### SAMPLE DOCUMENT

**Type of Document:** Education Plans  
**Date:** 2011

**Museum Name:** Morris Museum  
**Type:** General or Multi-disciplinary

**Budget Size:** $1 million to $4.9 million  
**Budget Year:** 2011

**Governance Type:**  
Private, Nonprofit Organization  
**Accredited:** Yes

**Notes on strengths or special features:**  
The document addresses the following topics:  
- Mission statement  
- Role of education in museum  
- Overview of museum’s current educational programs  
- Summary of planning process  
- Goals, strategies, priorities  
- Action steps  
- Time line  
- Audiences  
- Evaluation methods/measures of success  
- How the plan will be implemented, monitored, updated  
- Other: Staff profile  
- Trends, statistical data

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MORRIS MUSEUM

EDUCATION MASTER PLAN

Revisions adopted by the Board of Trustees
November 17, 2011
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APPENDIX A

Morris Museum Code of Ethics
INTRODUCTION

The Morris Museum celebrates creativity in the arts, sciences, history and theatre, offering unique opportunities for object-based, experiential learning and discovery. As a midsized institution, the Museum utilizes its size to create an intimate learning environment for intergenerational audiences. By providing participatory experiences that encourage return visits, the Museum strives to foster a love of lifelong learning in its visitors. The Museum’s eclectic range of exhibitions enables the education staff to create innovative, interactive, and memorable experiences for our visitors. As articulated in the Morris Museum’s Vision Statement, the staff strives to enhance and improve the quality of life in the community through artistic, cultural, and scientific exploration. In all endeavors the staff will abide by the Morris Museum’s Code of Ethics, which is attached as Appendix A.

As authorized by the Morris Museum’s Bylaws, the Education Committee of the Board of Trustees serves as an advisory and advocacy committee for the Education Department. The Committee advises on program planning and marketing of all education programs, including programs for schools and the general public. Working in tandem with the staff, the Committee is committed to advancing the mission of the Morris Museum.

Mission Statement
The mission of the Morris Museum is to elevate the cultural consciousness, excite the mind and enhance the quality of life by advancing the understanding and enjoyment of the visual and performing arts, natural and physical sciences, and humanities through exhibitions, performances and educational programs in a welcoming, inclusive and creative environment that responsibly uses all museum resources, including stewardship of a permanent collection.

I. STAFF PROFILE

The Education Department consists of seven staff members, who are joined by interns and volunteers. All education staff members have Bachelor degrees; six of whom have Master degrees. The specific positions are as follows:

- 2 Education Coordinators: One has a Master Degree in Public History; the other has a Master Degree in Museum Anthropology
- Outreach Educator is pursuing a Master Degree in Museum Administration
- Group Programs Coordinator has a Master Degree in Operations Research
- Museum Loan Coordinator has a Master Degree in Archeology
- Museum Loan Assistant Coordinator has a Master Degree in Public Administration and is pursuing a Master Degree in Museum Administration
- Programs Associate is preparing for a Master Degree in Museum Studies
- Guinness Guides
- Interns
- Volunteers
II. TRENDS/STATISTICAL DATA

Over the past five years, the Museum has seen a decrease in the number of school visits; however, the number of students per visiting group has increased slightly. For example, in FY 2007, there were 441 school group visits comprised of 13,278 students and teachers who visited the Museum (averaging 30 persons per visit); whereas in FY 2011, there were 250 group visits comprised of 8,233 students and teachers (averaging 33 persons per visit). Significantly, there is upward trending in school visits from Pre K and K grade levels. The Museum has also experienced an increase in requests for gallery programs serving 15 groups of special needs populations as well as requests for customized programs designed to meet curriculum objectives. During this same period, the number of adult gallery programs increased from 15 group visits serving 215 adults in FY2007 to 58 group visits serving 901 adults in FY2011.

With respect to outreach programs, over the past five years, there has been a sharp increase in the number of outreach programs offered, with a corresponding increase in the number of adults served. This same period saw a decrease in the number of children served through outreach programs. For example, in FY 2007, 221 outreach programs were conducted serving 14,047 children and 1,013 adults. In FY 2011, 301 outreach visits were conducted serving 7,344 children and 5,604 adults. Morris County public schools enroll a total of 78,000 students. Of the 250 school groups that participated in guided gallery tours, approximately 30% were from Morris County schools, representing 1,716 students. In addition, 5,115 students came from outside the county.

On a broader scale, there are approximately 490,000 residents in Morris County and approximately 2 million residents in the surrounding counties. Of the 58 adult group tours that the Museum served in FY 2011 approximately 60% came from outside Morris County.

Over the past 5 years, the average attendance at professional development workshops has remained fairly consistent at 10 teachers per workshop; however, the number of workshops has declined from 14 workshops conducted in FY 2007 to 10 workshops conducted in FY 2011.

Children and family visitors are important populations that the Education staff strives to engage and serve through a variety of programs. These range from drop in art and science activities to gallery guided programs to instructor led workshops for children and their caregivers. Throughout the year, the Education staff also organizes approximately 8 Family Festivals. In recent years, attendance has decreased at several festivals that were once perennial favorites. Specifically, attendance has decreased at the Halloween Festival, the Rock and Mineral Weekend and Astro Day. However, several new festivals have attracted record attendance. These include the Chocolate Festival and the Dino Family Festival. This suggests that festivals are still a viable forum for family engagement; however, more relevant themes need to be identified and developed.

These trends have been taken into account in setting goals and priorities for the Education Department.
III. CHALLENGES & TARGETED OPPORTUNITIES
The Education Department has been challenged by limited funding sources, space, and education resources. Specifically,

- A sluggish global economy, cuts in state and local school budgets, the increased cost of bus transportation, and a challenging philanthropic environment have negatively impacted school field trips and teachers’ participation in professional development workshops.

- At times the Education Department offerings are constrained by the size of staff, limited resources and materials, and the lack of a dedicated lunch room space. This presents challenges in dealing with groups that are large in number, in addressing the needs of multiple group visits during busy times, and in finding time to develop new programs. It also presents challenges in how to scale up offerings while maintaining the quality of the programs and how to expand offerings to attract older students.

