



# Public Relations Plan Spring 2013

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## **Executive Summary**

The Kennedy Art Museum was established in 1995 and facilitates numerous attractions including various Native American pieces and an extensive contemporary print collection. The museum currently has a partnership with Ohio University and its students, but desires to increase attendance while maintaining their current loyal customer base. To do this, the museum will use social media, competitions and other promotional tactics to not only maintain its current number of visitors, but also to increase it. In addition to increasing the traffic at the facility, the Kennedy Art Museum would also like to start the transition into becoming a teaching museum. Through managing a Kennedy Art Museum Twitter, regularly updating its Facebook page and facilitating closer relationships with faculty, the museum can start to increase attendance and attract more professors to the teaching program. Though the museum is already known for its extensive and culturally rich collections, increasing its promotional efforts will allow for the facility to receive more attention.

## Research

### *Situational Analysis*

The Kennedy Art Museum was established in 1995 at Ohio University in Lin Hall at the Ridges, which is the site where the Athens Mental Health Center opened on January 9th, 1874.

This museum is named for Edwin L. and Ruth E. Kennedy, two individuals who were dedicated to the success of the institution they loved so much: Ohio University. Edwin Kennedy (originally from Marion, Ohio) completed his education between Ohio University, Ohio State University, and Harvard Business School. Among his contributions to Ohio University is the fact that he served on the Ohio University Board of Trustees from 1959 to 1975. Much of the expertise he brought to the board of trustees was from his time at Lehman Brothers Investment Firm where he was also a senior partner.

His dedication to this museum began in 1930 when he started collecting artwork, which would later be donated to Ohio university as the Southwest Native American Collection.

Together with his wife, Edwin established the John C. Baker fund, which in turn provided for the Edwin L. and Ruth E. Kennedy Distinguished Professor Award and the Baker Research Award. In addition to his distinguished service to the Ohio University Board of Trustees, Edwin also served on the Ohio University Fund (now the Ohio University Foundation), the National Alumni Association Board, and was also a Trustee at Hiram College in Hiram, Ohio. Because of this sincere spirit of service and devotion to the university, Edwin was awarded the Ohio University Certificate of Merit Award in 1963.

Edwin's wife, Ruth, was a 1930 graduate of Ohio University and worked alongside him to endow the aforementioned awards and funds. Ruth received the Ohio University Certificate of Merit Award in 1963 for her service to Ohio University and to the Greater New York Alumni Chapter, the American Association of University Women, the American Red Cross, University Club, and Women's Republican Club. This history of the Kennedys is crucial to understanding the Kennedy Art Museum because the Kennedys' dedication to success, service, and Ohio University must continue to be a part of the central mission of the museum. Furthermore, much of the donations that the Kennedys made to the university were directly donated as gifts to the arts and therefore, many funds available to the museum are still direct donations from the Kennedys.

The Kennedy Art Museum continues to be known for displaying its in-house collections, such as the Native American jewelry and textiles and an extensive contemporary print collection. This collection is the same one started by and donated by Edwin Kennedy and one that the museum is committed to preserving and showcasing now and in the future.

Since the partnership with Ohio University and the surrounding community, the Kennedy Museum is able to display both its permanent collections as well as display traveling exhibitions. Ohio University views The Kennedy Museum as an important part of the university's research, educational, and public service missions and, therefore, many functions of the museum are controlled or monitored by the university. For example, as described by the staff, the museum must adhere to Ohio University procedures regarding staffing and facilities

while also making sure all communication and outreach are completed in partnership with the university to ensure that the museum's proper themes and messages to harmonize with the university's mission.

The museum also features educational programming and special tours. One important example of educational programming at the museum is the Inside/Outside Art Talks that take place at the Kennedy museum. The events are about a variety of topics that are presented by the Friends of the Kennedy Museum. The talks are generally open to the public and are free to attend. However, the topics do vary. For example, on Thursday, March 7th 2013, Professor Emerita in the School of Art Karen Nulf led an inside/outside talk. Some of the other professors scheduled for events this semester include Professor Emeritus Ron Kroutel from the School of Art and Associate Professor Zelma Badu-Young from the School of Dance. These events provide the opportunity for students, faculty, and community members to learn about new and interesting topics related to art. Both the staff and the resources put out by the museum highlight that the Kennedy Museum is an integral part of the educational, research, and public service missions of Ohio University.

