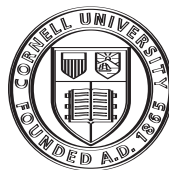


Herbert F. Johnson Museum of Art

REPORT ON SERVICE TO THE CAMPUS • MAY 2009



Cornell University

How the Johnson Museum of Art Serves Cornell University
Report of the Task Force

Submitted by Cathy Rosa Klimaszewski, Chair
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With thanks to Task Force members Ellen Avril, Liz Emrich,
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Introduction

Housed in a distinguished modern building designed by architect I. M. Pei, the Johnson Museum of Art serves as tangible evidence of Cornell University's commitment to art and culture, and its importance to the curriculum. With an established reputation as an outstanding university museum, the Johnson is an integral and vibrant part of campus life, visited by over 99,000 people last year alone.

The Herbert F. Johnson Museum of Art serves as an educational resource for Cornell students, faculty, and staff, as well as residents of the central New York region.

The Museum offers:

- Free admission, six days a week, to a world-class university museum
- A high level of access to a collection of 33,000 works of art across time and cultures for research, class use, and enjoyment. The collections include works from Africa, pre-Columbian America, and Europe, and are especially strong in Asian art, 19th- and 20th-century American art, and the graphic arts.
- 20–25 changing exhibitions a year exploring a wide variety of topics, artwork, and ideas that enhance the curriculum and engage students in critical issues of our time.
- Traveling exhibitions and related programs that reach a broad audience across the United States. In the last four years, the Johnson has organized exhibitions that went to 21 museums in this country and abroad, providing visibility and recognition for Cornell.

This year alone four shows are traveling:

- *stop.look.listen: an exhibition of video works*, was shown at the Haggerty Museum of Art, Marquette University (October 23, 2008–February 22, 2009). Attendance during the exhibition was 3,103; attendance for programs was 2,330.
- *A Room of Their Own: The Bloomsbury Artists in American Collections*, was on view at the Nasher Museum of Art, Duke University (December 18, 2008–April 5, 2009) and was seen by 25,000 visitors. It will travel to the Mills College Art Museum, the Block Museum of Art at Northwestern University, the Smith College Museum of Art, and the Palmer Museum of Art at The Pennsylvania State University over the next year and a half.
- *Shared Experience: The Steven Barbash Collection* traveled to the Juniata College Museum of Art (November 13, 2008–February 28, 2009). Attendance during the exhibition was 393; attendance for programs was 25.
- *Icons of the Desert: Early Aboriginal Painting from Papunya* is traveling to the Fowler Museum, UCLA (April 27–August 3, 2009), and the Grey Art Gallery, NYU (September 1–December 5, 2009).

- Catalogues and publications that contribute to scholarship and provide new knowledge to the field. This year five such catalogues were produced and circulated: *A New World: Pre-Columbian Art from the Carroll Collection, stop.look.listen., A Room of Their Own: The Bloomsbury Artists in American Collections, Colored in the Year's New Light: Japanese Surimono from the Becker Collection, and Icons of the Desert: Early Aboriginal Paintings from Papunya.*
- Special tours, workshops, and other programs for over one hundred Cornell units each year.
- A venue for disparate groups from the campus and community to come together, creating a forum for ideas across the disciplines.
- A social gathering place for contemplation, renewal, and self-directed learning for anyone who visits the campus.

An Educational Resource

Our primary responsibility as a university museum is to serve as a vital educational resource for Cornell faculty and students across the disciplines. Central to this mission are curriculum-structured class sessions using the collections, exhibitions, building, and grounds.

In academic year 2007–08, 4,127 students and faculty participated in course-related Museum sessions representing 38 different disciplines as diverse as horticulture, communications, math, architecture, engineering, archaeology, German studies, Africana studies, history, English, music, Policy, Analysis, and Management, art history, and art, to name a few.

We collaborate with faculty to design sessions that are tailored to each course. These class sessions are presented in a variety of ways: co-taught with faculty, taught by Museum staff for faculty, self-guided class sessions by faculty, and other variations. We are flexible and adapt to the needs of the professors and students. Changing exhibitions and the collections are used primarily, but the building often becomes the focus for architecture, engineering, and design classes, and even the view from the sixth floor is used for a geology course.

Study gallery shows are regularly organized and installed for classes, 12–15 each year (44 Museum class sessions last year), which focus on specific ideas or topics, such as African and African American art, the art of horticulture, German Expressionism, cities on the edge, and drawings. We also frequently pull work from storage.

The Museum now organizes and presents two popular courses, which are held here: “The Museum and the Object” with the Department of the History of Art, and “Museums and the Public” with City and Regional Planning. These courses are taught by Museum staff with faculty as part of the curriculum in each department.

Through technology we have been able to reach out to an even broader audience on campus and beyond through the digital database. Images and information on two-thirds of the collection are now available, and used for research, organizing Museum class sessions, and teaching in the classroom. In 2007–08 we had 51,087 visits to the Museum website, and 15,371 visits to the digital database of the collection.