- There is a need for expanded science education resources. Although our volunteers bring substantial science knowledge and work experience to the Museum, the science background of the education staff is concentrated largely on anthropology and archaeology. While the Dinosaur Gallery was recently re-installed, the Mammal Gallery and the Rock and Mineral Gallery have not had total renovations in more than 15 years. Similarly, the portable science exhibits of the Museum Loan Department are in need of rejuvenation. At the same time, the Museum is seeing increased interest and requests for more hands-on science activities, programs, portable/changing exhibits, and resources.

- During the school calendar, the Education Staff is particularly busy in the late fall and late spring months. Because the summer months are prime vacation times, there is less demand for exhibition tours, outreach, and other education programs. How to utilize the education staff to maximum advantage to conduct programs during the summer months is a challenge. Summer programs are developed and scheduled but the attendance is disappointing and has decreased over the past five years. New models for summertime activities need to be developed.

IV. GOALS
The goals of the Morris Museum’s Education Department are broad and far reaching; though all essentially aim to enhance the visitor’s experience while providing innovative, object-based programs that encourage inquiry-based learning and a deeper understanding and appreciation of the Morris Museum’s exhibitions and collections. Goal setting is guided by these core questions:

1. what can we as a museum do that other institutions cannot (i.e. what are our unique educational and experiential assets);
2. how can we be more nimble and entrepreneurial in leveraging these assets to respond to community needs and expand beyond traditional notions of a museum’s role in the community; and
3. how can we continue to evolve as a more visitor-centric organization in fulfillment of the Morris Museum’s mission?

The top level goals of the Education Department are summarized below.

A. Build the Morris Museum’s reputation as a high quality education content provider for school aged children and explore innovative experiential learning models.

Performance indicators:
- Leverage our existing programs for schools to attract a larger audience, particularly among early elementary school grades—an age group that we can grow the fastest because we have a proven track record in this area.
- Increase our marketing outreach by targeting schools in a particular geographic area to increase their participation.
- Develop more pre- and post-visit activities to supplement onsite and outreach programs.
- Continue to develop programs tailored for special needs audiences.
- Develop afterschool programs and summer workshops that attract an increased audience.
- Continue to develop innovative learning experiences for our visitors.
- Expand the docent program

B. Develop and implement more STEM (science, technology, engineering, and mathematics) programs and resources.

Performance indicators:
- Refresh and revitalize the portable science exhibits of the Museum Loan Department.
- Expand the science field trip experiences for students.
- Develop more science programs for family visitors (family festivals and workshops).

C. Increase art and cultural programs and workshops for adults to better serve this growing audience.

Performance indicators:
- Launch an expanded lecture series that explores the intersection of art and science.
- Launch an expanded studio art program.
- Increase interpretive tour programs that respond to visitor interests particularly in the areas of costumes, textiles, and fiber.
D. Increase family-focused programs and initiatives.
   Performance indicators:
   - Expand informal opportunities for children and the caregivers to enjoy museum adventures together.
   - Offer more workshops that children and adults can participate in jointly.
   - Offer more activities for family members including film and theatre performances.

E. Continue to explore and expand innovative community partnerships that respond to curriculum needs, economic trends, and the cultural diversity of the community.
   Performance indicators:
   - Expand advisory committees and community partners.
   - Develop innovative field trip and adult tour packages.
   - Develop partnerships with area colleges and universities.
   - Develop collaborations with area organizations such as the Morris County Links, Art in the Atrium, JCC MetroWest, environmental organizations such as the New Jersey Audubon Society, Great Swamp Outdoor Education Center, Morris County Municipal Utility Authority, Girl Scouts, Boy Scouts, and others.

F. Expand the use of technology
   Performance indicators:
   - Offer technology based professional development for teachers.
   - Develop Museum podcasts to explore technology as a medium for outreach.
   - Bar code the Museum Loan portable exhibits to improve efficiency.

G. Renovate teaching spaces and refresh teaching objects and resources
   Performance indicators:
   - Refresh Classroom space and develop an expanded plan for renovation of these spaces into a more vibrant learning center.
   - Renovate the former Dino Den to serve as a more flexible space that can be used for lunch space for school groups and for other uses during the week.
   - Refurbish teaching objects and resources.

As a general museum that embraces art, science, history and culture, the Morris Museum is poised to play an increasing and more dynamic role in the community.
V. AUDIENCE-BASED OBJECTIVES

Summary of Audiences & Offerings

<table>
<thead>
<tr>
<th>Students &amp; Teachers</th>
<th>Field Trips Onsite at Museum Professional Development Workshops Programs Customized for Curriculum Outreach Programs Museum Loan Portable Exhibits Classroom Intermission in Theatre</th>
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</thead>
<tbody>
<tr>
<td>Families</td>
<td>Family Festivals Weekend Art &amp; Science Workshops Film &amp; Theatre Performances School Vacation Workshops Summer Camp &amp; Other Programs</td>
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<tr>
<td>Adults</td>
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</tr>
<tr>
<td>Community Groups</td>
<td>Collaborative Partnerships Customized Programs</td>
</tr>
</tbody>
</table>

A. Students, School Groups, and Teachers

1. Guided Gallery Tours of Permanent and Changing Exhibitions

a. Description
A professional museum educator offers students and teachers an in-depth exploration of a specific thematic exhibition. Exhibition programs are designed to meet NJ Core Curriculum Content Standards in the humanities, fine arts, language arts literacy, social studies, and sciences. Programs are designed to allow students to experience object-based learning in an interactive way using museum artifacts, reproductions, and hands-on activities. The education staff utilizes a teaching collection of 273 objects and visuals. The primary audience for field trips are students in pre-school, nursery school and grades K-8. Secondary audiences include high school students, home schooled students, and teachers who participate in the museum’s professional development program.

b. Trends/Statistical Data
Over the past five years, there has been an increase in the number of exhibition programs booked for young children in preschool and nursery school and a
corresponding decrease in elementary grades participating in gallery tour programs. This decrease may be due to the recent economic downturn and the lack of buses available to teachers. Efforts have been made to augment these numbers through busing grants and school partnerships. Teachers often are required by their schools to organize class trips during the second half of the school year which creates a very busy spring season. Plans for science-related exhibits and programming, as well as other curriculum-based exhibits that would be appealing to teachers and students, therefore, have been shifted to this period. The Education Department has also offered special incentives for school districts that book programs earlier in the school year.

