:

___	___	___		Use voice in a clear and audible manner?
___	___	___		Have a rapport with the group?
___	___	___		Appear at ease and enthusiastic?
___	___	___		Make eye contact with the audience?
___	___	___		Allow time for looking in silence?
___	___	___		Stand next to objects, face the audience, and follow the "one foot rule"?
___	___	___		Notice group reactions and adjust to interest levels, attention span, and language skills?

___ ___ ___ Review, summarize, or paraphrase during the discussion?

Yes No See Comment CONTENT AND TECHNIQUES: Did the EI or guide:

___ ___ ___ 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?

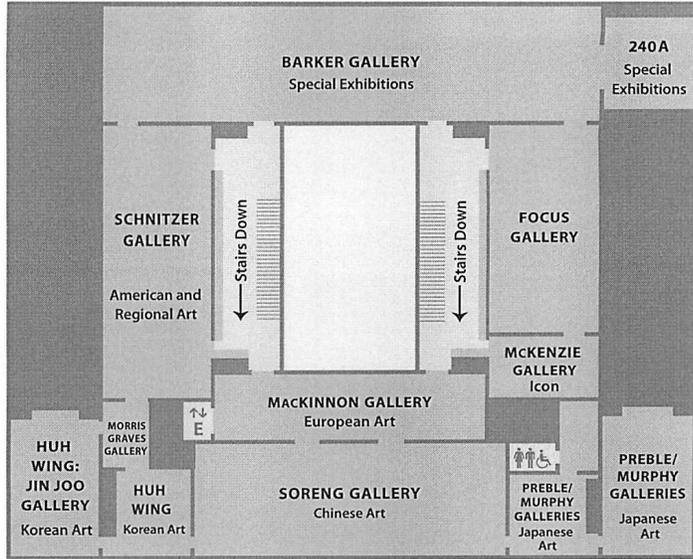
___ ___ ___ Allot time well and complete the tour in approximately one hour?

___ ___ ___ Provide a conclusion that summarized key ideas and encouraged further exploration?

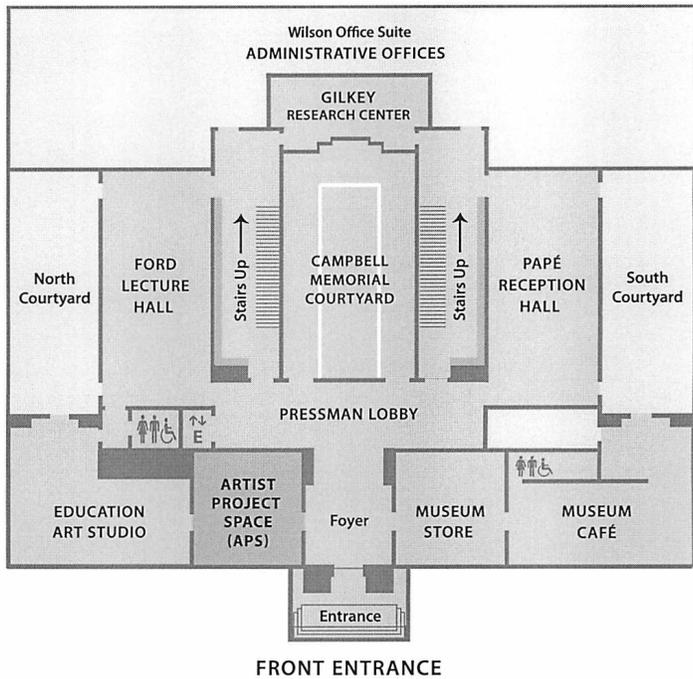
COMMENTS:

JORDAN SCHNITZER MUSEUM OF ART

SECOND FLOOR



FIRST FLOOR



 Elevator

 Restrooms*

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