The Museum is also a venue and resource for course-related student and faculty projects, such as the Communication Department’s HCI Group handheld technology projects.

Another example is exhibitions resulting from courses held at the Museum such as *Friends of the Cold Season*, organized by Professor An-Yi Pan and curator Ellen Avril; another show is planned for next year with Professor Pan and his students.

- Independent Research—the staff provides broad access to virtually anything in the collection by appointment for research.
- Beyond Cornell—The Museum provides class sessions and services to a dozen other colleges and universities in the area. Last year 284 students and faculty from other institutions attended class sessions in the Museum.

Opportunities for Faculty and Staff

Faculty have the opportunity to curate and co-curate exhibitions at the Museum. For example, Dan McKee curated two exhibitions of Japanese surimono poetry prints; Professor Salah Hassan has curated four shows on African-American and African art; Professor An-yi Pan curated a two-part exhibition on Taiwanese art; and Professor Kaja McGowan collaborated on the Balinese story cloths exhibition.

Art Department Faculty have the opportunity to show their work at the Museum every two years.

Faculty lecture at the Museum and share their knowledge with a broad audience; for example, Professor Mary Woods lectured recently on women photographers and had a book signing.

Faculty frequently advise on collections, advance the scholarly knowledge of collections, and advise on projects; for example, four faculty members helped us with our OMNI school outreach program. Diane Butler's class on African art worked on entries for our iPod Touch tour. These endeavors are also helpful for their own research and teaching.

- Faculty Advisory Committee: 12–13 members of the faculty from across the disciplines serve on the committee and provide ideas and feedback on Museum activities at the meetings twice a year.
- Symposia and panel discussions: Each year the Museum organizes one or two symposia featuring distinguished speakers and faculty. The Museum has organized symposia on museums as places for learning, collecting Chinese art, the Byrdcliffe arts colony, photography, video, and Aboriginal and Asian art, among other topics.
- Co-sponsorship of lectures and programs with other departments, such as the Visual Culture Colloquium, art department, architecture, A. D. White Professors-at-Large program, Society for the Humanities, and the Atkinson Forum on American Art, among others.
- Museum staff assist faculty and teaching assistants with the acquisition of new teaching methods and resources, working with the collection, and learning with objects and original works of art.

Opportunities for Students

The History of Art Majors' Society annual exhibition, sponsored by Elizabeth and Alan Harris, is a prime example of the Museum as a learning laboratory for students. They plan and curate a show on a theme of their choice, produce a catalogue, and present tours and guest lectures.

Graduate students also curate and co-curate exhibitions; for example, Brinda Kumar assisted with a show on the Ramayana, and Amanda Gilvin curated a gallery display on recent acquisitions in African art.

- Each year we hire 16–18 Cornell students to work as interns in all areas of the Museum. The students learn about museum work and have opportunities for real-life experiences, such as working with school groups and outreach to community organizations.
- The Museum Club offers students leadership opportunities and social interaction. This year the Club has 25 very active members who have organized highly successful programs for students, including Jazz Night, Blues Night, and After Hours, among others.
- The Student Advisory Committee helps the Museum by contributing their ideas about how we can be an even more vital resource for students. This year 21 students from diverse academic departments are serving on the committee.
- Volunteer opportunities: students also participate in the docent program, in projects in various Museum departments, and in public programs by presenting and sharing their talent.
- Visual Culture Colloquium lectures organized by graduate students and cosponsored at the Museum provide scholarly exchange and leadership opportunities.
- Museum staff helps students acquire teaching and speaking skills, and expertise in learning from original works of art.

Programs for Students

The Museum provides a wide range of public programs for students, as well as tours and workshops on request for student groups. In 2007–08 5,930 students participated in programs at the Museum organized by the education department, including:

- Tours and workshops for student groups and residence halls on specific themes
- Special events and programs held at the Museum—Jazz Night, Blues Night, After Hours, and the Student Arts Showcase.
- Collaborations with student groups such as the recent program on Black History Month, Fiesta! with the Peruvian Association, fall Orientation Committee events, concerts, and fashion shows.

The Museum's Visiting Artist Program brings leading artists of our time to campus for shows, lectures, studio visits, and discussions with students and faculty. This year we brought eight artists to campus, among them Mary Ellen Mark, Marc Swanson, Adam Fuss, and Mark Dion. They typically stay at Carl Becker House on campus and have their meals with the students.

Lectures by distinguished curators, specialists, art historians, and performances were attended by 7,429 people from the campus and community.

Additional Service to Cornell

The Museum contributes to a culturally vibrant environment attractive to professors and other professionals, and provides outreach services that engender goodwill for Cornell and its land grant mission. Through our work with area schools we engaged over 7,000 students and teachers in pre-school through grade 12 in 2007–08 from 62 schools throughout Central New York and northern Pennsylvania.

