

**NATIONAL ENDOWMENT  
FOR THE HUMANITIES**

SAMPLE APPLICATION NARRATIVE



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Preservation and Access Education and Training  
Institution: Campbell Center for Historic Preservation Studies

## PROJECT SIGNIFICANCE

The Campbell Center for Historic Preservation Studies seeks \$250,000 in funding from the National Endowment for the Humanities (NEH) to provide the essential skills and knowledge required by future and current museum professionals to care for and provide access to humanities collections. Through this program, the Campbell Center will: (1) address the nationally documented need for training by providing collection care training to a minimum of 280 individuals from over 140 heritage institutions from across the nation; (2) offer financial assistance to participants to ensure training is affordable and accessible; (3) develop new courses to meet stated participant needs; (4) evaluate and enter into a unique, new partnership with an academic graduate program in Museum Studies; (5) maintain excellence in collections care training through its instructors, facilities, and library; and (6) investigate and implement new strategies for sustainability.

The Campbell Center for Historic Preservation Studies has a national and international reputation for offering one-of-a-kind courses in collections care and management, historic preservation, and conservation. According to the Heritage Health Index (2005), “70% of institutions need additional training and expertise for staff caring for their collections.” The Campbell Center is the only national organization in the United States devoted entirely to providing an ongoing program of collections care training for practicing museum professionals. Since its inception in 1979, the Campbell Center has provided training to over 3,000 heritage professionals. The Campbell Center features a dedicated program staff, diverse body of instructors who are museum, archive, and conservation professionals, and historic campus facility equipment with classrooms, laboratories, and dormitories, all of which facilitate a unique, hands-on learning environment. The Campbell Center is well positioned to answer the national cry for the preservation of humanities collections articulated in *A Public Trust at Risk: The Heritage Health Index Report on the State of America’s Collections*.

The Campbell Center’s Collections Care Core Curriculum, established in 1990, was based on curriculum developed through pilot projects funded by the Bay Foundation and administered by Heritage Preservation. Additional courses are periodically added to the curriculum to meet the changing needs of the museum and historic preservation community. The Campbell Center employs a rigorous program of evaluation to ensure courses meet learning objectives and the needs of its participants. Recent trends suggest the need to provide more extensive collections care training to students enrolled in graduate museum studies programs. The Campbell Center is fully prepared to address the national need for collections care training and will utilize NEH assistance, along with Campbell Center resources, to:

1. Support the Collections Care Core Curriculum and Collections Care Specialty Courses.
2. Train museum, archive, and heritage preservation professionals from across the nation in collections care through a unique program of experiential and interdisciplinary education taught by established professionals and leaders in the field of preservation.
3. Expand course offerings and partner with a graduate academic program in museum studies to expand participants in and enhance the sustainability of the Campbell Center.

NEH funds will support two years of collections care coursework (2009-2011). During this period Campbell Center staff, consultants, and Board members will implement plans to broaden course offerings and strengthen the base of support beyond the period of the grant. NEH funding will ensure that the Campbell Center for Historic Preservation Studies’ unique and essential collections care program continues to serve humanities professionals across the nation.

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*Collections Care Training at the  
Campbell Center for Historic Preservation Studies*

**National Endowment for the Humanities  
Preservation and Access Education and Training Grants  
July 1, 2008**

## NARRATIVE

## SIGNIFICANCE

### **Preservation Needs of Humanities Collections**

Over 4.8 billion artifacts are held in public trust by more than 30,000 institutions charged with preserving and providing access to these collections (Heritage Health Index, 2005). These collections represent the cultural, artistic, and historical heritage of the United States and are an irreplaceable resource for the study and advancement of the humanities. In 2001, Heritage Preservation (HP), in partnership with the Institute of Museum and Library Services (IMLS), surveyed 15,070 heritage institutions in the United States. The survey produced the most current and complete characterization of America's heritage institutions, which was reported in The Heritage Health Index (HHI). The HHI quantified collections and their preservation status, described the environmental conditions in which America's heritage collections are stored, and characterized the need for conservation and preservation training and collections care funding. The results were startling. The HHI found that America's collections are at risk and require immediate attention and care. Collections are at risk of damage due to improper storage and environmental conditions. 65% of collecting institutions have experienced damage due to improper storage; 80% of collecting institutions do not have an emergency plan that includes collections; and 70% of institutions need additional training for staff caring for collections. IMLS responded to the findings of the HHI with *Connecting to Collections: A Call to Action*, a national initiative to raise public awareness of the importance of caring for collections. Each component of the initiative connects to recommendations set forth in the HHI. The Campbell Center implements the IMLS call to action through its curriculum and training opportunities to be redesigned, expanded, and enhanced as detailed below.