c. Feedback/ Evaluation
Evaluation forms are distributed to teachers at the conclusion of each exhibition program. In addition, teachers and students often write personal thank you letters to museum staff. Permanent gallery programs are revised in response to suggestions from teachers and education professionals.

d. Short Term Objectives
- Leverage our existing programs for schools to attract a larger audience, particularly among early elementary school grades—an age group that we can grow the fastest because we have a proven track record in this area.
- Target schools in a particular geographic area to increase their participation.
- Develop pre- and post-visit activities to supplement onsite and outreach programs.
- Continue to develop programs for special needs audiences.
- Review ADA Plan, update as necessary.
- Develop programs for high school students.
- Build partnerships with local higher education institutions, such Drew University, Farleigh Dickenson University, Saint Elizabeth College and the County College of Morris.
- Develop teacher focus groups to augment our current exhibition programs and to foster new ideas for future offerings.
- Design more effective channels for receiving teacher input.

2. Professional Development for Teachers

a. Description
Professional Development Workshops provide new insights, materials and teaching tools related to specific subjects and are designed to offer new curriculum resources for K-12 educators. The workshops focus on the arts, sciences, history, and character education. Each year, approximately 8-10 workshops are offered. The Morris
Museum is a registered professional development provider with the State of New Jersey and a certificate of completion is provided to all participants.

b. Trends/Statistical Data
Over the past two years, teachers and school administrators have expressed concerns regarding district budget cuts and the inability to afford professional development workshops. In response to this feedback, the Education Department has developed customized professional development workshops, designed to meet a particular school’s budget, conducted both at the Museum and on-site at schools.

There has also been a demand from teachers for professional development workshops on the topics of character development, bullying in schools, and techniques for teaching students with special needs. In response the Department is increasing the workshops on these topics to 2-3 per school year.

c. Feedback/ Evaluation
Evaluation forms are distributed to participating teachers at the conclusion of each professional development workshop. Comments, suggestions and critiques from teachers are used to enhance our workshop offerings.

d. Short Term Objectives
In response to the current economic climate and budget cuts, the Morris Museum’s goal is to offer professional development programs for teachers that are affordable and relevant to student and curriculum needs.

- The Museum will work on acquiring grants that will subsidize the cost of these programs.
- A teacher advisory committee will be created to ensure that the topics of the workshops offered are in keeping with current educational trends.
- The education staff will continue to develop affordable and customized professional development workshops that are tailored to specific district needs, such as the recent program developed for both art and music teachers
- Expand communication with the NJ Department of Education to highlight the breadth of the Museum’s education offerings

3. Museum Outreach Programs

a. Description
The Morris Museum provides multiple off-site programs that extend our educational offerings beyond the Museum’s walls. Museum Outreach is a growth area for the Museum. Outreach Educators provide hour-long programs based on the arts, sciences, and humanities to schools, camps, libraries, and senior centers. All programs are designed to allow students to experience learning in an object-based interactive way using museum artifacts and reproductions. Several programs incorporate multi-media PowerPoint presentations.
b. **Trends/Statistical Data**

In fiscal year 2011, the museum conducted 301 Outreach visits, the most in its history. Over the past 5 years, there has been a significant increase in adult programs.

c. **Feedback/ Evaluation**

Evaluation forms are distributed for every Outreach program and feedback statistics are compiled on a continuous basis.

d. **Short Term Objectives**

- To grow the Outreach Program
- To continue to adapt Outreach Programs to the changing needs of schools and teachers. Historical American Symbols program will be developed for 2012-13. A Dolls from Around the World program to highlight international cultures will be developed for 2012-13
- To respond to requests for more science outreach programs. For example, two new planetarium programs were added in 2007 – 08, and upgraded with a new projection system in 2009. During the past three school years an average of 10 planetarium programs were conducted each year, serving approximately 700 students. A planetarium program focusing on Native American Night Sky legends will be developed in 2012-13. Additional science programs will be identified for future development.
- To explore new marketing and funding opportunities. For example, in spring 2011, a postcard describing Outreach programs was mailed to 700 elementary school PTA/PTO organizations since these groups often provide funding for school programs.
- To explore new technology as a way to bring the Museum to the classroom. The use of pod-casting and interactive remote classroom techniques will be explored as ways to bring the Morris Museum to the classroom. This would allow students to visit the Museum, tour our galleries to view permanent and changing exhibitions, and participate in a program with our Museum Educators without ever leaving their classrooms. A pilot satellite program is planned for calendar year 2012.

4. **Museum Loan Department**

a. **Description**

For more than half a century, the Museum Loan Department has served New Jersey public and private schools, libraries, senior citizen and private facilities, and organizations with more than 1,400 portable boxed exhibitions. These exhibits contain hands-on objects and interpretive materials that relate to subjects in the arts, sciences, history, and humanities. Artifacts, models, charts, reproductions of artwork, science experiments, classroom activities and mounted specimens such as mammals,
birds, and insects enhance the borrower’s learning experience. The collection also contains CDs, DVDs, and a large slide collection with slide projectors.

Boxed exhibits can be borrowed for two weeks and may be reserved one week to two months in advance. Showcase exhibits, to be placed in a locked showcase, are available for a one-month loan. Workshop exhibits, which require preparation, are six-week loans. An online catalogue lists offerings and provides exhibit descriptions with related NJ Core Curriculum Content Standards to assist teachers in choosing exhibit boxes that fit their curriculum needs. With more technology allowing research online by students, and fewer field trips due to budget cuts, Museum Loan resources can offer a unique hands-on experience to supplement the students’ research and the curricula.

b. Trends/Statistical Data
The membership year is from September 1st through August 31st of the next calendar year. Overall numbers of students and adults enrolled in the Museum Loan program have remained roughly the same for the past three years.

2007-08: 13,000;
2008-09: 10,200;
2009-10: 13,500;
2010-11: 13,500.