The Museum also provides:

- An impressive venue for Department/College/University events held at the Museum, such as the luncheon with the Dalai Lama, and President Skorton’s evening with 700 seniors.
- Tours for the Admissions Office, First Year Family Weekends, and Development Office.
- Programs for families of faculty, students, and staff such as our Art-Full Family Saturdays and public program days showcasing the arts and cultures of Japan, Australia, Tibet, and many other themes.
- Advice and service: The staff provides professional advice on collections across the campus as well as consultation on works of art for individuals and groups, and referrals for appraisals.
- Images for publications and lectures for a variety of campus groups.
- Alumni/Development Services:
 - Reunion tours and shows
 - Alumni collection exhibitions
 - Talks by the director and curators to over 50 alumni groups across the country and abroad
 - Courses organized for CAU by Museum staff, and CAU classes held at the Museum
 - Tours and workshops for alumni and children of alumni

Summary

The Johnson Museum provides a wide range of services and programs for the benefit of the students, faculty, staff, and alumni of Cornell. In the past year over 31,000 people participated in education programs at the Museum and off-site.

The Museum will continue to develop its programs, services, and resources. Some measures to be taken to advance this effort will make more effective use of technology to reach our audience:

- Redesign and improve the website; add testimonials from faculty and students
- Use Facebook to reach students (*already implemented*)
- Contact faculty by e-mail about Museum services as well as through mailings twice a year at the beginning of each semester (*already implemented*)
- Fully develop the iPod Touch tour for the new visible storage study center, and expansion of our cell phone tour for Asian and other permanent collection galleries
- Use Twitter for frequent updates (*already implemented*)
- Further increase visibility by giving presentations to departments and programs, in addition to the New Student Writing Program
- Offer sessions in the spring and fall for faculty and teaching assistants on how to use the Museum collections for teaching
- Continue personal contact and relationship building

What they're saying about the Museum—some samples:

Thank you for the tours! All the information was incredibly interesting for students, and related to many topics in our course. You chose really wonderful pieces of art for the study gallery installation that address various environmental issues, and the way you conducted the tour was really engaging.

—Alex Kudryavtsev, Graduate Teaching Assistant, Department of Natural Resources

The visit was very helpful to my efforts at teaching students how to identify form and style in literature through analogy to painting. The visit also made students aware of historical movements in art that they have related to the literature we are reading. . . I would call it a very successful day. Thank you!

—Colin Dewey, Graduate Teaching Assistant, Department of English

I really enjoyed our NTRES section trip to the art museum last week. I have often passed the Museum on my way to class but had never been inside. I'm really grateful I finally had the chance to go inside and explore . . . and was happily surprised at the quality and diversity of artwork.

—Student in Natural Resources

Thank you so much for being so generous with your time and giving a lecture to my human sexuality course (PAM 380). I think that it is critical for students to hear diverse opinions from a variety of speakers with varying backgrounds in a human sexuality course where so many of the topics are controversial.

—Andrea Parrot, Professor, Department of Policy Analysis and Management

Thanks so much for a thorough presentation today! Everyone in the class enjoyed your thoughtful presentations of the collections of African and African American art in context. They couldn't stop talking about how much they gained from going behind the scenes, and how much our practical discussions of collecting and exhibition consideration meshed with the readings we did for class.

—Cheryl Finley, Assistant Professor, Department of Art History and Visual Culture

Question for students: How has the Museum enriched your experience at Cornell?

It has helped me write more thoughtful papers and has opened me up to artwork I would have never seen before; it was given me a place to go when I want to be peaceful.

It has given me some good work experience and I've seen lots of great art!

It is a beautiful place to visit, to relax, and wander around while being culturally stimulated.

The Museum has given me opportunities for leadership through an internship, Museum Club, and the HAMS exhibition.

The Museum has provided me with a very enriching experience at Cornell both academically and socially. It has truly added to my time here.

Appendix A: Summary of Education Programs 2007–08

<i>*University Programs (University classes and tours in the Museum)</i>		
	PARTICIPANTS	PRESENTATIONS
Cornell	11,877	494
Other Colleges/Universities	284	20
TOTAL University Programs	12,161	514
<i>University/Community Public Programs</i>		
Campus/Community Collaborations (lectures, public programs, presentations)	8,994	128
Tours and Workshops – Adults	1,941	82
Tours and Workshops – Families and Children	1,403	63
Docent Training	188	16
School Programs (tours and workshops K-12, teacher training)	7,138	440
TOTAL University/Community Programs	19,664	729
TOTAL	31,825	1,243
	PARTICIPANTS	PRESENTATIONS