The HHI was not the first national call to action for the preservation of humanities collections. In 1968, The Belmont Report documented the needs of America's museums and noted that museums were in "serious trouble" (1968:v) and that museums are unable to preserve and exhibit the nation's heritage without substantial support. With regard to the preservation of collections the Report recommended federal funding be allocated to support scientific research on conservation methods; laboratory facilities, equipment, and staff to implement the research; and programs to train preservation professionals (1968:58). In 1984, the American Association of Museums (AAM), with support from the NEH, conducted a study on collections conservation, maintenance, and documentation. The resulting report, *Caring for Collections: Strategies for Conservation, Maintenance and Documentation*, recommended a substantial and sustainable commitment to the care, maintenance, and organization of collections (1984:1). The study noted that "...the many needs of America's collections cannot be met by existing conservation personnel or facilities" and that "There is a need for practitioners with more general training in a variety of materials and the ability to recognize when a particular problem requires a specialist" (1984:14).

The HHI, Belmont Report, and AAM *Caring for Collections* report served to heighten awareness of preservation needs and were followed by an increase in the number of























use multimedia technology as appropriate. Courses often include excursions to area museums to tour storage facilities and examine different types of collections. Courses also include condition demonstrations and technical demonstrations, supervised condition examination, hands-on experience with equipment used in object examination and environmental monitoring, and practicum projects. Practicum projects include such activities as properly framing a painting, designing a device to safely move and ship a specific object, and repairing a damaged book. All practicum projects are designed to be completed within the time frame of the course.

Each course has a course binder or text which is included in the cost of the course. Information in the binders supplements lectures, demonstrations, and practicum projects. The binders also contain participant and instructor contact information, course syllabus and outline, copies of relevant literature, bibliographies, and sources of supplies and technical expertise. Participants retain the binders for use as reference manuals in their work environments. The content of the course binders is the intellectual property of the instructors and is updated annually as needed by the instructors. Several course binders have been replaced by books that have been authored by the instructor or selected by the instructor. For example, two books currently used are *Preserving Textiles: A Guide for the Nonspecialist* (Mailand and Alig 1999) and *Exhibit Labels: An Interpretive Approach* (Serrell 1996), both of which were authored by Campbell Center faculty. Some instructors utilize recognized texts in the field such as *Conservation and Care of Collections: A Practical Guide to the Conservation and Care of Collections* (1998), which is used in Introduction to Inorganic and Organic Objects.

Course fees also cover all necessary materials and supplies used during the course. Campbell Center courses provide participants the opportunity to learn about different archival products and their application and to experiment with their use. Many museums cannot afford to maintain a large supply or variety of archival supplies. Exposure to a wide assortment at the Campbell Center enables participants to understand what supplies are most appropriate for the humanities collections they preserve. NEH funds will be used to renew the supplies and materials consumed by students and instructors in class.

Housing (single dormitory room with shared bath down the hall), two meals (breakfast and lunch), and two snacks are also included in the course fee. Instructors and participants are in residence together and share meals. The Campbell Center's residence-based pedagogy facilitates experiential and informal learning. This arrangement promotes networking among participants, a significant outcome of Campbell Center education.

### **Course Schedule, Recruitment, and Campbell Center Logistics**

The Collections Care Core Curriculum and Collections Care Specialty Courses, for which the Campbell Center requests NEH support, are offered from mid-May through mid-October of each year. Specific course dates are listed in the *2008 Course Catalog*. Three or four courses are usually scheduled to run concurrently. Courses usually begin on a Tuesday or Wednesday and continue through Saturday to allow participants to take advantage of reduced airfares on Sunday (with a Saturday overnight).

