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# **THE QUEENS MUSEUM: A COMMUNICATION STRATEGY FOR EDUCATIONAL PROGRAMMING**

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Final Paper for ACM 627/ Management Communication

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## 1. INTRODUCTION

The Queens Museum is an arts and cultural museum located in Queens with the mission to provide high-quality arts and educational programming to New York City and especially the Queens community. The Museum exhibitions and programs focus on representing marginalized groups and showcasing the diversity of Queens (Queens Museum, a). The Museum is notable for its strong relationships with local artists, students, nonprofits, and community organizations, formed through residencies, partnerships, and other programs. It has also excelled in educational programming, specializing in K-12 and offering many different art classes and workshops for kids, teens, families, and people with disabilities. Aside from standard arts classes, the Museum sets itself apart by offering unique and specialized programming such as its in-school residences where the Education Department works with a partner school to share Museum resources and create custom programs that support the school's arts programming (Queens Museum, c). By creating thoughtful programs that provide education and resources to the public, the Queens Museum has become a leader in community building and outreach.

## 2. PROJECT SUMMARY

The Museum will be implementing a new on-site Professional Development Series for arts educators including multiple workshops and courses on a range of topics teaching arts educators about new trends and methods in arts education as well as how to design impactful curriculum. The first pilot program will begin in 12 months. This program will run continuously and expand on the Museum's strong K-12 educational programs, providing opportunities for arts educators across Queens and New York to benefit from the knowledge and resources of the Museum and its staff, and furthering the Museum's mission to serve the community and provide high-quality arts education. Many arts educators lack formal training in education, so by providing this training the Museum can empower arts educators to go into their communities and provide quality arts education, supporting the sustainable development of art organizations and public schools. This can bridge crucial educational gaps in underserved areas and in communities outside of the Museum's direct reach. In addition, the program helps the global community by advancing the UN Sustainable Development Goals of quality education, reducing inequalities, sustainable cities and communities, and creating partnerships to reach goals.

As the program launch coincides with the Museum's current expansion project and construction of a new children's museum, we have been hired to promote this program as a part of the Museum's shift to put more emphasis on education and to ensure the upcoming pilot's success. To accomplish this, a strategic communications plan must be put in place to establish a strong foundation for the program and recruit partners, program instructors, and students. The communication plan outlined in this proposal will leverage the Museum's strong community relationships to increase personal connections with the broader Queens community and will target underserved audiences to continue the Museum's vision towards equitable access to the arts and to represent the diversity of Queens.

## 3. OPPORTUNITY STATEMENT

As a consulting team, we have identified an opportunity to enhance the impact of the Queens Museum in addressing longstanding issues of limited art education in disadvantaged communities and poor arts programs in public schools and build new relationships with local arts organizations through a strategic communication plan promoting the Museum's upcoming Professional Development Series. The program and communication plan have also been designed to support the global community and advance the UN Sustainable Development

Goals of quality education, reduced inequalities, sustainable cities and communities, and creating partnerships to reach goals.



This year, the city has announced \$8.5 million for Queens Museum’s new children’s museum space, and New Funding for Cultural groups across Queens in 2024, signaling a high level of societal and governmental emphasis on strengthening children’s art education (NYC Cultural Affairs, 2023). The Museum’s proven success in art education validates the credibility of this opportunity. This is an investment-worthy and value-driven opportunity that perfectly aligns with the Museum’s mission.

#### 4. GOAL

To bring community-focused organizations together to uplift each other through resource and knowledge sharing, setting a new precedent for collaboration between organizations. The Museum can be a part of a new standard, inspiring other organizations everywhere to increase collaboration, leading to stronger communities globally, and creating more equitable and inclusive access to the arts and arts education.

#### 5. OBJECTIVES

The following objectives emphasize community partnerships and leading change in the fields of arts education and community-focused organizations, both current values and strengths of the Museum that we want to expand even further through promoting and implementing the Professional Development Series. Inclusivity, diversity, and serving marginalized communities are also taken into consideration throughout as it is a vital part of the Museum’s mission. The objectives connect with UN Sustainable Development Goals 10, reduced inequalities, and 17, partnerships for the goals.

**Objective 1:** Expand the Museum’s network of community partners as well as personal relationships between other Queens or NYC-based organizations.

##### KPIs:

- Number of community partners: aim to increase by 25%
- Number of organizations new to the Museum present at informational meetings
- Percentage of community partners and new organizations serving underserved communities: aim is 50%
- Number of program teachers or students recruited from new networks

**Objective 2:** Build authority by establishing the Museum as a leader in arts education and leading new standards for increased collaboration in the field.

##### KPIs:

- Attendance at informational meetings

- Percentage of attendees who express interest in continued work with the Museum
- Percentage of post-meeting surveys with positive feedback
- Attendance at the press conference
  - Number of articles published after the conference

## 6. TARGET AUDIENCES AND STAKEHOLDERS ANALYSIS

The target audience and stakeholders for this project are wide-ranging, including employees, the Board, major donors, arts educators working independently or affiliated with other organizations, local arts organizations, public schools, and the general public. However, this strategy selects two key audiences and stakeholders to prioritize: **employees and arts educators**.