** includes off-site programs on campus (1,825)*

Appendix B: Johnson Museum Faculty Advisory Committee 2007–08

James Bell <i>Associate Professor, Space Sciences</i>	Cynthia Hazan <i>Associate Professor of Human Development</i>	Marilyn Rivchin <i>Senior Lecturer, Department of Theatre, Film, and Dance</i>
Thomas Eisner <i>Jacob Gould Schurman Professor of Chemical Ecology</i>	John Henderson <i>Professor, Anthropology, and Director of the Archaeology Program</i>	Wolfgang H. Sachse <i>Meinig Family Professor of Engineering</i>
Geri Gay <i>Kenneth J. Bissett Professor of Communication</i>	Kent L. Hubbell <i>Robert W. and Elizabeth C. Staley Dean of Students</i>	Shirley Samuels <i>Professor of English Chair, Department of the History of Art</i>
Katherine K. Gottschalk <i>Walter C. Teagle Director of First-Year Writing Seminars</i>	Charlotte Jirousek <i>Associate Professor of Textiles and Apparel</i>	Maria Stycos <i>Senior Lecturer/Spanish, Department of Romance Studies</i>
Salah Hassan <i>Director, Africana Studies and Research Center</i>	Patricia Phillips <i>Professor and Chair, Department of Art</i>	Mary Woods <i>Professor of Architecture</i>

Appendix C: Student Interns 2008–09

Marisa Breall <i>Development</i>	Vickie Liang <i>Matting</i>	James Orlando <i>Digital Studio</i>
Ariel Conant <i>Asian Collection</i>	Alexia Margaritis <i>Prints, Drawings & Photographs</i>	Megan Sofen <i>Provenance Research</i>
The Muriel Dreiling Asian Art Intern (Fall semester)	The Alison Cheng Intern for Photography	The Meyer A. and Karen Charal Gross Intern
The Grace Moak Meisel Memorial Asian Art Intern (Spring semester)	Morgan Martin <i>Publicity & Publications (Fall semester)</i>	2008 Summer Interns
Katharine Davis <i>School and Family Programs</i>	Jessica Masterton <i>School & Family Programs</i>	Ariel Conant <i>Asian Collection</i>
Laurel Garber <i>Prints, Drawings & Photographs</i>	Kathleen McDermott <i>Installation</i>	The Wong & Cheng Intern for Chinese Art
The John A. Hartell Intern	Julie McIntyre <i>Adult & Community Programs</i>	Elizabeth Schneider <i>Collections</i>
Hannah Gursky <i>University Programs</i>	Molly Meacham <i>Registrar</i>	The Nancy Horton Bartels '48 Scholar
The Richard and Genevieve Tucker Education Intern	Julie McIntyre <i>Education</i>	Julie McIntyre <i>Education</i>
Taery Kim <i>Modern & Contemporary Collection (Fall semester)</i>	The Nancy and Stephen Einhorn Intern	The Nancy Horton Bartels '48 Scholar
Kimberly Leung <i>Administration & Finance (Fall semester)</i>	Alexandra Olson <i>Rights & Reproductions</i>	

Appendix D:

Student Advisory Committee 2007–08

Graham Appelbe	Lauren Kimball
Benjamin Eric Blair-Joannou III	Margaret Kurtzman
Soo Choi	Seohyung Lee
Juan Clar	Catalina Lupu
Elizabeth Desantis	Rachel Mattes
Jennifer Evans	Natalie Meltzer
Christina Galati	Thomas Naples
Jocelyn Getgen	Ilana Papir
Hannah Gursky	Anne Sorock
Stefanie Hirsch	Jennifer Traina-Dorge
Angela Hsu	Kimberly Wong
El Hadi Emir Mohamed Jazairy	

Museum Club Officers 2007–08

Megan Sofen <i>President (Fall semester)</i>	Nikki Junewicz <i>Vice President (Spring semester)</i>
Alexandra Olson <i>Vice President (Fall semester), President (Spring semester)</i>	Eric Blair-Joannou <i>Treasurer (Spring semester)</i>
Hannah Gursky <i>Treasurer (Fall semester)</i>	Elizabeth Schuster <i>Publicity Assistant</i>
Jillian Allerton <i>Publicity Chair</i>	Alexia Margaritis <i>Special Projects Coordinator</i>

Appendix E: Groups Served (Summer 2007–Spring 2008)

