NEW AUDIENCE ENGAGEMENT: CULTIVATING & SERVING THE LATINO COMMUNITY

A Report to the Jordan Schnitzer Museum of Art
University of Oregon, Eugene

Submitted by Gail Anderson & Associates
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INTRODUCTION

The Jordan Schnitzer Museum of Art (JSMA), now in its 80th year, is a premier university art museum located on the University of Oregon campus in Eugene. The mission of the Museum is to enhance the academic mission of the University of Oregon and further the appreciation and enjoyment of the visual arts for the general public. Throughout its history, the JSMA has fulfilled this mission through its varied collections, exhibitions, and programs, which serve the University, residents, and visitors to the Eugene/Springfield area. In the fall of 2012, the JSMA secured a generous grant from the Oregon Cultural Trust to support the Museum’s goal of increasing the participation of Latino audiences* on campus and in the larger community. The grant was matched by University diversity grant funding. (*For the purposes of this report, Latino refers to both Latino and Latina audiences.)

JSMA ACHIEVEMENTS

Over her five-year tenure, Jill Hartz, the JSMA Executive Director, has received much acclaim for her leadership from the University administration and faculty, the Museum’s Leadership Council, the local and state arts community, and among other university art museums and the federal Institute of Museum and Library Services. Some of the hallmarks of Hartz’s leadership can be tied to growth in education programs in general, diversification of the Museum’s collections, including works by Hispanic artists, the expansion of exhibitions to include artists from diverse communities, bi-lingual labels in most exhibitions and collections galleries (some in Spanish, Japanese, and Korean, for example), and the support of community events, such as Fiesta Latina (held off campus), and Días de los Muertos. Hartz has worked diligently to tie the work of the Museum to the University through the use of the Museum for teaching of museum studies and art history courses, and hosting an array of University events. She has initiated collaborative efforts with different academic departments and specific faculty members, and worked with administration on diversity issues for the University overall. Within the past year, Hartz allocated funds to hire an Assistant Curator in American and European Art who is fluent in Spanish, yet another example of her commitment to continue the work of broadening and serving diverse audiences. These efforts have helped to increase audience numbers, expand the reach of the Museum to new communities, and position the Museum to work with the University to increase and better serve its Latino student population and diverse student body overall.

These recent and ongoing efforts position this project as a logical next step for JSMA, and represent a commitment by Hartz to integrate expanding diverse audiences into the core thinking, strategies, and future work of the Museum. Further, this project is viewed as a template and pilot effort to inform future work of expanding audiences and connections with other diverse communities for the work of the JSMA over time.

The services of Gail Anderson & Associates (GA&A) were secured to facilitate and conduct the work outlined in the grant. GA&A was selected based on the extensive track record of the firm and Anderson's expertise as a former head of the JFKU Graduate
Department of Museum Studies and a public speaker with numerous publications, decades of dedication to the inclusion of diverse audiences, and the persistence to make museums relevant in contemporary times. From the beginning and throughout the project GA&A worked closely with Jill Hartz and Lisa Abia-Smith, the Museum’s Director of Education. The result of this collaborative effort culminated in the following report.

AN ORIENTATION TO THIS REPORT
This report is designed as a resource to be used for internal management (how the Museum chooses to realign its resources and create its new strategic plan) and as a communications and program tool with 1) the University community, in support of its efforts to build meaningful and sustainable Latino engagement and matriculation; and 2) the off-site Latino communities, including families, schools, and organizations.

The methodology for this project focused on gaining an understanding of JSMA, the Latino community, and the University by:

- Reviewing demographic trends in the region
- Conducting confidential interviews with internal and external stakeholders;
- Distributing a staff survey to gain insight about strengths and areas to improve relative to Latino engagement;
- Facilitating two community conversations with segments of the Latino community;
- Holding a work session with University administrators and faculty engaged in Latin American and Latino Studies, History, and related fields; and
- Facilitating several work sessions with the JSMA staff around strategic planning and audience development at different points in the project.