### Key considerations:

- Inclusivity and Diversity: Queens is highly diverse, with nearly half of residents born abroad (United States Census Bureau, 2022)

### Employees

Employees are the core implementers and facilitators of the Professional Development Program. With a large administrative staff and many part-time staff and teaching artists, it is important to establish strong internal communications within the education department and across the rest of the staff.

- 44 central administrative staff, 5 in the Education Department (Queens Museum, b)
- Other staff and teaching artists are hired as needed for programs. In 2021, there were a total of 83 people employed (Queens Museum of Art New York City Building, Full Filing, 2022).

### Challenges:

- Difficulty recruiting and retaining quality staff (Statista, 2023)
- Limited staff capacity (Statista, 2023)

**Communication Channels:** Collaborative Platform (Slack), Informational Email (Staff, Personal), Physical Meetings (Department, Personal)

### Art Educators

Arts educators are the primary audience for this program, with two main categories: independent arts educators and arts educators working in other organizations. Independent educators are often freelancers with a wide range of experiences. They may have expertise in several areas, from painting and music to performance and crafts, and have the potential to educate across disciplines. Arts educators working within organizations may be affiliated with schools, museums, or community centers.

- Public school art teachers are required by New York to complete a teacher prep program and testing, however many arts educators outside of public schools lack formal education training (ArtTeacherEDU, 2014).
- A 2016 national survey of 373 school art teachers found that only 22% felt prepared for their first teaching experience, and about half had only received one day or less of professional development during the last year (Snyder & Fisk, 2016).

By empowering arts educators, arts education in the inner-city area is enriched. This aligns with our communication strategy to foster community bonds and enhance arts education for the diverse student populations and communities they serve.

### Challenges:

- Independent educators: lack of stability, funding, and support in their career
- Affiliated educators: better stability and structure, but still a lack of funding and resources

- Meeting diverse needs of students and caregivers: Most of the adult Queens population have high school diplomas (82.7%), but only 33.9% have Bachelor's degrees or higher, and when looking at specific disadvantaged communities such as Corona, Elmhurst, or Jackson Heights, there are higher percentages of residents without high school diplomas (United States Census Bureau, 2022).

**Communication Channels:** Email (Subscribed Organizations, Personal and Professional), Social Media (Instagram, Facebook and LinkedIn), In-Person Art Events

**Targeted Messaging:** This strategy emphasizes targeted messaging to local organizations (especially organizations in underserved communities) to reach new audiences and establish new partnerships. This builds on the Museum's existing partnerships and strength in community outreach.

- Professional groups: New York City Art Teachers Association & NYC Arts in Education Roundtable
- The Jamaica Center for Arts and Learning: an influential art center in Jamaica, Queens, a low-income neighborhood (Best Neighborhood)
- Flushing Town Hall: popular art center with a large network of teaching artists, and located in a low-income neighborhood (Best Neighborhood)
- District 27 public schools with teacher shortages (NYC Department of Education, 2022)
- Public schools in low-income and low-education neighborhoods such as Corona, Elmhurst, and Jackson Heights (NY State of Health, 2022)

## 7. PERSONA AND COMMUNICATION CHANNEL

### Jennifer - Freelance Art Educator



Jennifer Wilson

<b>Gender</b>	Female
<b>Age</b>	30-45
<b>Location</b>	Queens, NY
<b>Position</b>	Freelance art educator
<b>Education</b>	Bachelor of Fine Art
<b>Work Location</b>	Local organizations, community centers, and schools in Queens
<b>LOVE</b>	Teaching, Art exhibitions, Innovative art related technology, Art history, Contemporary Art

Jennifer is a passionate freelance arts educator who has worked for arts organizations and local community centers in Queens, NY. She has almost 10 years of experience in fine art. Since graduating with a Bachelor of Fine Arts degree, she has dedicated herself to the field of art education.

**Communication Channel** Email / Social media (Instagram, LinkedIn) / Blogs  
Local community events / Workshops / Exhibitions

**Motivation**

- Recognize the importance of arts education and committed to sharing knowledge and skills with students of all ages in the Queens community.
- Actively pursues professional development through workshops and events.
- Interested in contemporary art and technology, aiming for evolving education in line with changing times.

**Core Need**

- Seek ongoing, valid art knowledge for adapting curriculum to changing environments.
- Desire structured yet flexible educational programs to enhance teaching skills.
- Build a larger network with local art educators for collaboration and job opportunities.

**Pain Point**

- Struggles to find structured art education professional development programs.
- Faces resource limitations as a freelance art educator.
- Challenges staying current with art trends due to industry shifts.
- Aspires to inspire fellow art educators in Queens but is unsure how to collaborate.

**How the Professional Development Program Aligns Jennifer's Needs?**

- Structured curriculum enhances teaching skills and provides a clear professional development roadmap.
- Community engagement and collaboration empower Jennifer to inspire other art educators and form local partnerships.

- **Personalized, News Email:** Feel valued in her profession / Efficiently receive specific details about job opportunities.
- **Social Media (Instagram, Facebook, LinkedIn):** Network with a wider range of fellow artists and collaborators / Quickly receive the latest art-related information.

- **Art-Related Meetings and Conferences:** Expand her professional network / Gain inspiration and motivation from physical events / Provide feedback and discuss efficiently.