Cornell Departments, Programs, and Organizations

Absolute Aero Breakdance Club
 Africana Studies and Research Center
 Aikido Club
 Akwe:kon Residence Hall
 Alumni Affairs and Development
 Services
 Alumni Affairs Youth Programs
 Amber Dance Troupe
 American Studies Program
 Anything Goes
 aRise
 Association of Peruvians at Cornell
 Balch Residence Hall
 Base Productions
 Bethe House
 Bigs of Ithaca
 Button Club
 Callbaxx
 Campus Information and
 Visitor Relations (CIVR)
 Campus Life
 Carl Becker House
 Carol Tatkon Center
 Center for Learning and Teaching
 Class Notes
 Coalition of Pan-African Scholars
 College of Agriculture and
 Life Sciences
 College of Architecture, Art, and
 Planning
 College of Arts and Sciences
 College of Engineering
 Collegetown Residence Halls
 Cornell Abroad
 Cornell Alumni Association of Dallas
 Cornell Alumni Association of
 Northern California
 Cornell Alumni Association of
 Westchester
 Cornell Ambassadors
 Cornell Campus Club
 Cornell Club of Chicago
 Cornell Club of Cleveland
 Cornell Club of Eastern Florida
 (Palm Beaches)
 Cornell Club of London
 Cornell Club of Miami
 Cornell Club of Milwaukee
 Cornell Club of the District of
 Columbia
 Cornell Club, Manhattan
 Cornell Cooperative Extension

Cornell Council for the Arts
 Cornell Education Department
 Cornell Entrepreneur Network
 Cornell Hillel
 Cornell Juggling Club
 Cornell Klezmer Ensemble
 Cornell Orientation Steering
 Committee
 Cornell Piano Society
 Cornell United Religious Works
 (CURW)
 Cornell's Adult University
 Cornell's Adult University Youth
 Program
 Dazzlers
 Delta Delta Delta Sorority
 Department of Anthropology
 Department of Art
 Department of Asian Studies
 Department of Comparative
 Literature
 Department of Design and
 Environmental Analysis
 Department of Ecology and
 Evolutionary Biology
 Department of English
 Department of German Studies
 Department of History
 Department of the History of Art
 Department of Horticulture
 Department of Landscape
 Architecture
 Department of Music
 Department of Natural Resources
 Department of Near Eastern Studies
 Department of Romance Studies
 Department of Theatre, Film, and
 Dance
 Dickson Residential Hall
 Division of Human Resources
 East Asia Program
 Ecology House
 Electrical and Computer Engineering
 English for Academic Purposes
 English for International Students and
 Scholars Summer Program (EISS)
 FantAsia
 Freshman Summer Start Program
 Graduate School
 Hangovers
 Hasbrouck Apartments
 History of Art Majors
 Holland International Living Center
 Human Computer Interaction (HCI)
 Group

Humor Us
 Illuminations
 Information and Referral Center
 (IRC)
 Jameson Residence Hall
 John S. Knight Writing Program
 Johnson Graduate School of
 Management
 Kappa Sigma Fraternity
 Law School
 Low Rise 6 Residence Hall
 Low Rise 7 Residence Hall
 Major Gifts
 Mary Donlon Residence Hall
 Medieval Studies Program
 Museum Club
 Muslim Educational and Cultural
 Association (MECA)
 Nanobiotechnology Center
 Office of Human Resources
 Office of Principal Gifts
 On Tap Dance Troupe
 One-to-One Big Brother Big Sister
 Origami Club
 Phi Sigma Pi Fraternity
 Physical Education
 Pi Kappa Phi Fraternity
 Policy Analysis and Management
 Risley Residential Hall
 School of Chemical and Biomolecular
 Engineering
 School of Continuing Education
 Sibley School of Mechanical and
 Aerospace Engineering
 Sigma Alpha Epsilon Fraternity
 Sitara
 Size of Stamps
 Skits-O-Phrenics
 Special Gifts
 Special Programs, School of
 Continuing Education
 Student Advisory Committee
 Swing Dance Club
 Telluride Association
 Thurston Court Residence Hall
 Vice Provosts Office
 Vicious Circle
 Whistling Shrimp

Other Colleges and Universities

Colgate University, Hamilton
 Hobart and William Smith Colleges,
 Geneva
 Ithaca College

Metro State College, Denver
 Picker Art Gallery, Colgate University
 Rozatones, Ithaca College
 State University of New York at
 Cortland
 State University of New York at
 Oswego
 Syracuse University
 Tompkins Cortland Community
 College
 Wells College, Aurora

Other Facilities and Organizations

1890 House, Cortland
 Adolescent Day Treatment Unit,
 Binghamton Health Center Program
 Aerofleet Tours, Queens
 American Voyager Tours, New York
 Army Reserve 474 Signal Corps
 Beachtree Care Center
 Cayuga Addiction Recovery Services
 Cayuga Brass Quintet
 Cayuga Medical Center
 Cayuga Vocal Ensemble
 Challenge Industries
 Community School of Music and Arts
 Corning Museum of Glass
 Dryden Senior Citizens
 Executive Worldwide Travel, Ottawa,
 Ontario
 Family Reading Partnership
 Fingerlakes Flutes
 Gallery at the Park Avenue Bank,
 New York
 Glavs Travel, New York
 Greater Ithaca Activities Center
 (GIAC)
 Grolier Club, New York
 Ithaca Festival
 Ithaca Friends
 Ithaca Girl Scout Troop 226
 Ithaca Girl Scout Troop 483
 Ithaca Rotary Club
 Ithaca Talent Education Advanced
 Violin Ensemble
 Ithaca Tibetan Association
 Ithaca/Tompkins County Convention
 and Visitors Bureau
 Japanese Appreciation Club, Syracuse
 Jewish Community Center
 Kendal of Ithaca
 L & L Travel Enterprises, New York
 Lansing Residential Center
 Lifelong