The report comprises the following sections:

- The Introduction lays out the background for the project and highlights recent achievements at the JSMA;
- The Readiness to Expand Latino Engagement captures the primary findings resulting from the research for this project;
- Recommendations outline suggestions for expanding Latino engagement in support of JSMA strategic planning efforts and University priorities;
- Research, Observations & Findings highlights significant feedback from interviews, surveys, community conversations, and work sessions facilitated and held throughout the project;
- The Strategic Toolkit presents tools developed during staff work sessions and additional tools designed to support the ongoing work of the JSMA and its focus on audience expansion; and,
- The Appendices provide reference information, from the methodology of the project to the participants.
READINESS TO EXPAND LATINO ENGAGEMENT

Leadership, timing, and readiness are always key ingredients when an institution is contemplating any level of significant change. The good news is many elements are in place for the JSMA to increase Latino engagement. These are just a few of the positive evidences observed throughout this project.

- **Hartz has instigated tremendous growth** in the Museum’s Hispanic collections and encouraged her staff to offer cutting-edge exhibitions featuring Latin American and Hispanic artists and cultural heritage, Cuban art, and popular exhibitions designed to appeal to broad audiences. She has also been successful in making the facility more visitor-friendly by expanding museum studies courses, collaborating with faculty on such programs as Fiesta Latina and Dias de los Muertos, and creating a network of both on-campus and off-campus Latin American Studies and Latino advisors. As a result of her efforts and her commitment to make a difference for the University, she is regarded as a respected and valuable member of the greater academic and administrative community as well as growing presence in the off-campus Latino community.

- **The JSMA staff is ready and eager to learn, explore, and understand its role in diversifying audiences**, specifically bringing in Latino audiences. Staff members want to help develop, support, and use the tools, the structure, and the systems that will support the Museum in transforming its role into a multi-cultural hub for the University and the Eugene/Springfield community. One recently appointed staff member is fluent in Spanish, essential for moving this initiative forward.

- **Relationships already exist between the Museum and off-campus Latino community leaders**, such as Father Francis, Rebecca Urhausen, and Armando Morales. Because of these existing relationships, reaching out and including new voices for the development of this project were easily achieved. These relationships reflect the respect and trust between the Museum and these select leaders in the Latino community.

- **Established relationships with Latin American Studies faculty are primed to evolve to the next step**. Partnerships already occur with departments and specific faculty. Further, the range of courses taught in the Museum as well as museum studies courses taught by staff on-site demonstrate the desire to build close alliances between faculty and students using the curriculum and the Museum.

- **The University administration and Latino faculty expressed great enthusiasm for increasing diversity** across the campus and to working closely with the Museum to advance this agenda.
These positive elements will serve as the foundation from which continued work, development, and the expansion of the role of the Museum will occur in advancing this initiative. The credibility and integrity of the JSMA has been established within certain realms and now the opportunity is to expand and deepen the work.

This initiative is not an add-on or a singular program; rather this initiative is about institutional change and the JSMA taking a leadership role as a 21st century art museum serving both the University of Oregon, and its surrounding communities.

The implications for the work yet to come and the long-term success of this initiative will require:

- The diligent and dedicated leadership and staff of the JSMA to uphold the expansion of audiences for the long-term;
- Humility and the desire to learn, listen, and open the Museum to significant change through the understanding of other cultural world views and community needs;
- Time and the support of many within and beyond the walls of the Museum. This is a collaborative endeavor;
- The support and involvement of the University administration, faculty, and students to leverage the highest impact of the Museum benefiting the entire University;
- An infusion of additional financial support for the investment required for dramatic and long-term Latino community engagement leading to the broadening of other diverse audiences; and,
- An understanding and commitment that engaging the Latino community is the beginning of a much larger effort to engage many other communities on campus and in Eugene and Springfield – the African American and Native American communities to name just two.
RECOMMENDATIONS

The following recommendations outline areas for further work in support of increasing Latino engagement for the JSMA. The recommendations are grouped in three main areas: Latino community engagement, University partnerships, and Internal Institutional Development with the Museum itself. All of these efforts will take time and depend on a continuing investment by the Museum in partnership with the University. The number of recommendations speaks to the broad impact of this project now and into the future. On a practical level these recommendations need to be reviewed, prioritized, and assessed for the capacity of the Museum to undertake now and in the months and years to come.