### Keon - School Program Manager of Queens Museum

Keon is an experienced School Programs Manager at The Queens Museum, responsible for leading the Museum's involvement with local schools and educational institutions. With a strong background in arts education and a commitment to bringing his expertise and enthusiasm to the Queens community, Keon plays a pivotal role in shaping the Museum's educational experiences.

**Communication Channel**
Email / Social media (Instagram, LinkedIn) / News Collaborative Platform (Slack) / Art Events

**Motivation**

- Keon is passionate about making the arts accessible to people through school programs.
- Committed to developing innovative and high-quality art education programs.
- Aim to establish the Queens Museum as a primary resource for the local community in need of artistic knowledge and education.

**Core Need**

- Access to funding and resources to support the development of school programs.
- Collaboration with other arts educators or program specialists to innovate the program and build network.
- An evaluation system to measure the success of programs and adapt them to the evolving needs of the educational program.
- Structured but flexible personal professional development training.
- Effective internal communication strategies to manage the team.

**Pain Point**

- Balancing the need for educational programming with budget constraints.
- Finding ways to measure the success of the educational programs.
- Striving to convince stakeholders of the importance of integrating arts education into school programming.
- Lack of resources for personal development in art education.
- Hard to manage the whole team and struggle with internal communication.

Keon Jones

<b>Gender</b>	Male
<b>Age</b>	30-45
<b>Location</b>	Queens, NY
<b>Position</b>	School Program Manager
<b>Education</b>	Masters of Art Education
<b>Work Location</b>	The Queens Museum
<b>LOVE</b>	Art exhibitions, Galleries, Events, Photography, Culture and art-related workshops, Contemporary art

- **Personalized, Informational Email:** Efficient delivery of official updates, announcements, and project documents. / Ensures accuracy and clarity.
- **In-person Meetings:** More efficient for discussing plans and issues. / Allows for reading printed documents and brochures. / Enables brainstorming and direct feedback from peers.
- **Collaboration Platform (Slack):** Easily receives regular updates and progress reports. / Ensures communication within the education department and the organization.

## 8. ENGAGEMENT STRATEGY

### Internal Engagement Strategy

#### #1. Building and Training a Program Team

- Establish a project-based cross-departmental internal team of 3-4 staff responsible for launching/marketing this program
- Establish team communications systems and complete teamwork training

#### **CHANNEL:** Handbook & Team Meetings & Slack

- Develop a handbook to guide the program team, including detailed information and the mission of the program, strategies and timelines. Distribute to team members after the meeting and upload it to Slack.
- Schedule regular in-person team meetings (weekly) for open discussions, brainstorming, feedback exchange, and program planning. Regular meetings maintain productivity and working in person facilitates collaboration and enthusiasm.
- Utilize Slack for teamwork training sessions and for members to collaborate, share updates and ideas, and streamline communication. Long-term investment in the collaborative capacity of Museum staff.

**GOAL:** Build collaborative capacity and cohesion across departments to better promote programs.

## **#2. Creating a Team Evaluation System**

- Create an evaluation system for measuring the team's success, both qualitative and quantitative, helping to maintain team energy and productivity.
- Members will have the opportunity to give feedback to their peers, to improve internal communication.

**CHANNEL:** Google Survey (link in email)

- Implement anonymous, regular surveys to gather feedback from team members to measure team satisfaction, identify challenges, and gather insights for refining internal communication processes.
- Using Likert scale and open questions team members rate collaboration and team atmosphere through a series of questions.

**GOAL:** Solidify standard guidelines for success, inspire open discussions, and ensure continuous improvement

## **#3. Email Newsletters and Meetings to All Staff**

- Provide adequate background information to understand the upcoming program and its goal to all staff through newsletters, emails, and physical meetings.
- Communications will also begin to frame the Museum as a leader in arts education

**CHANNEL:** Internal Newsletter through Email and Staff Meetings

- Inspire staff in other departments to join the programs as students or administrators.
- Conduct staff meetings to ensure all staff understand the new educational program, keep open communication, and address queries or concerns about the new initiative.
- Encourage interested staff to raise innovative ideas for program improvement.

**GOAL:** Promote internal cohesion and communications, and provide opportunities for staff to raise questions or concerns. Addresses staff concerns over lack of communication between floor and administrative staff.

## **#4. Targeted Emails to Museum-affiliated Art Educators**

- Send to art educators who collaborated with the Museum previously to share details about the upcoming program and invite them to participate.
- Targeted communication aims to leverage existing relationships and expertise for the program's success.
- Targeted, personalized emails can be sent as needed to specific art educators for recruitment.

**CHANNEL:** Email Newsletter and Individual Emails (invitation)

- Develop email newsletters to engage and update art educators associated with the Museum.
- Send individual emails to specific educators to invite them to join the program (as students or instructors, depending). Personal emails show the Museum's desire for their involvement and have higher chances of success.
- Implement program content and highlights in the newsletters, showcasing art educators' achievements, and fostering a sense of recognition to inspire other potential participants.

**GOAL:** Foster ongoing engagement with experienced art educators, leveraging their expertise for program success and recruiting them as either program educators or students.

## **External Engagement Strategy**

### **#1. Multi-Channel Communications to Engage a Wide Audience**

- Multiple communication channels focused on reaching a wide audience in NYC
  - Email campaign targeting educators and arts/education organizations to increase enrollment. The email will briefly explain the program, its benefits, and generate excitement by sharing the Museum and the program's vision for equitable access to the arts.