The Kennedy Museum of Art has recently been accredited by the American Alliance of Museums, which is the one of the highest recognitions achievable by an American museum. Accreditation is important to the Kennedy Museum because American Alliance recognizes high standards in the individual museums and also ensures that these museums continue to uphold the public trust. This accreditation program was developed over the last 40 years by museum professionals that are dedicated to quality assurance, self-regulation, and public accountability.

One unique aspect of the Kennedy Museum that is somewhat unknown to the students and community is the Ridges Cafe. This cafe is located in Lin Hall alongside the ridges and features a view, breakfast, lunch, and espresso drinks. The Ridges Cafe does a great job with use of Facebook to connect with guests. However, there is a lot of opportunity for it to reach out to guests even more by developing their presence on the Kennedy Museum's website. One specific example of how the Ridges' cafe can improve is to keep a more updated menu of the food and beverages currently being offered. Currently, the online menu lists broad items such as "assorted muffins" and "fine tea". If the cafe were to offer a more specific menu, students and community members might be more likely to venture up to the Ridges for an afternoon of lunch and looking around the museum.

Another interesting resource that the Kennedy Museum can take advantage of is the KMA magazine, which is put together by the Friends of the Kennedy. This online magazine is published twice a year and offers a variety of information and happenings related to the museum and those who support it.

Historically, the building in which the Kennedy now resides was once apart of a large system of buildings that held a mental institution. Although it holds historic nostalgia, the Kennedy Museum was not originally intended to be a museum. It is comprised of small rooms for patients, rather than large areas to hold artwork or historic pieces. On the other hand, the Tang museum was set up and built to be a museum, with spacious areas fit for any educational pieces that it needs to display. This makes the Tang much less inhibited on its capabilities to

display items compared to the Kennedy. The Kennedy's lack of space limits what can be put on display. Behind the scenes, the Kennedy holds countless pieces that are unable to be seen by the public because there is nowhere for the pieces to be displayed. Furthermore, The Kennedy does not have a catalog of the pieces that are in its permanent collection. So not only can the artwork and pieces not be seen, many are unaware of the vast number of priceless pieces the Kennedy contains.

Ohio University's partnership with the museum appears to carry a sense of pride for the museum staff, but also presents challenges. The staff deals with crafting their media outreach to mesh well with university outreach and communications themes while also continuing to adapt as part of a much larger institution than the museum itself. Some of the other partners and supporters of the museum include the Friends of the Kennedy. The museum's main audience is Ohio University students, with a slight emphasis on Athens community members. A vast majority of its current customers are students who are involved with the arts on campus. It is this audience that inspired the museum to become a place that is capable of being used by professors to aid in the teaching of their students. Modeling after the Tang, the Kennedy hopes to offer students opportunities to view artifacts related to their course work to further enrich the education they receive from Ohio University. However the Kennedy faces some obstacles in obtaining this goal. Unlike the Tang, the museum is not very large, nor is it made for the specific purpose of being a teaching museum. Furthermore, the lack of funding and staff causes a task of this magnitude to be quite difficult to accomplish on a large scale.

The Kennedy brings culture and lifestyle in a way that is not seen elsewhere on campus. It offers artwork that is not only from local artists, but also artists that are well known to the students of Ohio University. Above all else, it offers these things on the basis of donations only, something that is not easy to sustain.

### **SWOT Analysis**

#### **Strengths:**

- Recently became a fully accredited museum, an achievement the employees have been working towards for many years.
- Offers unique artwork and photography from local artists that may not be seen otherwise, such as the Native American collection, which was donated by Edwin Kennedy himself.
- Provides Ohio University students the opportunity to display their artwork
- Close enough to campus that students could walk to it
- Holds a vast amount of collections that are owned by the museum and are accessible at any time
- Brings collections from outside of Athens, giving the people of Ohio University the opportunity to view them.