GA&A has outlined recommendations to the best of our knowledge based on an understanding of the JSMA, the University, and the Latino community through the scope of work of this contract. If GA&A has inadvertently misrepresented any individual or group it is not intentional. Further, GA&A recognizes that some of these efforts may already be underway.

LATINO COMMUNITY ENGAGEMENT
These recommendations directly tie to the relationships, programs, and findings from interviews and community conversations. The work undertaken within the Museum itself and at the University generally will support the recommendations outlined here. There is an abundance of ideas, so prioritizing and pacing the effort is key.

• **Hold a second meeting with the two groups—the mothers and the UO students**—assembled for the community conversations. By continuing the conversation, the Museum telegraphs its commitment and desire to continue the work. Waiting to establish advisory groups is recommended until after at least the second meeting. You may be able to keep it less formal and thus more flexible for all concerned. The participants will help inform the structure.
  o Explore partnering with some of the on-campus organizations suggested by students.
  o Launch the Moms’ Club

• **Determine what steps can be taken to capitalize on Dias de los Muertos** as a test for expanding and involving more leaders in the Latino community. Find other partners who celebrate this event and collaborate.

• **Launch a critical dialogue session to engage University students.** Consider who and how to facilitate the program, but tie it to such issues as identity, immigration, and other hot topics of interest to Latino students and community members.
• **Review current marketing, outreach, and public relations efforts for reaching Latino audiences.** Revise and take into account the recommendations from the findings from the Latino communities. Clearly, some respond to word-of-mouth and written materials (families), while others prefer social media, websites, and email (students). Review and revise job positions to provide bilingual communication in marketing and community relations areas.

• **Commit time to the care of relationships in the Latino community and time for the cultivation of new relationships.** Understand that relationships take time to develop and may require that staff shift their priorities to make room for this activity. Explore ways to engage staff not typically involved in helping to build community relations.

• **Reach out and partner with Latino organizations** to work together for the shaping of programs and to continue to keep the needs and interests of the community front and center.

• **Convene meetings with key University officials and Latino community leaders and explore launching a Spanish-speaking radio station on campus.** There appears to be a need to have the station based on campus and if it is tied to the Museum, it will transform Latino community engagement with the JSMA.

• **Work with University and community leaders to strategize ways to break down the barriers for college preparation, including both parents and students.** This may become a statewide effort.

• **Remember that the Latino community is complex like any other community.** While the younger generation will respond to innovative and exciting exhibitions and programs, families may gravitate toward events that feature traditional Latino art and culture. Age distinctions will be key in mounting diverse program offerings.

• **Build additional dollars into the budget to develop programs both on site and in the community that are free.** Cost was mentioned over and over by students and parents as well as Latino leaders. For those programs where fees are charged figure out ways to communicate the offering of scholarships and support, something the Museum already does.

• **Work with University leaders to address the Museum’s parking and access issues.** Every person interviewed mentioned inaccessibility as a factor. Engage with University leaders in the development of strategies to bridge the distance between the campus and the community.

• **Review the many recommendations in the internal institutional development section.** Many of the ideas there directly support the ability to mount successful activities and reach and grow the Latino audiences.
UNIVERSITY STRATEGIES
This area of work will naturally grow as additional discussions occur. Rather than be speculative or prescriptive, it is recommended that conversations advance while the initial feedback featured in the report be referenced. The strategies need to be at a top leadership level, with specific departments, and with committed faculty on projects.

- **Support and engage with the University** in the establishment of an integrated, systemic approach to expanding audiences and growing Latino involvement and curriculum enhancement.