The number of public schools served:
2007-08: 37;
2008-09: 40;
2009-10: 33;
2010-11: 41.

The number of private schools, libraries, senior centers, and home schools served:
2007-08: 47;
2008-09: 50;
2009-10: 42;
2010-11: 25.

The drop in home school group usage along with a drop in a few private schools accounts for the big drop in private schools and organizations from 2010 to 2011. The recent enrollment of area county libraries has contributed to an overall increase in viewers. Overall the number of public schools has been fairly steady, except for the dip in the 2009-10 school year, due to major budget cuts in the public school districts. There was also a dip among the private schools at that time, as everyone was feeling the economic pinch. The number of public school usage has gone back up to the pre 2009-2010 school year levels, but less revenue has been received from them. These schools tend to use the Museum Loan program for their libraries, where all the students can see the objects and artifacts, but the school pays at the library rate, rather than by total population of the school. Schools with library memberships seem to be using the contents of the portable exhibits for in-house displays, rather than for hands-on learning activities.
The Morris School District was once one of the largest districts served by Museum Loan, with 9 schools and a special reduced fee of $4,500 per year. Due to severe budget cuts, the district reduced its participation the last two years and it declined membership for the 2011-12 school year. The Rockaway Township School District was another member paying a high fee, $8,640, but greatly reduced its membership to $750 in 2007-08, and totally declined membership in 2011.

Museum Loan continues to reach out to additional New Jersey school districts, preschools, senior facilities, and libraries each year. Past members who have let their membership lapse are contacted to inquire about renewing membership. Eblasts were instituted to publicize the program and explain how it can enhance classroom and senior recreation offerings. Summer camps have also been contacted in this past two years (2010 and 2011) to spark interest. We plan to continue with our efforts to include summer camps in Museum Loan membership.

c. Feedback and Evaluation
Every exhibit box sent out by Museum Loan contains an evaluation form. Positive comments are received from the overwhelming majority of respondents who respond that the Museum Loan exhibits fulfilled the needs of the teacher and the students in the classroom. These traveling exhibits reinforce and supplement the teachers’ lesson plans. Putting the Museum Loan catalog on the Museum’s website has helped teachers in class preparation. Every exhibit covers at least one of the NJ Core Curriculum Content Standards (NJCCCS); most of them cover several. The NJCCCS codes are included in the Museum Loan catalog for teachers’ easy reference.

d. Short Term Objectives
- To reach more students and adults every year. Although total membership has been fairly stable over the past few years, actual usage – the number of exhibits actually going out to the schools (and other facilities) and being seen by participants – has risen. Total usage for the 2009-10 school year was in excess of 45,000; total usage for the 2010-11 school year nearly doubled that amount at 95,000. The statistic describing usage is a combination of how many students or seniors viewed an exhibit per loan period. For example, if there are 50 students at a location, and they see several boxes the first half of the month for a two-week loan period, and then see several different ones the second half of the month for another two-week loan period, then 100 students are counted for the month.

- To continue to research, create, and update exhibits, with a particular focus on science exhibits. Academic research is done to find the most up-to-date and accurate information in the variety of topics covered. Existing exhibits are updated to use the most current terminology and
facts, especially when recent research in the various fields has uncovered new information.

- To have all of the Museum Loan exhibit boxes bar-coded for streamlined reservations, record keeping, and statistics. Tailoring grants proposals with this in mind will help the Museum be more efficient and attractive to users.

5. Classroom Intermission

a. Description
The Morris Museum presents theater and cultural performances for student audiences in its 312 seat Bickford Theatre. The Classroom Intermission Series introduces young audiences to the performing arts, science, and the humanities.

b. Trends/Statistical Data
In the past three years, attendance at Classroom Intermission programs has dropped from over 1000 students annually to about 600 students, most likely as a result of school budget cuts. The majority of students attending are in 5th grade and younger. “Dancin’ with the Honeybees”, where the entire audience is transformed to a working hive, has remained very popular with kindergarten, 1st, and 2nd grade classes.

c. Feedback
Excellent feedback from teachers regarding Dancin’ with the Honeybees, with several schools returning year after year. Attendance at other programs is less predictable.

d. Short Term Objectives
- Add programs that will appeal to students in upper grades and meet New Jersey Core Curriculum Content Standards, so that school administrators will approve the field trips given the current budget constraints.
- Expand the Classroom Intermission series to attract middle and high school students, perhaps following the model of “Learning On Stage” which brings students from southern New Jersey to the theatre for foreign language enhancement.
- Produce the Museum’s own educational children’s theatre productions and make them available on tour.

B. Families

1. Weekend Family Festivals

a. Description
The Museum currently offers eight annual Family Festivals. Festivals are daylong events with projects, demonstrations and performances focused on different topics.

b. Trends/Statistical Data
Family Festivals generally attract 250-700 visitors per event. Chocolate Festival and Dino Day are the most popular festivals with over 500 people in attendance. Rock and Mineral Weekend, Astronomy Day, and Lenape Indian Family Day average about 250-300 people.

c. Feedback/ Evaluation
Feedback is gathered informally by staff and volunteers at each of the activity stations, the front desk, and the membership table. During the year visitor intercept surveys are taken.

d. Short Term Objectives
Family Festivals are a growth area for the Museum. The Museum plans to increase community involvement and sponsorship to make the offerings at festivals as varied and interesting as possible.

Progress to date
- Dino Day was introduced in 2011 to highlight the new permanent exhibition, *Digging Dinosaurs*, and attracted more than 800 visitors. Local geological and paleontological groups augmented the day’s activities. Dino Day will continue as an annual event and will be enhanced each year.
- The popularity of Chocolate Festival has increased over the past 3 years since its inception in 2009; numbers have increased by approximately 100 people each year to 600 in 2011.

Plans for future
- Increase the popularity of the other Family Festivals, such as Lenape Indian Family Day, Rock and Mineral Weekend, and Astronomy Day, by offering more varied activities and performances and through increased marketing
- Continue to increase community involvement at Family Festivals by groups such as the Great Swamp Outdoor Education Center, NJ Paleontological Society, and Tri-State Historical Railway Society.
- Explore themes for new Family Festivals. Under consideration are a Bug Festival, Clay Day, and Circus Science Day.