#### **Weaknesses:**

- The original intention of the building, a mental health institution, makes it limited in the types of artwork it is capable of holding, since it is still in its historical state
- Minimal funding limits the museum from maintaining its exhibits
- (Lack of knowledge) of the museum's existence/location makes attendance low
- The current website is confusing and disorganized:

- It does not have its public relations person's contact information on its staff page
- The online gallery is difficult to navigate. It uses far too much print, rather than letting the work speak for itself, and it showcases the venue more than the artwork itself. The visual elements does not reflect the integrity and quality of the collections offered
- It's current main page is too text heavy and is missing valuable multimedia pieces to engage visitors
- Multiple inactive Twitter accounts creates a confusing online social media presence
- Limited number of employees working at The Kennedy Museum

### **Opportunities:**

- The creation of this teaching museum can raise traffic through educational means
- The use of its location from a historical standpoint can draw more attendance
- The utilization of social media can create more awareness of the Kennedy's exhibitions

### **Threats:**

- Overall lack of knowledge of the Kennedy and what it is about among students and faculty
- The current status of the economy and its effect on the Kennedy budget
- Lack of artwork as well as information about it that excites the Ohio University students enough to draw them to the museum
- Other art museums in the Athens area as well as around it, in cities such as Columbus

### **Statement of Problems**

Although the museum is has been accredited and holds many timeless works, its problem areas are not easily missed. The museum's layout is an issue for the amount of artwork it can display. Even though the building itself is quite large, its interior set up makes the museum unable to share all that it holds. Also, because the museum only takes donations, rather than charging a fee of entrance, it lacks funding to maintain what it has. Minimal budget also makes it difficult to have the number of staff members that it truly needs to uphold the museum. Furthermore, its overall outreach is confusing and scattered. On a social media standpoint, the Kennedy has far too many Twitter accounts, many of which are unused. This causes confusion and frustration to those trying to receive updates and information about the museum. The Kennedy's email outreach is also too frequent and impersonal. This makes it easy for faculty and students to gloss over the emails, causing the information to go to waste. It's website is also extremely confusing. The overall user experience and aesthetics of the website are difficult to understand and navigate. This limits the viewers to understand what the Kennedy truly has to offer. Lastly, many are unaware of the actual location of the museum, as well as how close it actually is to the Ohio University's campus. Even though some of these issues are not easily fixed, there are many small changes that can change the overall experience of the Kennedy, inside and out.

## **Primary Research**

For our primary research, we evaluated two aspects of the audience. To start, we turned towards professors to get their opinions and viewpoints of the Kennedy. In addition, we wanted to evaluate their understanding of the concept of a teaching museum as well as how useful they believe it would be.

In addition, we surveyed history majors and minors to get an idea of what they thought of the Kennedy - such as their awareness of the museum and its offerings. For students that had attended the Kennedy, we were interested to know their general motive for attending. Through this, we wanted to establish why, if any, was the reasoning for people to travel to the Kennedy as well as what would influence them further to go. Overall, we wanted to get the viewpoints of each target segment on the concept of a teaching museum as well as the motivation to utilize one.

To create our survey, we utilized the online survey platform Qualtrics. Once we created the survey, we distributed it to the Ohio University History Association and the Ohio University Department of History Facebook pages. We asked both Facebook pages to distribute it to the members of their organizations and fellow history majors. In addition, all of our group members posted the survey on our individual social media pages, requesting history majors and minors to participate in the survey.

In regards to the professors, we conducted in-depth interviews. Group member Allison Arnold had a connection with a past history professor who connected us to other history professors. Because of the professors' schedules, the best medium for communication was email. All three professors answered our interview questions in a timely manner and were extremely cooperative. Full interview questions and responses are included in Appendix 1-1, 1-2, and 1-3.