- Posters and flyers were distributed in Queens community spaces such as libraries or art centers to promote enrollment and highlight the program's benefits for K-12 educators.
- Selective use of social media to share program updates, success stories, and testimonials will also be considered to support brand image and information consistency.

**CHANNEL:** Email Newsletter & Printed Media & Social Media (Instagram, Facebook and LinkedIn)

- Multiple channels to engage a diverse audience and create program awareness
- Promote the program on social media platforms (Instagram, Facebook and LinkedIn) to engage wider audiences
- Art educators and organizations mainly communicate professionally through email. We will also send emails to influential organizations such as New York City Art Teachers Association so they can forward the email to their network.
- Posters reach new audiences that do not already follow the Museum. In an environment saturated with emails, posters in key local spots can grab people's attention. Many community educators and artists frequent community organizations for work or recreation.

**GOAL:** Build a strong network of engaged educators and organizations, gain buy-in from key stakeholders, and maximize program visibility through multi-channel outreach.

## **#2. Informational Meetings with Selected Potential Partners**

- Identify local arts organizations and schools that can benefit from the program and invite them to private informational meetings introducing the program and its benefits. It will also solicit feedback, making the meeting more engaging and showing that the Museum values the community's opinion.
  - Introducing the program personally, seeking their support, and sharing the program's mission and vision strengthens local relationships, increases collaboration, generates excitement, and connects the Museum to new audiences.

**CHANNEL:** Virtual and In-person Meetings & Google Survey

- Share a document with attendees summarizing key points and collaboration opportunities, ensuring clear communication and alignment of objectives.
- Meetings communicate information and surveys help understand their needs and expectations.
- Invite attendees to share insights and ideas, fostering a collaborative and engaging environment. This is key to building substantial relationships with organizations and building trust.
- More personal interactions are highly influential when building relationships.

**GOAL:** Reach wider and new audiences and create opportunities for collaboration and recruitment

## **#3. Official Program Launch Press Conference**

- Host a press conference to launch and promote the program, positioning it as a part of the Museum's brand and continued work on children's education. Connect the program with the building of the Children's Museum.
- Enhance the program's reputation and increase exposure.
- Generate excitement and interest by focusing on the big picture and long-term vision of how this program will impact not only the Museum but also the city and arts organizations globally.

**CHANNEL:** Virtual and In-person Press Conference

- Share a document with attendees summarizing key points and collaboration opportunities, ensuring clear communication and alignment of objectives.
- Choosing a press conference because high-level press can have a huge impact on the notoriety of the program. It ensures that the program is seen by the public as a significant and deliberate effort.

**GOAL:** Develop the program and Museum's reputation, communicate with a broader audience, and

generate interest and engagement.

## 9. PERFORMANCE EVALUATION

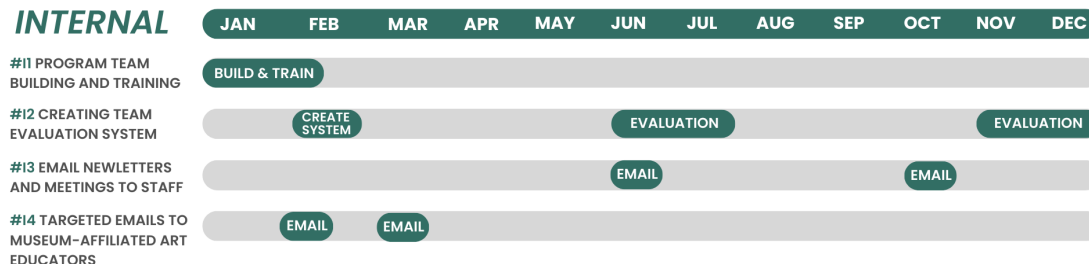
INTERNAL	
Internal #1 Building and Training a Program Team	
<b>Measurements:</b> <ul style="list-style-type: none"> <li>Number of staff in team compared to the Number invited to participate</li> <li>Participation rate in team meetings and Slack sessions</li> </ul>	<b>Tracks:</b> <ul style="list-style-type: none"> <li>Discussion quality in meetings and feedback received from attendees in-person</li> <li>Frequency of handbook access and utilization</li> <li>Number of RSVPs in training sessions aligned with the goal of increasing awareness (to assess the level of interest and engagement in the training sessions)</li> </ul>
Internal #2 Creating a Team Evaluation System	
<b>Measurements:</b> <ul style="list-style-type: none"> <li>Click-through rate of survey (links in emails)</li> <li>Likert Scale Statistics: systematically ranking opinions and quantifying them</li> <li>Collect team's open-question answers</li> <li>Completion rates of digital surveys by team members</li> <li>Survey scores assessing team satisfaction and communication effectiveness</li> </ul>	<b>Tracks:</b> <ul style="list-style-type: none"> <li>Trends in survey responses over time tied to the goal of improving communication and staff satisfaction</li> <li>Implementation of suggestions and improvements based on survey feedback to enhance collaboration</li> </ul>
Internal #3 Email Newsletters and Meetings to All Staff	
<b>Measurements:</b> <ul style="list-style-type: none"> <li>Click-through rate for internal newsletter compared to the total number of recipients</li> <li>Attendance and participation level in staff meetings</li> </ul>	<b>Tracks:</b> <ul style="list-style-type: none"> <li>Trends in communication engagement and feedback to foster staff connectivity</li> <li>Action items and changes implemented based on discussions at meetings to improve staff engagement</li> </ul>
Internal #4 Targeted Emails to Museum-affiliated Art Educators	
<b>Measurements:</b> <ul style="list-style-type: none"> <li>Open rates and click-through rates of targeted email newsletters</li> <li>Number of art educators recruited relative to the outreach goal</li> <li>Feedback and response rates from art educators</li> </ul>	<b>Tracks:</b> <ul style="list-style-type: none"> <li>Changes in engagement and participation among art educators</li> <li>Success stories and contributions highlighted in the newsletter to showcase the program's impact</li> </ul>