Participant recruitment begins in the fall of the year preceding the distribution of course catalogs. The preliminary course announcement, in the form of a newsletter, lists the courses, their dates, and information on financial assistance. The newsletter is sent to the 7,500 institutions and individuals on the Campbell Center's mailing list. Course announcements are also sent to regional and national conservation, museum, and library associations and are listed on prominent preservation websites, such as the Heritage Preservation site ([www.heritagepreservation.org](http://www.heritagepreservation.org)), and posted on museum listservs like Museum-L. The course catalog is also published on the Campbell Center's website ([www.campbellcenter.org](http://www.campbellcenter.org)). Registration and financial assistance deadlines are generally one month prior to the start of a class. The Program Director coordinates recruitment efforts and exhibits at relevant professional conferences (AIC, AAM, and select regional meetings of these associations) to disseminate information about the Center and recruit new students. The former director published an article about the Campbell Center in the journal *Collections* to reach a wider audience of museum and archives professionals (Cyr and Parker 2005).

Applicants are asked to provide information on the nature of their collections, their responsibilities with regard to collections care, and a brief resume outlining experience, employment, and any previous training. Applicants for financial assistance are required to provide a letter of institutional support from their director or supervisor, with a description of how the training will support ongoing collections care activities within the institution. If an applicant's course selection does not appear to be relevant to his or her training needs or institutional duties, then the Program Director contacts the applicant and reaches an agreement on coursework prior to further processing of the application.

All courses are held on the Campbell Center campus located in northwestern Illinois, approximately 140 miles west of Chicago. Participants fly into Moline's Quad Cities International Airport or Chicago's O'Hare International Airport. If they opt to fly into Chicago, they can travel via bus to Rockford. The Center provides a shuttle from Rockford to the campus on the afternoon before classes begin and back to Rockford the morning after classes end. NEH funds partially support the shuttle used to transport participants to and from the Campbell Center.

## EVALUATION

Evaluation is critical to the success and growth of the Campbell Center's preventive care program. Various evaluation tools—developed during the 2003-2005 NEH grant period—are used to assess how well the curriculum objectives are achieved, gather feedback on instructors, course material, and facilities, and to collect input for the continuous revision and refinement of the curriculum and certificate program. The Campbell Center's evaluation methodology consists of four tools: (1) pre- and post-course evaluations; (2) post-course participant evaluations; (3) post-course instructor evaluations; and (4) three-month follow-up impact evaluations to measure success. See *Bay Program Evaluation* which includes an example of each evaluation tool.

### **Evaluation Tools and Results**

To measure gain in course related knowledge and skills each participant completes a pre-course measure and a post-course evaluation. The pre-course measure gauges the participant's knowledge and skill level prior to completion of a course. Post-course evaluations measure knowledge and skills gained through participation. Both evaluations use four levels to indicate knowledge before and after the course. Pre- and post-course evaluations have been completed for six courses in the Collections Care Core Curriculum and for one Specialty course. According to the 2006 course evaluation analysis, 96% of all participants reported a significant or moderate gain in knowledge and 93% reported a significant or moderate gain in skills. See *Program Evaluation Summary*.

The post-course participant evaluation uses a 10-point scale to rank the degree to which course content was consistent with the course description, whether the course met participant expectations, the appropriateness and usefulness of the material presented, the method of presentation and the facilities and equipment available for the course. Evaluations also assess campus housing and food service. Over the last 18 years, the post-course evaluations have consistently yielded high ranking for course content and expectations (average score is 9) and moderate rankings for campus accommodations (average score is 7).

Follow-up impact evaluations, implemented in 2004, have been developed for four courses in the Collections Care Core Curriculum. These forms are mailed to participants approximately three months after completion of the course. The purpose of this evaluation tool is to assess how the knowledge and skills gained had an impact on participants' professional activities. The 2005 data shows that the courses had a significant and positive impact on the respondents' daily management of collections and in advocating for or changing collections care policy and procedure. See *Program Evaluation Summary*

Instructors are also asked to evaluate instructional facilities and equipment, accommodations, and food service. Additionally, instructors are asked to recommend appropriate changes in course length, content, and prerequisites, and to evaluate the degree to which participants were a "fit" with instructor expectations and course requirements. In general, instructional facilities and food service are given high rankings, whereas housing accommodations receive moderately high rankings.

### **Ongoing Evaluation Development**

Campbell Center program staff and program consultants will develop pre- and post-course evaluations for the remaining three Collections Care Core courses currently lacking evaluations and will develop at least ten pre- and post-course evaluations for Collections Care Specialty courses. Impact evaluations will be developed for all of the Collections Care Core Curriculum courses over the next two years.