Little Dumplings Daycare
 Locke Girl Scout Troop 432
 Longview Community
 Lourdes Youth Service, Binghamton
 Namgyal Monasteries of Ithaca and
 India
 National Art Education Association
 New Tours, Brooklyn
 New York State Teachers Association
 Northeast Kids Count
 Northeast Senior Citizens
 Ontario County Soil and Water
 Conservation District
 Philbrook Museum of Art, Tulsa,
 Oklahoma
 Phoenix Behavioral Health Services
 Red Hat Society
 Rockwell Museum of Western Art,
 Corning
 Saratoga County Arts Council
 Skylight Club of Ithaca
 Southern Tier Arts Regional
 Roundtable (STARR)
 Tompkins Learning Partners
 TST Board of Cooperative Educational
 Services – ESL
 UBS
 Van Dyke Addiction Treatment
 Center, Ovid
 William George Agency for
 Children’s Services

School Programs

Alternative Community School
 Auburn High School
 Beginning with Children Charter
 School, Brooklyn
 Belle Sherman Elementary School
 Beverly J. Martin Elementary School
 Binghamton High School
 Boynton Middle School
 Broadway Middle School, Elmira
 Caroline Elementary School
 Cascadilla School
 Cayuga Heights Elementary School
 Chapin School, New York
 Cincinnati High School
 Corner of the Sky School
 DeWitt Middle School
 Dryden High School
 East Ithaca Cooperative Preschool
 Elizabeth Ann Clune Montessori
 School of Ithaca
 Elmira Free Academy

Enfield Elementary School
 Evergreen Alternative School, Vestal
 Fall Creek Elementary School
 Groton Elementary School
 Harley School, Rochester
 Harpursville Central School
 Homeschoolers, Ithaca
 Horseheads Middle School
 Ithaca High School
 Ithaca Montessori
 Lansing Elementary School
 Lansing High School
 McFadden Early Education Coop
 Nathan T. Hall Elementary,
 Newark Valley
 Newfield High School
 Northeast Elementary School
 Northern Light Learning Center
 Odessa-Montour High School
 Red Rock Job Corps, Lopez, PA
 Sayre Area High School, PA
 Smith Elementary School, Cortland
 South Hill Elementary Afterschool
 Program
 South Hill Elementary School
 South Seneca Elementary School,
 Interlaken
 South Seneca High School, Ovid
 South Seneca Middle School, Ovid
 Spencer Van Etten Elementary School
 Spencer Van Etten Middle School
 Stone Circle School
 Tioga Central High School,
 Tioga Center
 Tompkins Seneca Tioga Community
 School
 Trumansburg Elementary School
 TST Board of Cooperative Educational
 Services – Turning Point Program
 TST Board of Cooperative Educational
 Services – Special Education
 TST Board of Cooperative Educational
 Services – Springboard Program
 Unadilla Valley Central School,
 New Berlin
 Watkins Glen Middle School
 Wauwatosa East High School, WI
 West Genesee High School, Camillus
 West High School, Painted Post
 Whitney Point High School
 Whitney Point Middle School
 Wyoming Seminary, PA

Appendix F: Student Advisory Committee Survey Responses

Purpose: to determine how the Museum can even more effectively engage students.

Answers to SAC Questionnaire and comments from general discussion:

What is your major (21 students)?

- History (4)
- Electrical Engineering
- ILR (2)
- Art History (6)
- Art (2)
- Psychology
- Biological Science
- Spanish
- French Literature
- Design
- Environmental Analysis
- Archaeology
- Architecture (2)
- IR
- Economics (2)
- Film

What year are you in your studies?

- Freshman - 4
- Sophomore - 2
- Junior - 8
- Senior - 6
- Grad - 1

Male – 5, Female – 16

How do you use the Museum?

- At least 2 are HAMS members
- At least 5 are Museum Club members
- At least 5 are interns
- For pleasure/personal gain/interest/enjoy art/relaxation purposes/sitting and reading/a quiet place to work (8)
- Museum Club events (5)
- A quiet place to work/do research/sit and read (4)
- Visit exhibitions that interest me (2)
- At least 3 have had a class visit
- As a meeting place

Do you visit the Museum on your own? How often?

- Once or twice per semester (3)
- About six times a semester (1)
- Once or twice a month, or when there are exhibitions that interest me (6)
- Almost every day, but I'll go look around at shows 3x/semester

- Browse the galleries after my shift is over (1)
- Once a week (1)
- At least 3 times a week (1)
- Every once in a while (1)
- When I have visitors (1)
- Not yet, but will be visiting more frequently (2)

Do you attend any programs?