EXTERNAL	
External #1 Multi-Channel Communications to Engage a Wide Audience	
<b>Measurements:</b> <ul style="list-style-type: none"> <li>● Click-through rates in email newsletters compared to the total target audiences</li> <li>● Engagement levels with printed media compared to the distribution volume, including views or interactions</li> <li>● Social media metrics, such as shares, likes, comments and new followers</li> </ul>	<b>Tracks:</b> <ul style="list-style-type: none"> <li>● Change email newsletter content based on click-through rates</li> <li>● Evaluate the effectiveness of visually striking print materials through participant interactions</li> <li>● Analyze participant engagement on social media platforms (Instagram, Facebook and LinkedIn) and adjust strategies based on trends</li> </ul>
External #2 Informational meetings with selected potential partners	
<b>Measurements:</b> <ul style="list-style-type: none"> <li>● Number of potential partners engaged and participated in meetings relative to the total invitation</li> <li>● Distribution rates of informational meetings</li> <li>● Survey completion rates and scores assessing partner satisfaction and collaboration expectations</li> </ul>	<b>Tracks:</b> <ul style="list-style-type: none"> <li>● Trends in document distribution and feedback received to establish productive partnerships</li> <li>● Implementation of insights gained from survey feedback to enhance collaboration strategies</li> </ul>
External #3 Conduct an official program launch press conference	
<b>Measurements:</b> <ul style="list-style-type: none"> <li>● Number of media journalists present compared to the total invited</li> <li>● Virtual and in-person attendance at the program launch press conference</li> <li>● Media coverage/articles published about the program</li> <li>● Social media engagement during and after the press conference</li> </ul>	<b>Tracks:</b> <ul style="list-style-type: none"> <li>● Trends in attendance and potential reasons for fluctuations linked to the goal of generating public awareness</li> <li>● Number of published articles and analysis of media coverage</li> <li>● Evaluation of social media engagement and strategies for continuous improvement to maximize the program's impact</li> </ul>

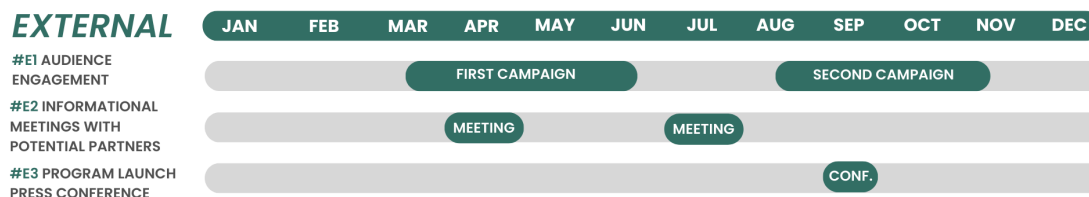
## 11. TIMELINE

2024

### INTERNAL



### EXTERNAL



## 12. CONCLUSION

At the heart of this strategy is personal and local engagement. Attracting the right educators to lead or participate in the program requires targeted and repeated outreach to key organizations and communities that can help the Museum fulfill its mission to serve the Queens community. To work with diverse and underserved communities, it is also vital to establish two-way communication between the Museum and stakeholders to create a welcoming environment and show them that the Museum is an inclusive, community-focused space.

The Queens Museum has the opportunity to reach new audiences and engage with a greater percentage of the Queens community through promoting the Professional Development Series. By first establishing strong internal communications and cohesion, staff can employ personalized community outreach and informational sessions, ensuring that the Museum successfully recruits passionate educators and participants whose visions align with the Museum's and further establishes itself as a thought leader in arts education.

## 13. NEXT STEPS

Before beginning external promotion and recruitment, internal communications must be established. Staff must present a united effort to recruit top professionals to partner with, promote, or lead the program.


- Build and train the internal team to promote the program
- Send internal emails to all staff notifying them of the new program

Once the foundations for internal communications are set, the Museum should begin promoting the program to arts educators already within its networks, followed by wider campaigns to reach new audiences.

## APPENDIX

### Content Samples

#### Internal #2: Creating a Team Evaluation System



## QUEENS MUSEUM

### Professional Development Program Feedback

Your feedback is invaluable!  
Please take a few minutes to share your thoughts, helping us enhance collaboration and make the upcoming Professional Development Program a success

What communication channels do you find most useful for staying informed about ongoing projects and updates?