Our survey results provided us with some valuable findings. Of the 100 people who took our survey, 86% of them had heard of The Kennedy Art Museum but only 37% had visited. However, 72% of those surveyed have visited at least one of the other art museums on campus. This finding shows that there is potential for Kennedy to increase student visitation through increased promotional efforts. Another important survey finding was the motivation many students have for visiting a museum on campus. A majority of those surveyed said a class assignment or an extra credit opportunity is what initially led them to visit The Kennedy Art Museum. This finding should encourage the employees of Kennedy to reach out to history professors and faculty to explain the educational benefits of providing an assignment relating to the museum in their classes, resulting in increased student visitation. Additionally, many of those surveyed did not know that The Kennedy Art Museum had a café. The increased promotion of the café, possibly having weekly lunch specials, could lead to increased student visits.

In order to facilitate conversations with the faculty, a full time professor in the History Department identified 10 of his colleague's who would be most likely to respond. After reaching out to these faculty members, 3 were willing to talk about their experience and knowledge of the Kennedy.



The three professors had all heard of The Kennedy Museum, but while one had been to many of their events over the past 10 years, the other two did not know who ran it or much about the museum. Since our survey showed that students would be most willing to visit The Kennedy Museum, we wanted to find out if and how the professors incorporate the museum into their curriculum. One of the professors did say that she has in the past offered extra credit for attending one of the exhibits and doing a short write-up about the event. The other two have not done anything to incorporate the museum into their class. The main reasons for this were due to location of the museum and difficulty some students may have getting there. Additionally, the professors said they don't believe the museum has an educational benefit, this prompted our tactic that employees should create the partnership viewbook to build relationships with the professors and explain the relevant educational benefit the exhibits have with their class. Although the professors have varying opinions about the museum, one thing they were all in agreement with was The Kennedy's email behavior. The professors all said they receive countless emails with confusing or repetitive information. The Kennedy needs to streamline their emails with relevant information.

### **Summary of Findings**

We discovered a few insights from our surveys and interviews. From the students, we found that their main drive to go to the museum was for educational purposes; reasons that would help them excel in school. From the professor's perspective, we discovered that there was a lack of personal communication, which has led to lack of information about what the museum can truly offer. They also strayed away from the use of it within their curriculum due to its location and distance from campus. From these findings, we have concluded that a teaching museum would be a great opportunity to increase viewership if connections with professors were better established, leading to more student attendants for their class participation.

### **Opportunities and Challenges**

Although the Kennedy Museum is generally viewed as an asset to the Athens/Ohio University community, there are still new opportunities to capitalize on and challenges to address. First, one challenge the museum faces is their location. Because the museum is located a few miles off campus at The Ridges, they struggle with being part of a campus that they are physically removed from. Furthermore, many Athens residents and Ohio University students do not have personal transportations so physically getting patrons to the museum is a challenge. Also, the museum is located in an old mental hospital so the museum faces the challenge of trying to exist as a museum inside a building that was built to be a hospital. Additionally, the Kennedy museum struggles with in office communication and delegation/balance of tasks. This exists mainly because many staff members have more tasks than they have time for. Another challenge that faces the Kennedy is flow of information/publicity and motivating students to visit the museum, especially for recreational purposes.

First, the Kennedy Museum has a great opportunity to capitalize on the idea of implementing a teaching museum strategy. Also, the museum has an opportunity to involve Ohio University journalism and media students to help promote events and the museum as a whole (with initiatives such as the partnership with Journalism Professor Dr. Cambridge and her senior capstone class). Additionally, because a robust and vibrant social media exists at Ohio

University, the museum can capitalize on this to connect to people at no charge.

### **Target Audience**

Based on the primary research, our target audiences for this project are students majoring or minoring in History at Ohio University and professors working in the History Department at Ohio University.

### **Plan**

#### *Program Goals*

Based on the primary research, the goals for this campaign are to help create a mutually beneficial relationship between the Ohio University History Department and the Kennedy Art Museum and to increase the number of monthly visitors to the museum.