Which programs? And how often?

- Artist talks (6)
- Student events (17)
- Museum Club Hidden Treasures tours/workshops (7)
- Openings (3)
- Family events (1)
- Concerts (2)
- None (1)

Do you feel like you know what's happening here? Why or why not?

- Yes (19), No (2)

Why?

- Through friends/significant others (6),
- Museum Club meetings (all the members)
- E-mails and/or Facebook (12)
- Publications/handouts/posters/quarter cards (18)
- Here all the time (4)

Why not?

- Not enough advertisement

How do you find out?

- E-mail (14)
- Facebook (12)
- Word-of-mouth (6)
- Posters/flyers/publications (7)
- Being a member of Museum Club, HAMS, or an intern

What are the best ways to promote the Museum to students?

- Posters
- Ads in Cornell Daily Sun/flyerboard on cornellsun.com
- Continuous advertisement not related to a specific event to get people to come more regularly
- Facebook
- Having more events
- E-mails
- Events with food and performers
- Writings on the street with chalk

- Word of mouth
- Fundraisers such as candy sales, gift sale to promote public interest
- Through other students/groups
- Internet/website (maybe a feature on Cornell's main webpage?)

What is your overall impression of the Museum?

- The building is great, but collection lacks significant American, British, and French impressionism
- Classy museum with a pretty good collection
- It's a great feature of Cornell that I'm surprised more people don't visit. Some kids might be intimidated by it or not see it as accessible
- Great, functional, educational, open for all ages!
- I love the views, staff, and the exhibits
- It is a nice place to go to chat or little meetings in the atrium and has a good variety of exhibits
- I love the philosophy behind the exterior/interior architecture. And art is always a pleasure
- It's very modern and unique—displays are very interesting and spaces are used well for programs
- The best resource of my experience at Cornell!
- It's fabulous! And unique.
- Very welcoming to the community, has a wide range of art
- I absolutely love it—great staff, great art, beautiful facility
- It has a strong collection and is a good educational tool for students
- Interesting collections, pleasant atmosphere

What do you like best about the Museum?

- The building
- The views
- The different, rotating exhibits
- The great people who design creative and accessible exhibitions
- The fun events hosted; Museum Club events
- Its education programs!
- The free admission!
- Its inclusiveness; very open and accessible to students
- Intern programs

- The quality of its curators and educators
- The location
- I like how classes are often held in the Museum
- It's nice and intimate – not huge, pretentious or overbearing
- The atmosphere: very welcoming and mature

What would you like to change/improve/add/get rid of?

- More works by important American artists (like Mary Cassatt, John Singer Sargeant, Andy Warhol)
- Improve the café!
- Rotate the permanent collections periodically
- Make the 6th floor more accessible
- Have artist talks at more convenient times—not during class time.
- Maybe we could find a way to reach out to students in the Greek system
- Open at night/evening more
- New, faster elevator; another elevator (2)

How has the Museum impacted/enriched your experience at Cornell?

- It is a beautiful place to visit, to relax, and wander around while being culturally stimulated
- It is one of the few cultural events/things I have gone to that is related to Cornell
- It's a great place to go when I have free time or need a break
- Very much so—has exposed me to a ton of art as well as the functioning of a not-for-profit institution
- It has helped me write more thoughtful papers and opened me up to artwork I would have never seen before, given me a place to go when I want to be peaceful
- It's given me some good work experiences and I've seen some great art!
- It offers students a place to relax, ponder, etc. I think the Johnson is unique.
- Definitely has. It makes Cornell an even more amazing place by educating me through observing art and artifacts.
- Internship, HAMS, Museum Club –

given me opportunities for leadership and learning about more art forms.

- It has given me access to a lot of art and to experience museum related work.
- The Museum has provided me with a very enriching experience at Cornell both academically and socially. It has truly added to my time here.
- Has allowed me to get to know how museums function—has provided a great source of beauty.
- I have really gained an understanding of the inner workings of the Museum.
- Provided more first-hand experience with art; necessary for a fine arts education.
- I love art, and the Museum is great and has a wide variety to explore.

What could we do to engage more students?

- More social events (though more is difficult-the SAFC can only cover the costs of 3 per semester)
- Encourage students (and faculty) to use the Museum and collections for research
- Grow the Museum Club:
 - College Town postcards (leave in libraries as well)
 - Word of mouth/relationship building
 - E-mails to faculty that tours are free and easily arranged (not just the semester mailings)
 - Send the same reminder to student organizations and RAs
 - Tell other organizations they can host events here; hold events that are inclusive to different groups
- Museum does a great job at advertising, but continue as a social hub for students
- More flyers in different quads
- Chalking, even in Collegetown
- Get them in as Freshmen—have a list of workshops and events geared for them
- Discount at café—give out at info fairs and sign up for listserv to get the discount
- Advertise Museum events in the café (table tents)

• Play up the 6th floor and use it more! (the view!) maybe the café should be there?