- **Work with the Office of Equity and Inclusion and the President’s Office** to ensure the best interrelated strategy tied to the new Equity Report.

- **Explore levels of University support** in the form of grants and ongoing financial aid to invest and advance the work of the Museum tied to University initiatives.

- **Capitalize on existing efforts** on campus, from student orientation to convocation and other University-based services designed to support the student experience, to create added support and visibility for the Museum on campus.

- **Continue existing relationships and collaborations** occurring with Latino and Latin American studies faculty.

- Invite several Latin American Studies faculty members to *participate in the Museum’s committees and Action Teams*.

- **Outline new strategies** with faculty, students, and administration as resources, time and logistics align.

JSMA STRATEGIES
One of the main outcomes of this process has been the recognition of the importance and centrality of embracing audience expansion as a core and integrated aspect of Museum operations. Expanding Latino audiences requires a shift in institutional thinking. Audience development, the visitor experience, and community relations cannot be the domain of one staff member, rather they must be the mandate of the Museum and the hub from which all efforts spring and unfold.
Strategic plan and the role of JSMA
The strategic planning process began in the spring of 2013 and is to be completed by late summer/early fall.

• **Revisit the strategic tools that were created to support the plan and Latino engagement initiative.** Make any adjustments and discuss with staff when and how each tool will be used. (The Strategic Tools are explained in that section.)

• **Use the strategic tools** during staff meetings, department meetings, and as needed to keep the strategic plan and the initiative central to the work of the staff. Adjust the tools over time based on use to make as relevant and useful as possible.

• **Go through each of the four key areas and ensure that the visitor experience/audience expansion and implications are integrated into the plan:**
  - Learning Together
  - Engaging Communities
  - Bridging Cultures
  - Sustaining Tomorrow

• **Review the recommendations outlined in the remainder of the report and cross-reference them to the plan.** GA&A views the strategic plan as the central management document for the JSMA and as such suggests that the recommendations that the JSMA wishes to adopt be incorporated into the plan.

• **Conduct a thorough program assessment to determine what public programs, exhibitions, and services best advance the direction of the JSMA and which do not.** Identify those programs to modify or eliminate and those to place on hold. It may not be possible to continue all current offerings while planning to add new ones to support the Latino engagement initiative. Program assessment is healthy in general and should become a regular part of culling and honing the focus of the institution. Two program assessment tools are provided in this report along with the Mission Matrix and decision-making tool.

• **Establish outcome measurements that both support the plan and the priorities tied to this initiative.** Keep the number of measurements reasonable (no more than eight) and ensure that methods for gathering information are in place. Assess progress annually with any adjustments to the outcome measurements made at that time. These measurements should reveal the success of the JSMA in advancing Latino engagement.
• **Ensure the plan is in a format that can be adjusted as new information and opportunities arise.** Use the decision-making tool to stay on point with the goals of the plan. If a new project or initiative emerges, assess where, if necessary, a current activity or program will be placed on hold to free up staff time and resources to implement, or if there is a different/smarter way to maintain current programs as well.

• **Track time and resources dedicated to current activities for the JSMA to gain a true sense of the cost of doing business,** including assessing the value of that effort.

• **Create a rubric for assessing institutional capacity for initiatives, special projects, and the work of the JSMA.** With the new commitment to expand Latino audience, it is possible that some priorities may have to be postponed or adjusted to incorporate the significant effort tied to this initiative.

**Internal structure and culture**

• **Assess the current organizational structure and outline ways to integrate the audience development work** into the various departments and tie to all staff job descriptions. If restructuring the Museum becomes a necessary goal to realize this plan, that effort will take time. For the short-term, determine where and how change will assist operations in support of institutional priorities.

• **Review all job descriptions** and ensure that every staff member has new responsibilities for the visitor experience, the development of the Latino audience, and an understanding of the role of each staff member in the advancement of the institution’s priorities.