2. Workshops (Art Programs, Super Science Saturdays, Vacation Days)

a. Description
The Museum offers drop-in art and science workshops for families. Art programs offer children ages 2-10 an opportunity to drop-in and create a work of art with their
caregivers. All art activities are designed to be adaptable to accommodate the broad age-range that attend these workshops. Super Science Saturdays, a science workshop series, are geared toward children ages 5-10 and their families. These workshops allow children to experiment and to learn by doing. They also provide a way for families to bond while fostering an interest in learning and discovery. The Museum also offers drop-in Vacation Day workshops on days that schools are closed for the holidays, such as Martin Luther King Day and Presidents Day.

b. Trends/Statistical Data
Each year, approximately 8 art workshops, as well as 12-15 Super Science Saturdays, are offered. Attendance is very unpredictable, ranging from no participants to 20 or more. This wide swing in attendance makes it difficult to prepare for the program and has caused the Education Department to re-evaluate how these programs are conducted and to explore pre-registration as a requirement. In contrast, School Vacation Day workshops are popular and well-attended. Approximately, 5-6 workshops are offered each year and on average 30 children and their caregivers attend each workshop.

c. Feedback/ Evaluation
Feedback is acquired informally by museum educators or volunteers through discussions with the parents during or after workshop sessions.

d. Short Term Objectives
The Morris Museum seeks to offer more and different programs that

- Develop more varied science activities and STEM offerings.
- Diversify art activities for children and connect activities more directly to gallery offerings.
- Offer new and more in-depth studio workshops that showcase the intersection of art and science.
- Expand programs for Family members.

3. Summertime Activities for Children
a. Description/Trends/Evaluation
The Museum’s Summertime Activities are being evaluated and re-envisioned. In the past the Education Department has conducted a half-day summer camp over the course of four weeks. Each week-long session offered educational activities for children to explore museum exhibitions, create art, discover science, play games, and participate in group activities. Over the past 2 years, attendance has decreased dramatically despite efforts to recruit participants. In 2011, only one week of summer camp was conducted due to decreased attendance. A survey of what other camps offered revealed a trend towards sports offerings and full day camp programs.

b. Short Term Objectives
As a result of these trends summer activities are being revised to include the following:

- Two customized camp offerings for Girl Scouts Heart of NJ will be offered to accommodate over 200 girls in Summer 2012 to spark their interest in science and math.
- Exploration of other opportunities for customized programs
- Development of more extensive studio art programs that will appeal to children

C. Adults

1. Demonstrations and Guided Tours
   a. Description
   Adult groups enjoy guided tours of both the changing and permanent exhibitions. These programs are led by professional museum educators. An economical boxed lunch option is available for these groups.

   On Wednesday-Sunday at 2PM, the Museum offers a demonstration of a selection of musical machines and automata from the Murto-D. Guinness Collection. The demos are facilitated by staff members or trained volunteers. During the demos the public is invited to listen to some of the pieces being played live and learn more about the history and technology of music production. Demos are appropriate for all ages, and are free with museum admission.

   Senior Friday tours are offered to guests 65+ on the third Friday of every month. The topics for these tours change monthly based on the exhibition schedule. These tours are lead by a museum educator or curator, and are free with museum admission.

   b. Trends/Statistical Data
   Over the past 5 years, there has been a dramatic increase in the number of guided tours offered for adults and seniors, growing from 15 tours in fiscal year 2007 to 58 in 2011.

   c. Feedback/ Evaluation
   Tour organizers often write personal thank you letters to museum staff. The use of a formal evaluation card will be implemented in 2012 to gather more consistent feedback.

   d. Short Term Objectives
   Senior groups are a growth area for the Education Department, with more senior groups booking programs in calendar years 2010 and 2011. The Museum plans to capitalize on this trend by offering programs and exhibits designed with the senior audience in mind. Specific objectives include:

   - Creating an inviting space for senior and adult groups to meet and interact.
- Responding to visitor needs by offering an affordable box lunch option for these groups.
- Reaching out to senior centers and other adult organizations to inform them of our program offerings, especially new and changing exhibitions.
- Working with exhibition staff during the planning stage to identify exhibits that will appeal to adult and senior groups.

2. Studio Workshops, Lectures, Programs, and Receptions

a. **Description**
   Studio art workshops, along with lectures, opening receptions and programs that explore the arts and sciences are offered on a variety of topics throughout the year. In the past these topic have been selected to coincide with changing exhibitions. These offerings are facilitated by local NJ collectors, artists, art instructors who teach at local universities, and scholars.

b. **Trends/Statistical Data**
   Opening receptions and lectures are much more popular than workshops and other programs. A survey of area museum and cultural centers revealed that the studio programs were not limited to themes related to changing exhibitions.

c. **Short Term Objectives**
   - Research and develop a greatly expanded studio art program that will be offered in 2012.
   - Develop a salon lecture series that will explore the intersection of art and science.
   - Continue to offer opening receptions for major exhibitions.

3. Adult Outreach Programs

a. **Description**
   The Museum provides multiple off-site programs that extend our educational reach beyond the Museum’s walls. Outreach Educators provide hour-long programs based on the arts, sciences, and humanities to senior centers, libraries, and adult organizations in the community. All programs are designed to allow participants to experience learning in an object-based interactive way using museum artifacts and reproductions. Several programs incorporate multi-media PowerPoint presentations.

b. **Trends/Statistical Data**
   In fiscal year 2011, the museum conducted 301 Outreach visits, the most in its history. Adult programs numbered 159, thus accounting for more than half of the Outreach Programs. By contrast, five years ago (in FY2007), there was only one Outreach visit to an adult audience. This substantial increase has come about, in large part, because many senior centers schedule regular Outreach programs for the enrichment of their residents.
c. Feedback/ Evaluation
Evaluation forms are distributed for every Outreach program and feedback statistics are compiled on a continuous basis.

d. Short Term Objectives
The goal is to increase the number, variety, and accessibility of Outreach programs available for adult groups. For example, in 2011, a series of six new programs was developed to showcase objects in Museum Loan boxes. This “Spotlight On…” series focuses on Ancient Greece, Ancient Rome, African Masks, Musical Instruments of Indigenous Cultures, Birds and Mammals.