#### *Objectives*

- To create three partnerships with professors from the History Department by Spring Semester 2014.
- To increase number of monthly average visitors by 100 students within two months of launching the campaign.
- To increase weekly visitors at the Ridges Cafe within three months of launching the campaign.

#### *Strategy*

Although the Kennedy Museum has some struggles, the museum has a strategic place in the Ohio University community and the main strategy of this campaign will be to display to the university and local community how beneficial and important this museum actually is. Building partnerships and relationships that have previously

#### *Tactics*

In order to meet our objectives, our tactics would include:

#### **Building one pilot teaching relationship with a history professor during Fall 2013:**

We want to establish a test run of the teaching museum, so we can display how it would run for everyone else. From this experience, we hope to increase personalized communication and cater it to the audience that is receiving it. We hope that this professor will become an influencer for other professors to also participate in the teaching museum. We will fulfill this tactic by:

- Match the professor with one museum staff member who will be their liaison to the happenings at the museum
- Facilitate a meeting where the professor can meet with that museum staff member and identify key exhibits and collections that could enhance their semester lectures
- Have a museum intern transcribe all meetings and phone calls as to use the development

of this relationship when more relationships begin during Spring 2014

- Ultimately, create a partnership viewbook that explains what the relationship of the museum and the professors can be (via testimonies, picture, charts, graphs etc.)

**Utilize the pilot teaching viewbook to develop 3 partnerships with history professors to begin Spring 2014:**

After the completion of the pilot relationship, we will create a look-book for teachers to view. Like we found from our research, the professors want a personal touch. By establishing this, they can view exactly what would occur within the partnership, and how each aspect would be carried out. The look-book will be a polished visual touch that will allow prospective professors to see how the partnership transpires and what the time commitment would really look like. Eventually, there is potential to have the look-book on electronic means once the Kennedy's website is updated. We will create these connections by:

- Have the PR/advertising team meet with history professors (in person) and use the viewbook to market the partnership program.
- Coordinate follow-up phone calls, visits, and emails to the professors to maintain and develop the relationships.
- Create a timeline with each professor that identifies their goals in using the teaching museum, as well as, identifying how the museum and PR/advertising team can best meet those goals.

**Utilize the collections specific to Athens and Ohio University to promote the museum to students:**

Ohio University is the central force driving all of the students here together. Despite their majors and studies, they are all here to learn. By catering to Ohio University specific things and displaying how it is incorporated into their studies, students can start to understand the value and learning opportunities that the Kennedy has to offer to their education. We plan on increasing this awareness among students by:

- Plan and host an event in early Fall 2013 at the museum that displays unique artifacts directly relating to Ohio University (and the Ridges) from 1804 to present
- Invite Vice President Ryan Lombardi and/or Dean of Students Jenny-Hall Jones as a draw for students
- Offering free pizza (or other refreshments as budgeted by the PR/advertising team and the museum) to students who attend
- Have copies of the viewbook available for students to learn about the new structure of the Kennedy as well as information on the courses that will be capitalizing on these partnerships.
- Invite the faculty who will be implementing the partnership in Spring 2013 to visit with students and promote their classes
- Invitations will be sent to all students, specifically those in the history, art, journalism, and theatre schools. Social media, flyers, and tabling will also be used by the PR/advertising team to promote the event.
- Establish bus schedules within Baker center with specific bus stops to take students up to the Kennedy
- Ensure that all students sign in and provide their contact information so the museum can follow up with a survey about their visit and the event.