• **Hire a marketing and community relations director** who is bilingual and able to facilitate outreach in the Eugene/Springfield Latino community. While this is not a comment about any of JSMA’s current staff, the Museum needs to commit the funds to someone who operates at a senior staff level addressing and facilitating PR and outreach, brand management, and institutional messaging. This person also needs to build trust and partnerships with the Latino communities locally, regionally, and beyond. This level of experience in a senior staff member will pay off as the work of JSMA continues.

• **Review current hiring procedures** and adjust to attract applicants who will advance and diversify the staff, paying particularly attention to the importance of building a bi-lingual staff whenever possible. Consider expanding the current internship program as a way to engage Spanish-speaking high school and University students in visitor services and other aspects of operations.
• **Determine when and how to expand cross-departmental project management.** Each project should have a project leader with clear responsibilities, accountabilities, and scope of work.

• **Define the organizational culture for the JSMA** with a short concise description to guide the work of staff. Clarify the qualities, define the implications, and outline how every staff member has a responsibility to uphold the values of that culture. Tie this to setting annual goals for each department and staff member, and subsequently tie to annual performance evaluation.

• **Ensure that all key roles within the JSMA** reflect this commitment:
  - Executive Director
  - Senior staff and support staff
  - Volunteers
  - Leadership Council

• **Establish an annual calendar** that builds in time for:
  - Periodic updates on progress on the Latino engagement initiative;
  - Opportunities for staff to support or participate in new programs or visitor services;
  - Gallery time for each staff member to observe and have a chance to connect with Latino visitors and visitors in general;
  - Diversity sensitivity and visitor services training for all staff; and
  - An annual retreat to reflect on outcome measurements, progress on the strategic plan, and the Latino engagement effort.

• **Explore partnerships with the University language departments** to incorporate Spanish classes for staff or at least opportunities for staff to be encouraged to learn Spanish. Consider having all staff understand a series of basic phrases in Spanish to increase staff responsiveness to visitors.

**Key areas of Museum operations**

Each aspect of key Museum operations must embrace the role of welcoming and embracing diverse audiences. Incorporate the following questions as the planning process is completed:

• **What is our institutional assessment of where we are now?**
  - What are our current strengths?
  - What can we capitalize on? Leverage?
  - What areas we can strengthen?

• How do we keep our commitment for broadening and engaging diverse audiences alive in daily practice?
The following are initial recommendations:

**Visitor services**
- Determine how JSMA ensures proper training for visitor services staff and sensitivity training for all staff.

**Marketing and brand development**
- Shape a marketing strategy that embraces reaching and serving diverse audiences with priorities.
- Include brand development as part of the marketing strategy/plan.
- Clarify messaging and provide training for staff to ensure consistency.

**Audience development**
- Build an audience development plan that identifies audience segments, strategies, and timeline for splicing in and expanding target audiences.
- Ensure that relationship building is a primary part of the audience development plan and the marketing plan. Clarify how every staff member supports that effort, understanding that for some it is the main portion of their position, but for others, this priority needs to be added.

**Community relations**
- Review who and how staff will embrace community relations, especially existing relationships with the Latino community.
- Assess and build in time for the care of those relationships, including expanding those staff members involved in nurturing relationships in the community. This responsibility cannot rest on the shoulders of one or two people.
- Strategize some ideas to encourage staff to tap their existing external network as outlined in Appendix F. This encourages staff to be a part of building community involvement.

**University relations**
- Assess current systems, processes, and strategies. Given the findings from this report how should strategies expand and encompass more honed efforts? Are we reaching out to the right departments and administrators for the best result? How can we work more strategically with University representatives engaged with community relations?
- How does JSMA ensure that all staff members have the tools for engaging with University officials and members of the community, especially members of the Latino community?
- How can we leverage and incorporate University efforts already going on?
Exhibitions and public programming

• What guidelines are in place to inform the many layers of interpretation at JSMA, from researching collections and telling stories to writing label copy for visitors and identifying interactive tools, etc.?
• What does the exhibition development process look like now? How might it be shaped to embrace and systematically address diversity, community engagement, and a holistic approach rather than a sequential approach?
• How can public programs, exhibitions, and technology be better interwoven into an integrated strategy for achieving the goals of the institution especially regarding audience cultivation?
• What current exhibitions and programs are on the docket that could be leveraged for higher impact?