An overall increase in Outreach Program offerings will be accomplished by the following:

- Development of new programs for adult audiences aimed at senior and adult groups that schedule frequent, often monthly, Outreach Programs.
- Develop new programs that will focus on Dolls from Around the World to highlight international cultures and additional travel programs for the Morris Museum Traveler Series.
- To increase marketing to senior centers. In 2011, a postcard describing Outreach programs for adults was mailed to 700 senior centers, libraries, and adult groups to acquaint them with our programs. Targeted mailings and outreach will continue.
- Use interactive remote classroom techniques as ways to reach residents of senior centers who are unable to go out to visit the museum. This would enable senior residents to tour our galleries and have programs with our Museum Educators without ever leaving their senior centers.

4. Trips
Approximately 12 day trips are organized each year by the Museum’s Trips Committee. These excursions allow for a convenient way for our patrons to experience and explore the resources of art, history and cultural institutions in the greater NY/NJ/PA metropolitan area. The trips are well attended and are considered a valued service that the Museum provides.

D. Volunteer Opportunities

a. Description
Volunteers are recruited to assist in virtually every department of the Museum and are especially active in the Education Department. Volunteers assist in the Museum Loan Department on a weekly basis, at every Family Festival, as docents, and at all Receptions and at many other programs.
b. **Trends/Statistical Data**
   With a tight job market and an aging population, combined with more focused recruitment of volunteers, the Morris Museum has experienced an increase in the number of persons volunteering and the range of skills that they offer.

   In 2011 our volunteer program was expanded to attract more young volunteers (High School and College) especially for every Family Festival and Art workshop. As a result we recorded a record number of hours volunteered to our Education Department, a total of 1,742 hours in the past 12 months by 26 volunteers.

c. **Short Term Objectives**
   - Grow the docent program.
   - Continue to expand the volunteer program and expand volunteer opportunities.
   - Offer opportunities for deepened involvement through docent training.
   - Increase recruitment of persons with specific training and skills, such as retired teachers, marketing managers, graphic designers, database managers and website designers.
   - To attract Summer Interns with skills specific to the needs of the Education Department: student teaching experience, research, and program development.

E. **Community Partnership**

a. **Description**
   Special weekend programs have been developed in partnership with Girl Scouts of Northern NJ. These programs include Discover a Museum, Art Walk, and other changing topics based on the exhibit schedule. The Museum has also hosted evening programs, such as the Girl Scouts Night Out, which offered a variety of hands-on art activities and in 2010 featured the Icons of Costume exhibit. New science programming is currently being developed with Girl Scouts Heart of New Jersey. Programming will include weekend sessions during the school year, as well as mini-camps during the summer, emphasizing science, technology, engineering and mathematics. Topics currently being developed are Quilts & Math and Women Who Dig.

b. **Trends/Statistical Data**
   Increasingly, community groups are requesting customized programs, which the Museum responds to. Community partners also offer the likelihood of repeat visits, thereby necessitating the need for changing programs on a regular basis.

c. **Short Term Objectives**
   - Continue to grow relationships with community partners
   - Offer opportunities for deepened involvement through customized programs and volunteer opportunities
VI. EVALUATIONS & MEASUREMENTS OF SUCCESS
As described above, evaluations are gathered from post-visit questionnaires from teachers, verbal feedback provided during the course of a program, written correspondence following a program and comment books in the galleries. The Education Department also hosts an Educators Night and conducts Educators Focus Groups.

Quantifiable measurements of success are evident in the number of persons served, number of repeat visitors, and the revenues produced. Attendance and revenue results are tracked monthly.

VII. MARKETING—Getting the Word Out
The primary vehicle for marketing education programs for students and teachers is the Programs for Schools and Teachers Guide. This publication is mailed to 24,000 teachers in northern and central New Jersey and is available as a pdf on the Museum’s website www.morrismuseum.org. In addition, the education staff make presentations and offer demonstrations at education conferences, and in area schools, libraries, and community events. The staff also promotes programs and events through the electronic backpack systems used by many local school districts. Target mailings are also done throughout the year to schools, libraries, senior centers. Eblasts are done to target groups such as Museum members and educators. The Museum’s Group Programs Coordinator plays an invaluable role in responding to inquiries and scheduling, providing customer service to respond to a large number and a wide variety of requests.

Programs for children and families are marketed through the Morris Museum’s quarterly program guide, website, postcards, a variety of media outlets including newspapers and magazines, radio and television, and paid advertising.

Programs for adults are marketed through the Museum’s quarterly program guide, website, a variety of media outlets, mailed invitations, and event committees. Community groups are engaged through outreach, service on committees, and speaking engagements.

VIII. TIMELINE

FY2012
- Target schools in a particular geographic area to increase their participation
- Grow the number that attend gallery programs conducted for schools by 10%
- Grow the number of outreach programs by 10%
- Continue to develop and expand programs for special needs audiences. Conduct marketing outreach to schools and organizations that serve special needs populations
- Review the Museum’s ADA Plan, and update as necessary
- Conduct an Educators Open House
- Build more partnerships with area institutions of higher education
- Establish a teacher advisory committee to advise on topics for professional development workshops
- Assist in developing grants to underwrite field trips and professional development workshops
- Work with the Exhibitions Department and Theatre Department to develop two Museum podcasts— one for an art exhibit and one for a science exhibit
- Refresh 3 science exhibits in the Museum Loan Department
- Develop 5 new exhibits in the Museum Loan Department
- Complete planning for expansion of Classroom Intermission programs for middle and high school students
- Revise Family Festivals where attendance has diminished over the past 3 years
- Develop a new Summer Family Festival to be implemented in summer 2012
- Launch an expanded studio art program for children and adults
- Recruit members for a Science Education Advisory Committee
- Renovate the former Dino Den