**Capitalize on the crowd at museum events to market the Ridges Cafe:**

The newly established Cafe has a lot of potential for increasing guests. However, its lack of presence online as well as overall low attendance at the Kennedy makes people's awareness of it low. We plan on increasing patrons by:

- Have samples of Ridges Cafe food/drinks at the student event in Fall 2013
- Pass out magnets or flyers (whichever can fit into the budget) at events to remind attendees later of the menu and service of the Ridges Cafe
- Develop a coupon book valid at the Ridges Cafe to be passed out to museum attendees to encourage visits
- Create live Twitter discussions during events where participants can win gift cards to the Ridges Cafe

**Create a social media campaign to engage students and community members by:**

By utilizing social media, we will meet students on their turf. Many students already utilize social media as one of their main sources of communication. By making a clear presence, the Kennedy will only increase their awareness in a cost effective way. We plan on increasing outreach on social media by:

- Implement a weekly Twitter giveaway that prompts followers to retweet a tweet from the museum and in turn, win a Ridges Cafe gift card (should run during Fall Semester 2013 and the term will be dependent on availability of gift cards/coupons)
- Engage Facebook users, who follow the Kennedy Museum and Ridges Cafe, by posting weekly updates on the Museum's displays and Twitter giveaways
- Utilize YouTube to post highlights from events and share the YouTube video on the museum's Facebook/Twitter to show activity at the museum
- Use active Ohio University Twitters such as @OHIOVP, @ohiou and @JennyHallJones to increase the number of Twitter followers by 200 by the end of the campaign

**Evaluation**

To insure that our tactics are effective, we tend to evaluate our methods during the campaign, as well as at its completion. Since each tactic is unique, we plan on evaluating each differently:

**Building one pilot teaching relationship with a history professor during Fall 2013:**

To evaluate satisfaction with our pilot teacher, we will monitor the interactions that occur, as well as request feedback halfway through as well as at the completion of the pilot period. We will ask what changes we can make to make the process better, and request to continue the relationship further.

**Utilize the pilot teaching viewbook to develop 3 partnerships with history professors to begin Spring 2014:**

Using the feedback we receive from the pilot relationship we will take it a step further with the 3 partnerships that we create in the spring. Once we have established the 3 partnerships, we request feedback halfway through as well as at the completion of each teaching exhibit. We

will ask things such as if the experience matched what we presented, if it met their expectations, and if they are willing to continue the relationship.

**Utilize the collections specific to Athens and Ohio University to promote the museum to students:**

In order to evaluate student interaction, we will send general surveys to those that leave their contact information. To give compensation for their time, we will offer them either coupons to the Ridges Cafe, or entrance into a prize drawing. We will also monitor the increase in names as time goes on to be sure that our outreach is working.

**Capitalize on the crowd at museum events to market the Ridges Cafe:**

To track the success of the Ridges Cafe, we will monitor the twitter outreach to listen to what our followers are saying about it. In addition, we will make note of the amount revenue the Cafe was bringing in prior to the campaign, halfway through, and then at the completion of the campaign. Furthermore, we will keep track of how many coupon books we pass out in correlation to how many are actually used within the cafe.

**Create a social media campaign to engage students and community members by:**

To effectively evaluate our social media, we will utilize tools to monitor our social media outreach. For Twitter, we will use tools such as HootSuite to monitor the increase in followers, retweets and interactions that are established with the tool. On Facebook, we will make use of Facebook analytics to see the reach that our posts receive, and compare it to the interactions as well as shares that are made through them. As for YouTube, we will monitor the views that videos receive as well as the amount of shares. This way, we will be able to establish the popularity of the page and what content is the most popular.

**Conclusion**

The Kennedy Art Museum was an amazing client to evaluate because of their hard working staff and detailed oriented work culture. Although they have some room for improvement in regards to their advertising tactics, they have the core quality of work to make promoting the facility easy. The project began with initial secondary research on their website and through reading several *Post* articles. After our initial background search, we started our primary research with getting the group together and visiting the facility on-site. All of our team members thoroughly enjoyed visiting the museum and the experience left us with great ideas to bring back to the public relations plan. After the visit to the museum the team realized that we needed to obtain student sentiments as well as faculty opinions regarding the museum. To discover more information we held three in-depth faculty interviews and completed over 100 general surveys from Ohio University students. These interviews offered insight into how we could attract more students to attend the museum and how we could persuade professors to join the teaching program. After reviewing all of our results, the group decided on several strategic goals involving social media, promotional events and competitions to entice new visitors by Spring 2014. The Kennedy Art Museum staff seemed open and willing to try some of our new ideas. The group suggests that the staff selects one of our new programs and focuses on it first, and then move on to another aspect of the campaign after the completion of the first goal.