Collections

• Continue with the excellent efforts to expand the collections
• Ensure that there is an overall collecting strategy to achieve balance relative to the JSMA mission
• Use technology to reach out and include more interpretation on collections. Wiki, crowd sourcing and other methods have been receiving acclaim for engaging new audiences and expanding community participation in collection information development
• Create a faculty advisory group to support faculty research and engage them in understanding the value of collections in support of academic goals

Technology

• Assess technology needs for the future of the Museum as undertaken during the strategic planning process
• Identify training and capital opportunities and use this technology for the internal/external needs of the Museum

Facilities

• Outline the top areas requiring improvement in support of the visitor experience
• Create a long-term facilities master plan tied to audience expansion
• Engage the University in addressing the main concerns: the entrance to the Museum and the limited parking

Funding & Financial Strategies

• Project long-term financial needs tied to audience expansion. This can include the full gamut from capital improvements to the entrance of the Museum to establishing an endowment to support audience expansion
• Assess the balance of funding and its application. Determine where resources might need to move to infuse resources into this initiative
• Explore cooperative efforts with the University that might include some additional funds to support the expansion of Latino audiences
APPENDICES
PROJECT METHODOLOGY

In the fall of 2012, Jill Hartz, Executive Director of the Jordan Schnitzer Museum of Art (JSMA), and Lisa Abia-Smith, Director of Education, of the JSMA on the University of Oregon, Eugene, campus engaged in discussions with Gail Anderson & Associates (GA&A) to strategize an approach for shaping an audience development plan tied to cultivating Latino audiences on the University campus and from the greater Eugene and Springfield area. The result was a project strategy that focused on the gathering and processing of information and perspectives from various external stakeholders, particularly members of the Latino community and internal stakeholders within the Museum and University; a strategy session that tied the expansion of the Latino audiences to the strategic planning process; and community conversations with three audience segments critical to positioning the Museum for success cultivating Latino audiences.

The following timeline provides the highlights of the work project:

**JANUARY 2013**

GA&A kicked off this project with the review of JSMA documents and reports and a study of the demographics of Eugene, Springfield, and the University of Oregon, Eugene, along with numerous strategy sessions with Jill Hartz and Lisa Abia-Smith. These steps were critical to understand JSMA and to prepare for the first on-site trip. Prior to the first trip, GA&A prepared protocol interviews that included JSMA staff, the JSMA Leadership Advisory Board, key University of Oregon, Eugene administrators, faculty, as well as interviews with various individuals and groups beyond the University and Museum campus including leaders and members of the Latino community.

During the on-site visit January 22 - 24, Anderson gave a talk as part of the Museum Studies Lecture Series drawing on her publication *Reinventing the Museum: The Evolving Conversation on the Paradigm Shift*. Anderson outlined trends in the museum field and framed some of her thinking and strategies about ways museums can be resilient in contemporary society. With many JSMA staff members in attendance, this baseline of information provided a backdrop for upcoming conversations and other work sessions that occurred later in the project.

In the subsequent days, Anderson conducted confidential interviews with diverse stakeholders as described above. (See appendix for list of interviewees.) These interviews provided the first baseline for the project and informed the subsequent steps for the project. In particular it highlighted an opportunity to tie the work of audience development more deeply into the upcoming strategic planning process facilitated by JSMA Director Jill Hartz.

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**FEBRUARY 2013**
The result of debriefing once Anderson had processed the notes from the interviews led to an addendum in the contract for Anderson to facilitate a number of sessions about organizational transformation and organizational culture in support of Hartz launching a strategic planning effort in the late spring.