The Campbell Center will also develop more comprehensive participant survey and evaluation forms to more accurately assess level of satisfaction, primary purposes of the training, and previous sources of knowledge, skills, and training. To better understand and serve our audience, these new evaluation tools will gather more detailed information about the participants, gauge their interest in courses for credit as compared to the current non-credit bearing certificate, and solicit ideas for new course topics.

The Campbell Center is exploring the use of survey software such as SurveyPro to better manage, quantify, and disseminate survey data. Online surveys would ease completion and will increase participant response. Evaluations assist the Program Director, Curriculum Advisory Committee, and program consultants in making necessary and beneficial changes to the curriculum. The Program Director uses the information on facilities and operations to assist with decisions related to housekeeping, maintenance, and food service and to provide performance feedback to employees.

## **SUSTAINABILITY**

The Campbell Center has benefited from NEH Preservation and Training Access Grants since 1992 (See *History of Grants*). NEH support allowed the Center to build and maintain a nationally recognized program in heritage preservation, and the Center is developing new strategies to broaden and strengthen its base of financial support. Recent investments in sustainability include the Certificate Program, new course offerings, and facilities and technology upgrades. Program staff and consultants have identified the following objectives to facilitate sustainability during 2009-2011: (1) evaluate and enter into a partnership with an academic graduate program in Museum Studies; (2) formalize a certificate track in historic preservation; (3) expand marketing, including advertising and sponsorship of program offerings by providers of conservation services and archival supplies; (4) apply for funding from IMLS and private foundations; (5) develop new courses based on participant evaluations; and (6) continue to use a portion of course fees to support operating expenses.

### **Museum Studies Partnership**

Museum studies academic programs focus on the history and function of museums, their role in society, and how and why museums acquire, preserve, and interpret collections (Williams and Simmons 2006:129). While coursework includes collections care, most graduate museum studies programs offer only one course (rarely two) in collections care or preventive conservation (Williams and Simmons 2006:134-135). These courses can build a common understanding and vocabulary about preventive care for all museum staff (Neuman 2008:1), but are rarely able to cover in depth the topics recommended in the Bay/HP core curriculum. Because museum studies faculties are usually small and often serve joint appointments in aligned disciplinary departments, programs cannot support a comprehensive collections care curriculum. Additionally, such a curriculum requires laboratory facilities, opportunities to work hands-on with collections, and mentoring opportunities with collections care professionals. These requirements pose logistical limitations for most museum studies programs. As young museum professionals enter the

field they recognize the need for additional training in collections care. This growing contingent, coupled with students currently enrolled in museum studies programs, represents a new and sustainable market that can be targeted through partnership with a museum studies graduate program located near the Campbell Center.

The Campbell Center is exploring the feasibility of a formal partnership with a new masters degree program at a public university in Illinois. The program is currently pending approval of the Illinois Board of Higher Education and is searching for a program director. Once a director is in place, discussions about the partnership will ensue. Campbell Center staff and consultants envision the development of a for-credit “field term” to be completed in residence at the Campbell Center in May or June. The field term would be administered by the partner university, but open via application to students enrolled in other graduate museum studies programs. Students would complete courses in the Collections Care Core Curriculum and Specialty courses back-to-back in a period of approximately four weeks. This field term will allow the Campbell Center to reach a wider audience, broaden the Center’s financial resource base, and increase its visibility. The program consultants in close coordination with the Program Director will further assess a graduate program partnership through participant surveys and discussions with directors and faculty of museum studies programs.

The Campbell Center is also investigating the feasibility of partnering with a large Chicago-area museum to develop international collections care training opportunities. This program would increase international participation and serve as a source of ongoing income to partially support the Collections Care Core Curriculum and Specialty courses.

### **Certificate Program in Historic Preservation**

During the 2005-2007 grant period Campbell Center staff and consultants designed a certificate program in historic preservation to augment the Collections Care Certificate Program. Additional research will evaluate the program’s market, assess its curriculum, and identify appropriate instructors. The success of the Collections Care Certificates provides encouragement to expand the certificate program in this direction.

### **Marketing and Sponsorship**

The success of the Campbell Center depends on understanding the audience and their needs. To this end, the Center will develop new evaluation tools to more fully assess participant feedback and recommendations. Program staff responded to previous participant feedback with new course offerings, upgraded facilities and food service, and more effective dissemination of program information. For example, the Campbell Center’s website has recently been redesigned and updated ([www.campbellcenter.org](http://www.campbellcenter.org)) to ensure information is more accessible.