**FY2013**
- Grow the number that attend gallery programs conducted for schools by 10%
- Grow the number of outreach programs by 10%
- Develop educator focus groups to foster new ideas for future programs for students
- Design a more effective channel for receiving teacher input and evaluation
- Develop pre- and post visit activities for onsite and outreach programs, focusing initially on the most popular programs
- Assist in developing grants to underwrite field trips and professional development workshops
- Develop two new Outreach Programs: Historical American Symbols and Dolls from Around the World
- Work with the Science Education Advisory Committee to develop two new programs for onsite and outreach
- Conduct a pilot satellite program for distance learning
- Refresh 3 science exhibits in the Museum Loan Department
- Develop 5 new portable exhibit boxes in the Museum Loan Department
- Begin implementing bar coding for Museum Loan exhibit boxes
- Implement expanded Classroom Intermission Program for middle and high school students
- Launch a new Summer Family Festival
- Identify and develop a new theme for a Family Festival that will bring the total number of festivals to nine per year
- Expand the docent program
- Refurbish teaching objects and resources
- Work with the Exhibitions Department and Theatre Department to develop two Museum podcasts

**FY2014**
- Grow the number attending gallery programs conducted for schools by 10%
- Grow the number of outreach programs by 10%
- Offer technology based professional development for teachers
- Renovate the Classroom and API
• Refurbish teaching objects and resources
• Continue to evaluate Family Festival themes and attendance
• Work with the Exhibitions Department and Theatre Department to develop two Museum podcasts
• Increase the range of science activities and programs
• Increase volunteer opportunities in the Education Department
• Review and update the Education Master Plan
APPENDIX A

MORRIS MUSEUM

CODE OF ETHICS

The Morris Museum operates in the public trust to advance “the reception, preservation, exhibition, use and study of articles of art, science, history and theatre.”¹ From its inception in 1913 with a display of objects at the Morristown Neighborhood House to its present 8 acre campus that encompasses 14 galleries, 80,000 square feet and more than 40,000 objects, the Museum is grounded in a tradition of public service. As a vital and vibrant community resource, the Museum’s service to the public is carried out with honesty, transparent accountability, and avoidance of possible conflict of interest. This Code of Ethics defines the ethical standards with which the governing authority, staff and volunteers carry out their responsibilities. The American Association of Museums (“AAM”) is the Museum’s accrediting body and our Code will be interpreted in a manner consistent with the AAM Code of Ethics for Museums. In this way, the Morris Museum strives for more than mere legal compliance with local, state, and federal laws, international conventions, and standards governing trust responsibilities, but takes affirmative steps to maintain the ethical integrity of this institution that is necessary to instill public confidence.

Mission

The mission of the Morris Museum is to elevate the cultural consciousness, excite the mind and enhance the quality of life by advancing the understanding and enjoyment of the visual and performing arts, natural and physical sciences, and humanities through exhibitions, performances, and educational programs in a welcoming, inclusive and creative environment that responsibly uses all museum resources, including stewardship of a permanent collection.

Confidentiality

The Board of Trustees, the Museum staff, and the Museum volunteers are required and obligated to protect confidential information regarding the Museum. This shall include, but not be limited to information regarding Trustees, personnel, salaries, donors, security, financial information, collections negotiations with private entities, and any personal confidence held while representing or working on behalf of the Morris Museum.

Equal Opportunity

In hiring, Trustee selection, management practices, volunteers, collection usage and interaction with the community, decisions shall not be made on the basis of any discriminatory factors such as: race, creed, color, national origin, nationality, ancestry, age, sex (including pregnancy), familial status, marital status, domestic partnership or civil union status, affectional or sexual orientation, gender identity or expression, atypical hereditary cellular or blood trait, genetic information, liability for military service, and mental or physical disability, perceived disability, and AIDS and HIV status. The Museum is committed to maintaining an environment that fosters and encourages the acceptance of racial, sexual orientation, gender, educational level, religious, cultural, mental, physical and economic differences.

¹ Amended Certificate of Incorporation, adopted July 20, 2011
Conflict of Interest

The Board of Trustees, the Museum staff and Museum volunteers must conduct themselves in such a manner that no conflict will arise between their duties and the interests, policies, operations or interests of the Museum. Loyalty to the mission of the museum and to the public it serves must be affirmed and upheld. On an annual basis, each Trustee shall sign an acknowledgment of the Museum’s Conflict of Interest policy and disclose any conflicts or potential conflicts they have or those that may arise with close family members, business affiliations or organizational affiliations. Each Trustee, Museum staff member and Museum volunteer has a continuing obligation to disclose any possible conflict or the appearance of conflicts that arise during the year.

Implementation

It is the responsibility of the Board of Trustees, the Museum staff, and the Museum volunteers to understand, enact, and promote the ethical standards and principles as set forth herein with the purpose of legally, ethically, and effectively carrying out their responsibilities with a commitment to public accountability and transparency in mission and operations.

1. Board of Trustees

The Board of Trustees of the Morris Museum is the governing body of the institution and has the ultimate legal responsibility for the Museum. The Board is a public trust responsible for the Museum’s service to society and its community. The Board understands that its role is to protect and enhance the Museum’s collections and programs and its physical, human, and financial resources. It ensures that all these resources support the Museum’s mission, respond to the pluralism of society and respect the diversity of the natural and cultural commonwealth.

Thus, the Board of Trustees of the Morris Museum ensures that:

- All those who work for or on behalf of the Museum understand and support its mission and public trust responsibilities;
- Its members understand and fulfill their trusteeship and act corporately, not as individuals;
- The Museum’s collections and programs and its physical, human and financial resources are protected, maintained and developed in support of the Museum’s mission;
- Professional standards and practices inform and guide Museum operations;
- It is responsive to and represents the interest of its community;
- It maintains a relationship with staff in which shared roles are recognized and separate responsibilities respected;
- Selects the Executive Director and continually monitors his or her activities;
• Working relationships among trustees, employees and volunteers are based in equity and mutual respect;

• Policies are articulated and prudent oversight is practiced; and

• Governance promotes the public good rather than individual financial gain.

2. Relationship of Governing Board and Director

The Board of Trustees is obligated to delineate the rights, powers and duties of the Executive Director of the Morris Museum and shall deal with him/her with honesty. The Executive Director is the Chief Executive Officer of the Museum. As such, unless consistent with Museum policy, Trustees should avoid giving direction to Museum staff.