Short answer text

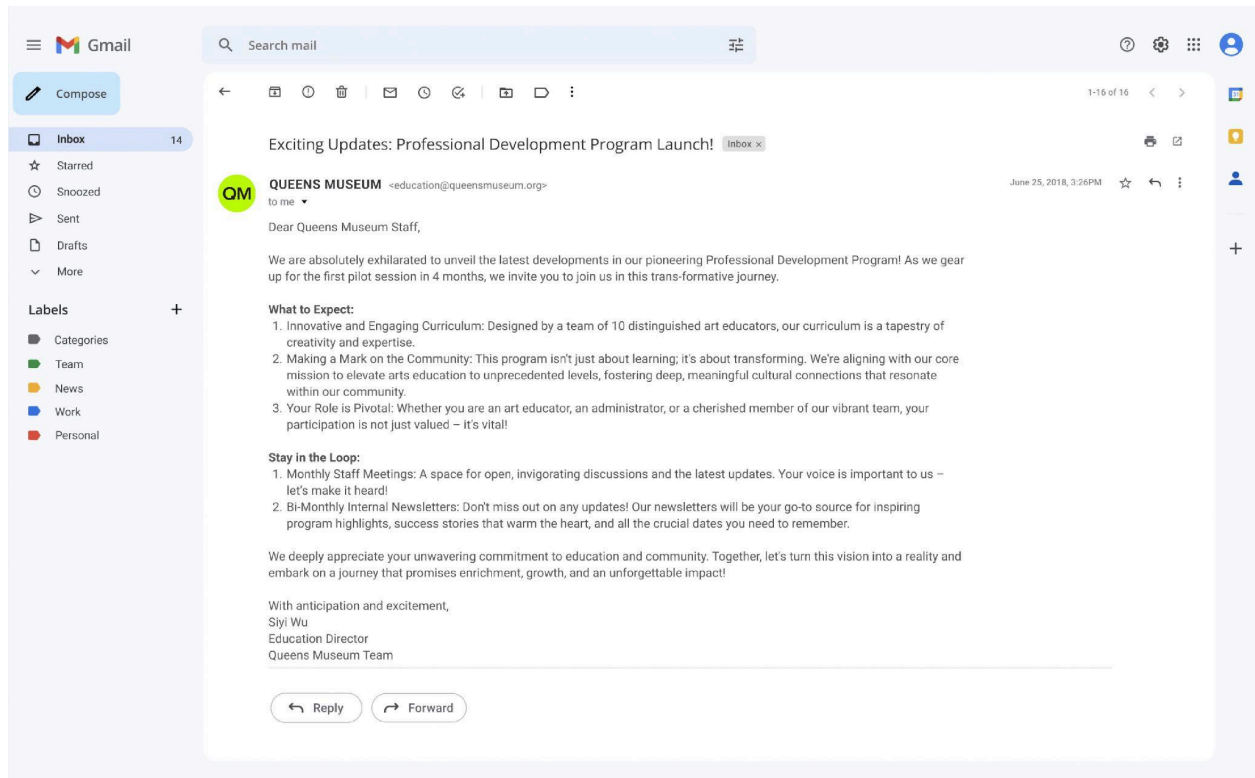
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Please rate your experience for the Professional Development Program \*

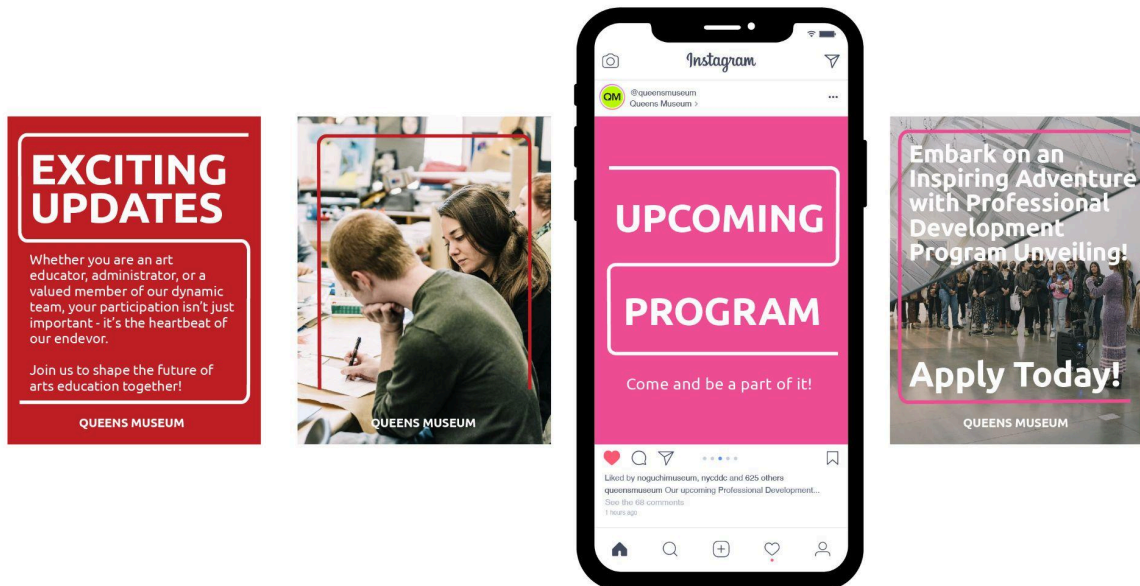
1 = Very dissatisfied   5 = Very satisfied

1	2	3	4	5	N/A
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### Internal #3: Email Newsletters and Meetings to All Staff



### External #1: Multi-Channel Communications to Engage a Wide Audience



## BUDGET

New York City has announced an \$8.5 million investment in the Queens Museum as a major boost to the arts and education, demonstrating support for the museum and a commitment to quality arts education that aligns with the Queens Museum's mission. We evaluate the core needs and resources of our strategies to maintain high-quality education but also consider financial sustainability.