The Campbell Center course catalogue has never included advertisements or sponsorships. After careful consideration, Campbell Center program staff and the Board believe that highly selective and limited advertising from conservation or museum service providers and archival suppliers in the course catalogue would be a prudent means of securing a modest level of ongoing revenue. A disclaimer will make clear that

the advertisements are not endorsements from the Campbell Center or funding agencies. Additionally, the Center will explore sponsorship opportunities to align businesses and corporations with the Center's training program. Sponsorship would come only from businesses with common or shared program goals. Sponsors would be invited to sponsor a portion of the course catalogue or a course related to their products or mission in exchange for name visibility to a target audience.

Part of the marketing plan for 2009-2011 involves community outreach. Involvement with Mount Carroll and the surrounding region is essential if the Campbell Center is to maintain community support. The Program Director is considering development of a public lecture series on preservation topics to engage the community in the mission of the Center and the rich history of the community itself. The Program Director is also investigating the logistics of opening the Sawyer House for use by community members for special events or receptions. This would bridge the Campbell Center and the community and could serve as a source of revenue.

### **IMLS and Private Foundation Support**

Campbell Center staff will submit a proposal to the IMLS 21<sup>st</sup> Century Museum Professionals program to continue and build its program in collections care and heritage preservation. The 21<sup>st</sup> Century Museum Professionals program funds training and education, program development and implementation, purchase of equipment, materials, and supplies, integration of technology into training activities, and staffing (IMLS 2008:11). The purpose of the 21<sup>st</sup> Century Museum Professionals program—to increase the capacity of museums by improving their knowledge and skills and to have an impact upon multiple institutions (IMLS 2008:7)—complements the Campbell Center's mission. The Center's collections care, heritage preservation, and conservation refresher programs increase capacity and positively impact hundreds of heritage institutions. The Campbell Center is eligible to apply for this program and will prepare a proposal for the March 15, 2009 deadline.

Regarding foundations support, Linda Eppich, Program Consultant, has conducted research on foundations whose interests may align with the Campbell Center. MetaSource Corporation's extensive database, which has access to information about 40,000 foundations, she identified approximately 50 private foundations, most of which are Illinois based, that will be approached with a preliminary letter, request for guidelines and deadlines, and information about the Campbell Center. These preliminary letters will be sent in the summer of 2008. If positive responses are received, formal grant requests for operating support, historic preservation, and educational programs will be developed and submitted.

### **Development of New Courses**

Preventive care and heritage preservation are dynamic disciplines. They continue to evolve, resulting in new challenges and the need for practitioners to acquire current knowledge and skills to maintain competence in the field. To maintain the Campbell Center's leadership in the field of collections care training, the Center continues to

develop new courses and solicit new instructors. The following courses are under development for 2009-2011:

*Hazardous Materials in Collections*

There is a growing demand for information about the use of pesticides and other toxic substances used to preserve collections in heritage institutions. This course will provide an understanding of hazards, health and safety guidelines and resources, and analytical tools for assessing contamination.

*Legal Issues in Collections Care and Management*

This course will explore the intersection between cultural property and the legal and ethical issues that guide its acquisition, accession, preservation, and accessibility. Legal issues impact all humanities collections and knowledge about these issues is an important component of collections stewardship.

Additional course ideas include: HVAC systems for museums and collections, museum housekeeping, and custom storage containers for large art or artifacts. These ideas were generated by participant feedback and the Curriculum Advisory Committee. The Campbell Center is committed to growing the course offerings to meet the needs of today's heritage professionals and continually researches new courses to remain vital. The following classes were added to the Campbell Center curriculum as a result of research and development during the last NEH grant cycle: Textiles III, Care of Works of Art on Paper II, Storage Solutions for Small Museums, Care of Plastics II, and Collections Policies for Small Museums.

**Course Fees**

Course fees generate income for the Campbell Center, but also support the Center's annual program and instructional and facilities expenses. Course fees are calculated to cover instructor costs, materials, room and board, and a percent of staff salaries and operating expenses. In 2007, course fees generated \$247,185. The average course fee is \$833, the average course length is 3.5 days, and the average course size is ten students. When course limits are met, the profit margin is approximately 12%. Increasing course size is not an option as the small class size is imperative to hands-on instruction. Course fees are reviewed annually and increased periodically to help cover rising operating costs. Increases are minimal to ensure courses are affordable.