## Appendices

### APPENDIX 1: History Professor Interview Transcripts

#### Appendix 1-1: Interview 1

History Professor Interview  
Full-time faculty member  
Interviewed on 3/8/13

**1. Are you familiar with the Kennedy Museum here at Ohio University? If yes, what do you know about the museum and have you visited?**

Yes, I'm familiar with the Kennedy Museum here at OU. I know that the museum is located at the Ridges and are currently seeking out a larger audience and campus engagement with the museum as we receive quite a few emails from them as faculty members. I also know that the staff is relatively small and is either not using their resources effectively or they need more members for their team.

**2. Have you ever taken any your students to The Kennedy Museum or required them to attend? If yes, why and as part of what project/assignment. If no, why not?**

I have never taken my student to the Kennedy Museum and I would never require them to attend. My curriculum is well supplemented by my own research and that of my peers when I'm looking to bring in outside information. I believe the Kennedy Museum is just an art museum and while art is an important part of history, I wouldn't be able to dedicate a full day of lecture and classroom work to visiting a museum that only touches on small one part of my class. Furthermore, I teach many freshmen and sophomores who may not have access to transportation and between transportation challenges and limited hours, it's not fair or logistical to require my students to attend.

**3. Do you know anything about the concept of a teaching museum, and were you aware that the Kennedy Museum is restructuring to become a teaching museum?**

No. I also haven't heard anything about the Kennedy Museum becoming a teaching museum.

**4. How could you see the Kennedy Museum being an asset to your classroom instruction? What resources would you like to be available through the museum?**

The Kennedy Museum should create a larger online presence. That's what our students connect to, facebook, twitter, multimedia and much more. I could see an interactive website where students can explore and learn more about exhibits before choosing to attend to be incredibly useful. Maybe similar to the online virtual tour that the Undergraduate Admissions office offers. A little off topic, but I must say that if the Kennedy strives to have professors bring their

students to the museum, the staff must become more connected with the faculty with something more personal than the countless emails we receive. Reach out to individual faculty, attend events, make them known and respected in the university's academic community.

**5. What do you think is the best way for the Kennedy Museum to communicate with professors? Do you currently receive communication from the museum? If yes, through what medium?**

Right now, I just receive a lot of emails from the museum. To be honest, I delete most of them without reading because it's clear that they aren't personal and because there are so many, I never even click anymore out of interest. It's a busy time in the semester that is winding down quickly and I'm sure many of my colleagues struggle to read even half of the emails that are sent to us. The museum needs to find a way to make personal connections with a few key faculty. If a successful partnership was modeled, perhaps other faculty would realize and recognize the value. With something as complex as this, initially face to face meetings might be best to begin these conversations. The emails aren't working.

**Appendix 1-2: Interview 2**

History Professor Interview  
Full Time Professor  
Interview on 3/9/13

**1. Are you familiar with the Kennedy Museum here at Ohio University? If yes, what do you know about the museum and have you visited?**

I've heard of it and I know it's here on campus but I don't know anything else about what they do or who runs it.

**2. Have you ever taken any your students to The Kennedy Museum or required them to attend? If yes, why and as part of what project/assignment. If no, why not?**

No I haven't.

**3. Do you know anything about the concept of a teaching museum, and were you aware that the Kennedy Museum is restructuring to become a teaching museum?**

I've never heard of a teaching museum but I can assume it involves collaboration of academics and faculty with the museum staff. I'd be interested and intrigued to hear what this means for this museum and our campus.

**4. How could you see the Kennedy Museum being an asset to your classroom instruction? What resources would you like to be available through the museum?**

It would be cool to have a program where faculty could quickly access what the museum has on display and in the archives to see if any of the museum's holdings could benefit classroom

instruction. Perhaps an online database or list would be helpful. Something like this would also make it easier to send information over to our students in an efficient manner. Right now, I don't have a clue how the Kennedy could help my classroom because I know nothing about their holdings.