2024 Internal Communication Strategy Budget Item	Estimated Cost
Training materials and resources	\$ 500
Printing internal documents, materials	\$ 500

2024 External Communication Strategy Budget Item	Estimated Cost
Official Launch Conference (Press release writer fee, speaker, equipment, ads, printing, and design)	\$ 15,000
Promotion Materials (Design and printing)	\$ 3000
Social Media Management (platform subscriptions, content creation service, ads)	\$ 10,000
Ads (Targeted email newsletter ads for sessions)	\$ 200
Presentation materials, refreshments for meetings	\$ 2500

## PERSONA AND COMMUNICATION CHANNEL DETAILS

How do they engage in communications?

### Jennifer Wilson

*Freelance Art Educator*

#### Personalized, News Email:

- Make Jennifer feel valued in her profession.
- Receive specific details efficiently about job and collaboration opportunities or programs.

#### Social Media (Instagram, LinkedIn):

- Able to network with a wider range of fellow artists and potential collaborators.
- Quickly receive the latest art-related information.

#### Physical meetings and conferences:

- Have access to connect with other art educators and potential collaborators, and expand her professional network.
- Physical events and meetings provide inspiration and motivation.
- Can provide her feedback quickly and discuss efficiently.

### Keon Jones

*School Program Manager of Queens Museum*

#### Personalized, Informational Email:

- Prefer detailed and formal email communication with colleagues or collaborators.
- Allows for efficient delivery of official updates, program announcements, and detailed project documents.
- Ensure accuracy and clarity of communication.

#### Physical meetings:

- More efficiently discuss strategic plans and address complex issues with colleagues.
- Provide the ability to read printed documents, and brochures.
- Allows for brainstorming and direct feedback from colleagues.

#### Collaboration Platform (Slack):

- Easily receive regular updates and progress reports.
- Ensures you stay informed about news and developments within the education department and the organization.

## SWOT ANALYSIS

Strength	Weakness
<ul style="list-style-type: none"> <li>● Strong community engagement</li> <li>● Diversity of groups and inclusion</li> <li>● A wide range of educational programs</li> <li>● Strong mission and values</li> <li>● Culturally diverse location, including local government, non-profits, local artists, environmental organizations</li> <li>● Public funding support from a variety of sources</li> </ul>	<ul style="list-style-type: none"> <li>● Intellectual property and copyright legal issues</li> <li>● Inefficient financial budget</li> <li>● Vulnerable revenue sources, heavily rely on donations and grants</li> <li>● Lack of internal leadership management also with governance issues</li> <li>● Weak public influence and social media influence</li> </ul>
Opportunity	Threat
<ul style="list-style-type: none"> <li>● Creating diverse cultural exhibitions</li> <li>● Provide multilingual resources and tours</li> <li>● Develop online art workshops and educational programs</li> <li>● Implement sustainability measures within the museum</li> <li>● Collaborate with legal partners to ensure ongoing compliance with nonprofit laws and accessibility regulations.</li> <li>● Create innovative art installations</li> <li>● Community-Driven Decision-Making</li> <li>● Establish partnerships with local schools, community organizations, and educational institutions</li> </ul>	<ul style="list-style-type: none"> <li>● Inflation rates are lower than the peaks in 2021 and 2022</li> <li>● The economy still recovering after the Covid-19 pandemic</li> <li>● Weak public school art programs</li> <li>● Lack of government funding / inconsistent funding</li> <li>● Climate crises like flash floods in NYC could cause a lack of available natural resources</li> <li>● Massive competition in non-profit art museums in New York City, like MoMA, The MET nearby</li> </ul>

## STEEP/LEAD ANALYSIS

<b>Social</b>	<p>Queens embodies cultural diversity with 46.5% White, 28.2% Hispanic, 27.9% Asian, 20.8% Black residents, including foreign-born individuals, creating a rich multicultural environment. The borough boasts a dense population, despite post-pandemic fluctuations. A significant 13% poverty rate calls for equity initiatives. Public transportation is vital for the majority of NYC residents. The museum leverages partnerships with schools, organizations, and artists to promote equity, representation, and accessibility, while offering rental spaces for private events. Its exhibitions and programs prioritize marginalized groups and the local community's diversity.</p>
<b>Technology</b>	<p>Technology in the Queens Museum's context plays a significant role in enhancing accessibility, education, and engagement. Museums employ digitization for collections, using screens and QR codes for multilingual information. Interactivity and immersion are facilitated through technology, benefiting visitors without requiring constant staff presence. However, the adoption of new technology involves high initial and ongoing costs. AI's role in art creation sparks debates, and age-related disparities in technology usage can present accessibility challenges. Remote work trends post-pandemic have implications for work culture, while social media and virtual programs offer broader reach and increased engagement, though the latter may require additional effort and strategy.</p>
<b>Economic</b>	<p>Economically, the Queens Museum benefits from cultural collaborations and community engagement, drawing more visitors and boosting economic growth during crises. Supporting local artists and the art market enhances economic prospects. Emphasizing accessibility and inclusivity aligns with the museum's mission and can lead to economic gains through increased attendance. However, the sustainability of such events for long-term economic impact is a consideration. Revenue losses due to reduced charitable giving and increased operating expenses amid inflation pose challenges. Donor fatigue may further hinder financial support. Partnerships with governments are essential for infrastructure development, educational opportunities, and sustainability. Managing economic uncertainty and shifting consumer attitudes post-pandemic remains vital.</p>
<b>Environment</b>	<p>The Queens Museum is dedicated to addressing environmental issues and sustainability. They actively seek collaborations with environmental organizations, local governments, artists, and activists to educate the public and advance their core value of sustainability. Exhibitions reflect global environmental urgency, enhancing the museum's reputation. Art is a powerful medium for environmental change, and the museum actively collaborates with artists to promote sustainability, building strong relationships with local artists.</p>