- Promotional materials at all libraries
- Website—more Museum events pictures and info
- Slope day event? Something outside?
- Gain exposure from outside! Use the lawn! (for workshops like Paper Works)
- Cornell Daily Sun (more ads and on the website)
- More advertising for various artist talks!
- Coffee sleeves in CU cafes
- Possibly have summer events (maybe geared towards grad students)
- Collaborate with art students—Museum staff choose pieces for a large temporary (longer than a week-end!) exhibition
- Making the Museum more “hot”/interactive might appeal to students
- More technology and audio guides
- More public activities that can engage a large student body
- Offer weekend volunteer opportunities for those who can't intern
- Bringing art out of the Museum and into the campus
- Tours of new addition being built and talks with guests (artists, architects)
- Offer a lower level art history class in the Museum
- Maybe more weekend tours/lectures
- More workshops and opportunities for interaction with collections/exhibits

What kind of exhibitions would you like to see at the Museum?

- Modern photography, photography (2)
- Art from other Ivy League museums
- American watercolors
- More Asian! (contemporary)
- More Impressionism
- Abstract expressionism
- More contemporary(2), less Rembrandt;
- Exhibitions focusing on specific historic events
- Less oil painting, more modern, more artifacts

- Modern/contemporary painting, art by Cornell alums/professors, modern and contemporary Latin American art
- More medieval/renaissance
- Sculpture
- Architecture-related
- More prints
- More South American; Spanish art maybe?
- Something on Orientalism or Impressionism, or all 3D work
- Interactive and more international modern art
- Post-modernism (paintings)
- More Pre-Columbian
- Ancient Egyptian

What do you think of the Museum's website? How can it be improved?

- It could have more interactive features.
- List upcoming evens on the front page
- Outdated; should be more lively/flashy
- More images, pictures (of events)
- Can be more straightforward and not as jumbled
- Needs new, more contemporary design
- Poor—needs exhibition & event images, links to staff e-mails, Museum Club & HAMS info
- Info and layout should be more eye-catching
- Very plain, not representative of what the Museum could offer
- It seems too congested—too many different fonts, etc
- Good; could have links to info regarding visiting artists
- It's helpful

Have you used any of the Museum's interpretive technology programs? What other ways could technology be used to enhance the Museum experience, and engage students?

- Tried them out; the Museum uses the latest technology to the best of its advantage.
- Digital database: easy to use with multiple ways of searching; at the Summer of Love exhibit in NYC, music was woven into the exhibit

- iPod touch—once it is finished, it will be a really good resource
- I helped test out the iPod touch tour – thought it was great and easy to use
- I have only used the Asian gallery tour which was very helpful. Students think they have to pay to use the devices and they are not made very visible at the lobby desk
- Many hadn't tried the programs—don't know they're available, can't see them at the front desk
- Cell phone tours—a good idea? some say it detracts from the Museum experience, some love it!

What do you think of the Museum café? How could it be improved?

- It often appears closed even when it's not
- Better chairs and more comfortable dining situation.
- More flyers to promote the café to get more students
- Maybe set up tables outside during the spring/summer time)
- Good—basic. Could serve more fresh fruit, bagels, candy! More soft drinks, juice
- It should NOT have Cornell dining food. But still take big red bucks (3)
- Open for longer hours. It's never open when I need it
- It's good; maybe offer something the other cafes don't, like special coffee
- It is not known; If advertised to students more it would get more business (2)
- Really nice place to sit.
- I love it! Great atmosphere and wonderful specialty beverages
- It could have more variety; special salads and sandwiches—freshly made
- Have things you can't get elsewhere; focus on really good desserts and pastries.
- Rival soups from Temple of Zeus
- Keep open past 3pm (until 5)
- Different coffee; a day or something when coffee is half-off?
- It doesn't function for students (food and hours are not geared for them)
- It is more like a snack center (comparable to just having vending machines)

- Aesthetics of café:
 - Nothing is ever put away; littered completely (2)
 - View is blocked
 - The carts are all different and don't match each other
 - Not functional during events—still there taking up space. If it could just be a counter (with things put away), it could be used during events for food.
- Move it to the 6th floor—might be more of a social space
- With new addition – fit it or move it to new wing, with comfy chairs and couches.
- Put café on the sculpture court on special days (commencement?) with musical performances

Anything else you would like to mention?

- Have nothing for sale on the receptionist's desk. Keep it all elsewhere. The desk is too cluttered and useful things for the Museum visit aren't seen.
- 5th floor is inaccessible. Should be open stairwells from the 2nd floor with exhibits on them.
- Not many students know they can make an appointment to see specific works.
- I love the Museum.

Student Advisory Committee meeting minutes, 3/24/09

Compiled by MG, 03/29/09