**5. What do you think is the best way for the Kennedy Museum to communicate with professors? Do you currently receive communication from the museum? If yes, through what medium?**

They need to streamline their emails. Right now we get too many and I'm yet to find a way to opt out of the list. Furthermore, the emails very rarely include anything relevant to me. The Kennedy needs to think about how they can communicate with staff more strategically.

Appendix 1-3 Interview 3

History Professor Interview  
Part Time Professor  
Interview on 3/9/13

**1. Are you familiar with the Kennedy Museum here at Ohio University? If yes, what do you know about the museum and have you visited?**

Yes, my family and I have lived in Athens for over 10 years and we attend some of their events.

**2. Have you ever taken any your students to The Kennedy Museum or required them to attend? If yes, why and as part of what project/assignment. If no, why not?**

I'm not a big believer in requiring my students to physically attend any events outside of the times my class meets. However, if I get an email about something that I think would interest my students I usually pass along the information via email or in class. I have offered extra credit in the past for visiting the Kennedy Museum and preparing a short write-up of the experience. I don't do this too often though.

**3. Do you know anything about the concept of a teaching museum, and were you aware that the Kennedy Museum is restructuring to become a teaching museum?**

Last time I was at the museum one of the staff members was talking to me about one of the exhibits and mentioned the concept, knowing I'm a member of the faculty. That individual described it as a collaboration between the museum and the academic community and that they're excited but didn't really offer too much information about how to get involved or when we can expect this model to be implemented. I'd be interested to hear more.

**4. How could you see the Kennedy Museum being an asset to your classroom instruction? What resources would you like to be available through the museum?**



This teaching museum concept sounds like it could potentially be very helpful! Give us more information!

**5. What do you think is the best way for the Kennedy Museum to communicate with professors? Do you currently receive communication from the museum? If yes, through what medium?**

For me, it's email but I know a lot of other professors don't read their emails especially ones such as the Kennedy updates because we get so many emails. I'd try something creative, stopping by the offices in Bentley Annex and dropping off some materials to read through or connecting through Faculty Senate. Because of its location, we always have to go to the Kennedy—if they want to partner they should try meeting us in our space sometime! Teamwork.

**General Survey**

History Students (Majors and Minors)  
Administered online  
April 2013

**Do you know whether there are any museums on the Ohio University Athens Campus?**

- Yes
- No
- Not Sure

**Have you ever visited an art museum at Ohio University?**

- Yes
- No
- Not Sure

**If yes, how many times have you attended an art museum at the Ohio University campus?**

- 1-2
- 3-5
- 6-8
- 9+

**What motivated you to visit a museum at Ohio University?**

- Class Credit
- Personal Enjoyment/Curiosity
- Other

**What would cause you to visit a museum for academic purposes?**

- Curiosity/Gain Knowledge
- Extra Credit
- An Assignment

- Other

**How far from your residence would you be willing to travel to visit a museum on campus for learning purposes?**

- Half a mile away
- 1 mile away
- 2 miles away
- 3-4 miles away

**How far from your residence would you be willing to travel to visit a museum on campus for personal enjoyment?**

- Half a mile away
- 1 mile away
- 2 miles away
- 3-4 miles away

**Have you ever heard of The Kennedy Art Museum at Ohio University?**

- Yes
- No
- Not Sure

**Have you ever visited The Kennedy Art Museum?**

- Yes
- No
- Not Sure

**If you have visited The Kennedy Art Museum, how many times have you done so?**

- 1-2
- 3-5
- 6-8
- 9+

**Did you know the Kennedy Art Museum has a cafe?**

- Yes
- No
- Not Sure

**Did you know that the Kennedy Art Museum is located at the Ridges?**

- Yes
- No
- Not Sure

**If you have visited The Kennedy Art Museum, what were some of your general thoughts?**

**Year**

- Freshman
- Sophomore
- Junior
- Senior
- Other

**Major:****Minor:**