GA&A distributed a survey electronically to staff to gather more detailed feedback useful to the project. The goal of the survey was to gain a deeper understanding of opportunities for organizational development as well as ways to integrate the upcoming strategic planning process.

**MARCH & APRIL 2013**
The survey was distributed and returned by early April with the results analyzed and processed to aid the next steps in the project. Based on the findings and further discussions with Hartz and Abia-Smith, Anderson prepared a presentation for a half-day retreat in April. Anderson outlined the findings from the survey and segued into strategies and group sessions to facilitate discussion among the staff. On April 17th, Anderson facilitated a work session via Skype with the staff outlining the findings of the survey, along with work sessions for the staff. Anderson was present for about one and a half hours with the retreat continuing under Hartz’s facilitation for another couple of hours.

**MAY & JUNE 2013**
Anderson’s final on-site visit was designed to build on the work of the prior months and deepen the discussions occurring with staff, again tying into the strategic planning work begun in the spring under Hartz’s leadership. In particular the June on-site trip included:
- A strategy session with key University of Oregon administrators and faculty selected due to their leadership positions or as engagement with topics and areas of research tied to Latino studies, history, and related areas;
- Two community conversations – one that focused on Latino families and the other on Latino students on the University of Oregon campus; and
- A half-day retreat with the JSMA staff focused on diversity and organizational readiness and the integration of their work on the upcoming strategic plan.

**JULY 2013**
Following the June trip and into the weeks of July, Anderson processed the work of the entire project shaping this report and recommendations for use by the JSMA staff.
JSMA STAFF & COMMUNITY CONNECTIONS

RELIGIOUS GROUPS
St. Mary’s Catholic Church (DWS)
St. Paul's Catholic Church (AK)
St. Thomas More Catholic Church (LAS)
University Fellowship Church (JK)
Westminster Presbyterian Church (EK)

ACADEMIC GROUPS
A3: Academy of Arts and Academics (DWS)
Archaeological Research Committee (CW)
Italian conversation groups (SK)
Marist Catholic High School (LAS)
O'Hara Catholic school (LAS)
Post-Graduate Art Criticism group (JT)
Roosevelt Middle School (CM)
School of Architecture and Allied Arts (DK)
Spanish classes at Lane Community College (JT)
Son’s school (JS)
University of Notre Dame Class of 2015 (AK)

VOLUNTEER/CHARITY WORK
Aruna Partnership (DN)
Camp Agape (JK)
Lane County Soup Kitchen (EK)
Oregon State Prison (JK)
Oregon Supported Living Program (DWS)
Susan G. Komen Race for the Cure (DWS)

ARTS/DANCE/MUSIC
Arts

Eugene Storefront Art Project (DWS)
Film groups/Richard's Cinema Pacific Film Festival (JH)
Lane Arts Council (DWS)
Materials Exchange Center for Community Art (DWS)
Museums of Eugene/Springfield (DWS)
Various arts organizations in the area (ET)

Dance
Contra dancing (CM)
Eugene Ballet Academy and Eugene Youth Ballet (CM)
Eugene tango community (SK)

Music
Arts Umbrella, Eugene’s youth symphony (ET)
Church choir (DN)
Eugene Symphonic Band (SK)
Teach piano lessons (JK)
Women’s Choral Society of Eugene-Springfield (CM)

SPORTS
Fitness walking (CM)
Ice skating (SK)
Yoga (CM)
Yoga (JT)

GOVERNMENT
Arts and Business Alliance of Eugene (JH)
Howard Hall Student Government (AK)
Neighborhood Watch (DN)
CLUBS
Literacy Awareness ND Club (AK)
SLUG Queens (DWS)

PROFESSIONAL ORGANIZATIONS
American Alliance of Museums (JH)
Arts and Business Alliance of Eugene (JH)
Association of Art Museum Directors (JH)
Association of Academic Museums and Galleries (JH)
Western Museums Association (JH)