

Philbrook Museum of Art Bernsen Director of Education and Public Programming (DEPP)

The Philbrook Museum of Art seeks an experienced arts educator to build the public's engagement with the Museum through innovative, exciting, interpretive experiences and programs for students and adult patrons of all backgrounds.

With a growing audience of nearly 150,000 visitors annually, **The Philbrook Museum of Art** is a testimony to Tulsa's storied past and a beacon for the city's bright future.

Philbrook's transition to become the region's preeminent art museum began in 1938 when oil magnate Waite Phillips and his wife Genevieve donated their home to create the city's first private, not-for-profit art museum. Originally named Villa Philbrook, the residence was designed in the Italian Renaissance Revival style by Beaux Arts architect Edward Buehler Delk and built in 1927. With its spacious rooms, wide corridors and great halls, the immense home was a "natural" for the future museum, and the home and its grounds reopened as a public museum in 1939.

By the mid-1980s trustees and professional staff proposed a new wing to replace earlier additions, preserve the Phillips' legacy, and position the museum for future growth. Following a successful capital campaign, the Museum opened the 75,000-sq. ft. Kravis Wing in 1990, transforming a heretofore historic house museum into a modern museum complex with special exhibition galleries, studios, classrooms, auditorium, and research library.

Philbrook's outstanding architecture and 23 acres of beautiful gardens make it extraordinary. It is Oklahoma's only art museum with collections offering an impressive survey of major art movements in Western Civilization as well as excellent examples of non-Western artistic expression, including those of Asia and Africa. In addition, the permanent collection boasts particular strength in Renaissance and Baroque painting, art of the Southwest, modern and contemporary art, and one of the greatest surveys of twentieth-century Native American art anywhere. While the Museum's commitment to presenting outstanding examples of artistic achievement is manifest, it is the programming of such works to inspire that sets it apart.

Six years ago, Philbrook dramatically changed its relationship with the city it serves. Moving well beyond a traditional role of "museum as landmark", the Philbrook Museum shifted focus from "what Philbrook *is*" to "what Philbrook *does*". As part of the change a new mission statement was adopted in 2009 articulating a bold commitment to increase the museum's impact while engaging diverse Tulsa communities in its work and programming:

Philbrook strives to be an essential and exceptional participant in the cultural, educational, and economic life of a growing and diverse constituency. Defined by a unique combination of tradition and innovation, our collections, historic structures, programs, and exhibitions are dedicated to inspiring the broadest possible public engagement, access, and service.

The Museum's Strategic Plan (also adopted in 2009) is equally clear regarding Philbrook's commitment to service. The first of five key strategic goals is to "reinforce the Museum's role as an *essential* cultural resource and learning laboratory for the entire region."

Results over the last 5 years speak for themselves – supported by the public it serves, Philbrook's exhibitions, programs, and outreach have resulted in dramatically increased attendance (up 50%) and membership (up 20%), while educational program participation has

increased 149% – from 22,363 (FY08) to 55,588 (FY12). Equally encouraging, for three consecutive years more than 40% of Philbrook’s attendance has been comprised of minorities, enhancing Philbrook’s position at the crossroads of dialogue on the diverse arts and cultures of our world. In fact, Philbrook’s audience continues to be more ethnically diverse than Tulsa County and substantially more diverse than the national average (9%) for museums (according to *Museums and Society: Trends and Potential Futures*, Center for the Future of Museums, 2008).

To further expand its sphere of service, the Museum will open a 30,000-sq. ft. satellite facility in the emerging Brady Arts District in downtown Tulsa this June. *Philbrook Downtown* will house two distinct but interrelated initiatives: the facility’s first level will be dedicated to modern and contemporary art, while the second will house the Adkins Collection & Study Center focusing on Native American art and culture.

Informed by the past and with an eye firmly on the future, Philbrook is intent on being a place for all Tulsans - a place of artistic engagement and programs that enrich and transform the lives of children and adults; a place for joy and for building community. It is an institution embracing a sense of responsibility for developing Tulsa’s cultural and intellectual capital. The Director of Education and Public Programming will play a vital role in exposing the passions of artists to the public, creating a productive dialogue that engages a diverse public in the experience of art, and in connecting new generations to the Philbrook Museum of Art.

This past November, The Museum was awarded the prestigious Governor’s Art Award for Community Service. The Philbrook was also selected from a group of 200 museums to be one of six institutions featured in an upcoming publication produced by AAM, entitled, *Magnetic Museums: The Art and Science of Engagement*.

BASIC FUNCTION

Reporting to the Director of the Museum, the Director of Education and Public Programming (DEPP) leads the museum-wide vision and implementation of education and interpretive programs. The DEPP is responsible for supporting and growing all current school and public programs, and developing new public programs that engage Philbrook’s audiences of all ages and backgrounds.

The Museum currently offers a broad range of programs crafted to engage constituents with differing interests and needs. *Second Saturdays* is aimed at attracting and engaging families; *Third Thursdays* showcases cutting-edge programming, targeting young professionals; *MyMuseum*, is an art-making program designed for school-age children that encourages repeat visits; *Visual Voyage*, is a docent-led school program that invites students to immerse themselves in the theories, inventions, and art of the Renaissance; and there are special outreach programs for homeschooled children and their parent-teachers. Other programs and events attach to exhibitions, annually scheduled happenings and fundraising activities. It will be the responsibility of the DEPP to continually improve programs that are already in place, while exploring entirely new programming opportunities.

The DEPP oversees an Education Department of 5, which in turn manages work undertaken by 30 artist-educators, 125 docents, and about 10 volunteers. The education budget is currently \$415K, including salaries. The DEPP works closely with the Development Department on grant and major gift fundraising for various education programs.