3. Collections

The obligation of the Board of Trustees, the Museum staff and Museum volunteers to maintain the integrity of the Museum’s collections is paramount. The Museum recognizes its obligation to its collection is one of public trust and further recognizes its responsibility to future generations entitled to benefit from the collections. The Museum’s collections are a cornerstone for its educational and programmatic activities and are essential to the Museum’s mission. Information and documentation regarding each object of the collection must be maintained in orderly and retrievable form. Procedures must be maintained for the periodic evaluation of the condition of the collections and for their general and special maintenance. The physical care of the collection and its accessibility must be in keeping with professionally accepted standards.

Acquisition and Deaccession

The staff and Board of the Museum recognize the obligation to be good stewards in the collecting and disposing of objects in observance of all legal, ethical and administrative requirements and in accordance with the Collections Management Plan adopted by the Board. The Museum is committed to following all applicable laws regarding acquisitions, gifts and deaccessions and will follow best ethical practices as set forth by the Association of Art Museum Directors and the American Association of Museums.

No collection exists in isolation. Any decision to acquire additional objects to add to the collections or to deaccession any object must be made with great deliberation with an eye toward supporting the mission of the Museum. Additionally, the Museum must balance the interests of the public for which it holds the collection in trust, the donor’s intent, fulfillment of its mission, the Museum’s own financial wellbeing, and the Museum’s ability to adequately care for the object and other objects in the collection. Although the Board of Trustees has the ultimate decision-making authority to acquire or deaccession objects, any such decision shall be made with the input and advice of the appropriate members of the Museum staff. Prior to deaccessioning an object, the Board of Trustees must verify its legal right to do so by determining any restrictions on the item or how it was acquired. Funds derived from deaccessioning may only be applied to other acquisitions.
No Trustee, staff member or volunteer shall be permitted to acquire directly or indirectly any item deaccessioned by the Museum, or otherwise benefit from its sale in any manner.

4. **Programs**

To fulfill its mission and public trust responsibilities, the Morris Museum offers exhibitions, enrichment programs, and performances that are accessible for all ages, interests and abilities from young children to seniors, from hands-on art and science workshops to discussions of significant historical and scientific events to theatrical and other performances. These programs are offered onsite and through outreach to community venues. The Museum recognizes that society is diverse and through its programs promotes different modalities of learning and engagement while being respectful of pluralistic values, traditions and concerns. The Museum expresses a commitment to partner with the communities that it serves to develop initiatives that are responsive to the needs and interests of its constituents. The Museum is also committed to making its collections accessible to the public and to scholars alike. Programs will promote the public good and not the financial gain of individuals, groups or other entities.

5. **Museum Staff**

Members of the Museum staff at all levels of operation are expected to comport themselves with the utmost professionalism. Museum staff shall work in the public trust and shall promote the Museum’s mission.

The Museum's collection, their documentation, and all additional documentation developed subsequent to their acquisition, are the property of the Museum. Any and all materials developed or installed by Museum staff while acting on behalf of the Museum and consistent with their responsibilities and duties owed to the Museum are property of the Museum. The Museum retains the right to copyright or patent any such materials. Any fees, royalties or honoraria earned regarding the materials shall be paid to the Museum. The Museum's ownership of such intellectual property, which was created while an individual was an employee of the Museum, continues after s/he leaves the Museum for any reason, including retirement.

Curators and other persons employed by or otherwise representing the Museum may prepare appraisals of objects in the possession of the Museum only for the use by the Museum in performing its functions (e.g. in obtaining insurance evaluations for outgoing loans or evaluating its collections for insurance purposes). Staff members may not prepare appraisals for donors, but may assist them in obtaining an appraisal from an independent outside entity.

The Executive Director is obligated to provide the Board of Trustees with current and complete financial information, whether personally or through appropriate Museum staff. The Executive Director shall keep the Board of Trustees fully informed of any significant or substantial matters affecting the Museum.

Staff members who have outside employment shall be mindful to avoid any conflicts of interest or potential conflicts of interest. When the outside employment is directly related to the staff member’s duties for the Museum, the staff member must discuss with his/her manager the contemplated outside
employment and complete a written disclosure statement. The written statement shall outline the details of the outside employment as it relates to the staff member’s functions and duties at the Museum. Any outside employment shall not distract from the staff member’s regular duties and ability to effectively fulfill same.

Service on outside Boards may enhance the staff member’s connection to the community and can be mutually advantageous. However, the staff member must avoid any conflicts of interest or the appearance of same. Similarly, Museum staff may not use their position as an employee to promote their own personal collecting interests.

6. **Advocacy and Politics**

The Museum staff is not permitted to allow personal political affiliations or interests to interfere or compromise their professional and ethical responsibilities to the Museum. Nor can any staff member use their professional connection to the Museum to their personal advantage in influencing any political or social causes. However, the Morris Museum recognizes that Museum staff has the same rights and personal interests in the policies and interests of federal, state and local governments, and are encouraged to pursue those interests outside of their role as Museum staff members.

7. **Volunteers**

Volunteers, include, but are not limited to members of affiliated volunteer organizations. Museum volunteers are often the “face” of the Museum to the interacting community. As such, all volunteers must comport themselves with professionalism, respect and courtesy. Volunteers shall not abuse their positions nor bring discredit to the Museum. When acting on behalf of the Museum, volunteers should understand their duties and execute them to the best of their abilities. Volunteers may not use their position for personal gain. The Museum staff shall be supportive of volunteers, treat them as fellow workers and provide them with appropriate training.

8. **Enforcement, Review and Revision**

Violations of this policy shall be reported to the Executive Director or to the Chair of the Board of Trustees. This Code of Ethics shall be reviewed periodically, or at least every five years, and revised accordingly. This policy is intended to promote the highest ethical standards of conduct for those affiliated with the Morris Museum. However, no policy can predict every eventuality. Thus, any questions regarding the interpretation of applicability of the Code of Ethics shall be directed to the Executive Director or to the Chair of the Board of Trustees.

Revised and adopted by the Board of Trustees: September 14, 2011