	An example is "The Green New Deal: A Public Assembly," showcasing the work of artists and activists interpreting environmental issues.
<b>Political</b>	The museum actively addresses indigenous community issues and recognizes the impact of colonial displacement. Its Panorama of the City of New York serves as a tool for urban planning and is linked to government policy. The museum also engages in international cooperation and foreign policy through exhibitions and collaborations.
<b>Legal</b>	In the legal aspect, the Queens Museum, as a nonprofit organization, must maintain its tax-exempt status and adhere to state laws. Governance entails complying with regulations governing board members' roles and responsibilities. The museum is obligated to file annual reports, ensuring financial transparency and accountability. Legal compliance with labor laws, contracts, intellectual property, non-discrimination laws, and accessibility is essential. Tax compliance and adherence to the Americans with Disabilities Act are also crucial aspects of the museum's legal framework.
<b>Education</b>	The Queens Museum's educational initiatives encompass art workshops, empowering Leadership Cohort members to express themselves through various creative mediums. Professional development training offers insights for their professional growth, while community service projects enable them to give back to local and distant communities, fostering a sense of empowerment and social responsibility.
<b>Advance</b>	The Queens Museum advances its mission through diverse educational initiatives like art workshops, lectures, and community engagement, promoting quality education and inclusivity. Recognizing Indigenous communities and collaborating with them reduces inequalities and raises awareness about historical injustices. The museum's commitment to sustainability and community partnerships fosters a cultural hub in Queens, addressing urban issues and enhancing cultural offerings, aligning with Sustainable Development Goals.
<b>Values</b>	The Queens Museum values inclusivity and diverse programming, particularly in their outreach to Native communities. They honor the land's history through their Living Land Acknowledgment. By blending historical, traditional, unconventional, and contemporary elements, they maintain a rich heritage of versatile exhibitions. Their community engagement represents the diverse demographics of Queens and NYC, emphasizing marginalized communities. Education is a core value, demonstrated through partnerships with local schools and professional development opportunities. The positive work culture fosters quality art and educational programs while addressing areas for improvement.

## TBLD+C ANALYSIS

<b>People (People-Centric Approach)</b>	The Queens Museum pursues a people-centered approach by actively engaging with both the diverse communities of Queens and all NYC residents. They emphasize presenting high-quality art and educational programming to audiences through exhibitions, public events, and educational initiatives. Moreover, the institution positions itself as a center of care for not only the collections but also their communities, staff, and artists.
<b>Planet (Environmental Sustainability)</b>	By collaborating with environmental organizations, local government, and activists, the Queens Museum demonstrates a strong commitment to maintaining a sustainable planet. For instance, the organization actively collaborates on exhibitions or seminars addressing significant environmental concerns of the current times.
<b>Profit by Design (Sustainable Practices)</b>	As a non-profit organization, the Queens Museum maintains its operations mainly through financial support from public funding and local government. In the current uncertain global economic climate, with rising costs, the Queens Museum emphasizes its mission of providing quality art and educational programs to the public. This demonstrates its value and secures its long-term financial stability.
<b>Culture (Cultural Inclusivity)</b>	Cultural inclusivity is a core value of the Queens Museum, reflected in its mission to honor the history and diversity of its communities. They also work with indigenous communities and actively engage with local artists, prioritizing the connections between local communities and the organization. Workshops, lectures, and community service programs are crucial in fostering an inclusive environment that promotes cultural understanding among diverse communities.

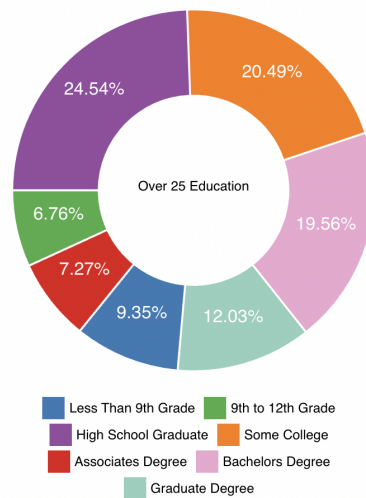


Figure 1. Queens County, New York Educational Attainment,  
US Census 2021 ACS 5-Year Survey

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