The Director of Education and Public Programming is expected to have significant exposure to arts educational pedagogy and instructional theory, including application of new and non-traditional approaches and technologies that communicate knowledge and facilitate learning. Part of his or her responsibility is to coach others in and outside of the department in applying these approaches.

The DEPP will develop an extensive partnership with museum staff, and act collaboratively across museum departments in the design of interpretative experiences and the development of art-historically relevant education programming that advances Philbrook's mission. The DEPP is expected to create cohesive programs by working cooperatively with curators to expose art to some constituents that attend museum exhibitions regularly and for first-time ever museum visitors, to young and old, and to people with differing sensibilities and backgrounds.

The relationship between the Museum's Education and Communications Departments is particularly important to ensure that appropriate marketing programs are in place to drive attendance to the Philbrook, and to leverage the department's expertise in preparing program material. The relationship with the Development Department is also critical to ensure that the department receives the funding support required for quality programming that addresses the various needs of Tulsa's citizens.

The Director of Education and Public Programming is a member of the executive leadership team, which develops the overarching strategy of the institution in collaboration with the Board of Trustees. It is critically important that the DEPP gain the trust and confidence of the Director and the Board.

PRIORITIES

- Understand the Philbrook Museum of Art as a whole – its history, culture, structure, collections, exhibitions, programs, projects, visitors, volunteers, docents, and the surrounding communities, including influential individuals and organizations with an interest in educational programming;
- Establish productive working relationships with colleagues, board members and community partners; sustain and strengthen a culture of trust, communication, entrepreneurship, teamwork and integrity; develop a strong working relationship with the education team;
- Review the current state of play of the Museum's education and other programming, and take charge of in-process department work related to the permanent collection, current and planned special exhibitions, events, performances and demonstrations, educational publications, docent tours, and school programming; design and implement programming for Philbrook Downtown, as a distinct, yet related aspect of the Philbrook experience; collaborate with the Director to evaluate Philbrook's library space and resources in light of rapidly changing technologies for sharing knowledge and the future needs of the institution;
- Work collaboratively and appropriately manage various relationships with school, university, patron, volunteer and other community groups, and with other museums; serve as an advocate for the Philbrook's education programs, internally and externally, assuring that the interests of the Philbrook are advanced and fully understood;

- Work closely with the Director to implement responsible program cost controls; identify current and potential sources of program funding and pursue them in close coordination with the appropriate leaders within the advancement group;
- Attend internal and external meetings; prepare regular status reports on education and interpretation programming, with particular emphasis on metrics of impact and visitor satisfaction; participate in discussions related to the Philbrook's overall operating strategy.

IDEAL EXPERIENCE AND QUALIFICATIONS

The ideal candidate should have the following experience and qualifications:

- Proven managerial, problem-solving and planning capabilities, along with experience in education and interpretation within an art museum setting or in a relevant field that exposes art to diverse audiences; a passion for conveying the world of art, art history and the contributions of different cultures to diverse audiences is important;
- Knowledge of education best-practices from across various disciplines (not just for the visual arts), and an ability to bring to bear a broad range of educational tools and methods; a track-record of innovation and experimentation that drives new and refreshed experiences consistent with a continuous learning philosophy;
- Facility and comfort with both personal, high-touch educational experiences, and with shaping a portfolio of education and other experiences that convey knowledge in a way that different people enjoy and wish to repeat; experience with a variety of program-types, ranging from hands-on art-making to the teaching of art historical information to audiences of various skill-levels, abilities, and levels of knowledge;
- Experience collaborating both internally and with outside organizations, in particular: school districts, educator associations, and organizations serving homeschooled children;
- Knowledge of the grant-writing process, and a history of collaboration with a Development Department with regard to fundraising;
- A mature level of judgment and decision-making in a changing, forward-thinking operating- and visitor-focused environment; the ability to explain education and interpretation concepts and approaches to people who are not specialists and to engage their funding and other support; a high energy level and an ability to solve problems and manage multiple activities and responsibilities;
- A high degree of patience, attention to detail, good humor and fortitude in managing relationships with various parties, including other departments, docents and external partners; demonstrated ability to forge mutually-respectful and effective relationships with a diverse group of personalities;
- Outstanding oral and written communication skills, including the means to address issues in non-confrontational and non-polarizing ways, but nevertheless with determination;
- At least five years of significant leadership experience; a Bachelor's degree is required, with an advanced degree in a relevant field and a personal background with art and art history strongly preferred.

PERSONAL CHARACTERISTICS

The successful candidate should be:

- A mission-driven advocate with a passion for education and art; analytical and strategic, yet tactically skilled in translating ideas and principles into practical programming;
- A team builder – confident and competent, with strong skills in management and leadership; one who understands the subtleties of motivating and directing a diverse group of personalities with different work styles;
- A good listener and strategist; comfortable receiving input from many sources, and able to analyze and formulate disparate information into sound, well-organized plans;
- An individual with outstanding human qualities; one who is straightforward, shares information easily, listens as well as gives advice, and respects the abilities of others; someone who imparts trust, integrity and solidity and guides others in a similar vein;
- A graceful communicator and tactful diplomat that cultivates trust and engages the active support of constituents; someone that is able to represent and advance the Philbrook’s interests with determination;
- Results-oriented, adept at seeing the big-picture, planning, prioritizing, organizing and following through; a hard worker with a high energy level; emotionally mature with a sense of humor and an ability to maintain balance and perspective.

For more information please contact:

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