**STAFF, FACULTY, AND CONSULTANTS**

**Program Staff** (See Attachments for program staff resumes and position descriptions and responsibilities on page 7 of proposal)

*Sharon Welton*, Program Director, has been involved in heritage preservation for over 20 years. Ms Welton served as the Campbell Center's Assistant Program Director prior to accepting her current position in 2008. As president of the Lena Area Historical Museum in Lena, Illinois, Ms. Welton supervised a museum expansion project, directed grants and fund raising efforts, and founded the Stephenson County Museum Association. Ms.

Welton holds a B.S. in Horticulture from Triton College in River Grove, Illinois and has completed 23 courses at the Campbell Center. Ms. Welton's regional museum experience, coupled with her intimate knowledge of Campbell Center curriculum and administration, make her especially qualified to manage the Center's operations, understand its needs, and work successfully with the Board of Directors.

*Lisa Iverson* began as Program Assistant in May 2008. Ms. Iverson's experience includes five years as Associate Director/Director of Museum Collections of the Washburn County Historical Museum in Washburn, Indiana and previous work in information management in the private sector. Ms. Iverson has an Associates of Arts Humanities degree from North Seattle Community College and has completed three online collections care courses through the Northern States Conservation Center and two Collections Care Certificates at the Campbell Center.

*Cheri Stees* serves at the Administrative Assistant. Ms. Stees previously worked in the admissions office at Highland Community College in Freeport, Illinois and two local newspapers. She has an associate degree in Computer Information Processing from Highland Community College.

*Elaine Skott-Kisser*, Operations Manager, has over 15 years of experience developing and managing computerized accounting systems, preparing annual budgets, and performing institutional audits. Mrs. Skott-Kisser has managed staff as large as 60 employees, managed business payrolls, and hired and trained personnel.

*Eina Schroeder* has been working with the Campbell Center as the Computer Administrator since December 2007 and is an information technology specialist. Ms. Schroeder is the sole proprietor of Future Quest Technologies, Inc., which she established to provide hardware, software, and networking support to area businesses in 1991. Ms. Schroeder has a B.S. in Computer Information Science from Roosevelt University.

### **Faculty**

See Attachment on Biographies of Campbell Center Faculty for a complete list of faculty and brief biographies. Information about Campbell Center staff can be found on page 7 of proposal.

### **Program Consultants** (See Attachments for consultant resumes)

*Linda Eppich* was Curator for the Rhode Island Historical Society for 22 years and is currently the Archivist/Grant Writer for the Preservation Society of Newport County (Rhode Island). Ms. Eppich holds a B.S. degree from Ohio State University, a M.S. from Eastern Michigan University, and has completed post graduate work at University of Rhode Island in American and textile history and library science. She has extensive college teaching experience and is a practicing textile conservator. In 2007, she assisted in developing curriculum for a small museums program for the New England Museum Association. She serves as Chair of the AAM Curators Committee. Ms. Eppich has a record of grant and fund raising success as demonstrated by the \$525,000 in Federal, state, and private foundation funding she raised for the Preservation Society in fiscal year

2008. Ms. Eppich is well qualified to serve as a consultant and is particularly well suited to assist the Campbell Center in pursuit of foundation support.

*Nicolette Meister* has been the Curator of Collections for the Logan Museum of Anthropology and Adjunct Assistant Professor of Museum Studies at Beloit College since 1999. She is currently on the Editorial Board and serves as the Editor of Book Reviews for *Collections: A Journal for Museum and Archives Professionals*. Prior to her arrival at Beloit she worked at the Denver Art Museum and University of Colorado Museum of Natural History while she completed her M.S. in Museum and Field Studies at the University of Colorado at Boulder. Previous museum experience also includes the Milwaukee Public Museum and the Pitt Rivers Museum at Oxford University, Oxford, England. She holds a B.A. in anthropology from the University of Wisconsin-Milwaukee. Ms. Meister has taken collections care courses at the Campbell Center since 2000. Her collections care and museum studies background coupled with her close proximity to the Campbell Center make her ideally suited to serve as a program consultant.

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