

**NATIONAL ENDOWMENT
FOR THE HUMANITIES**

SAMPLE APPLICATION NARRATIVE



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

regional conservation centers and programs for training conservators. The American Institute for Conservation's membership directory lists over 1,200 practicing conservators and nine conservation degree programs (2008). Despite the fact that the number of conservation training programs has grown, there are simply not enough trained conservators to significantly improve or even accurately assess the condition of 4.8 billion works of art, historic objects, and archives held in public trust by American institutions. And, even more alarmingly, the HHI reports that 80% of institutions do not have paid staff dedicated to collections care (2005).

Of the estimated 17,500 museums in the United States 75% are considered small museums (Klein, 2007). The HHI found that more than half of the institutions surveyed care for more than six types of collections. Given the diverse needs of such collections, it is particularly important to have personnel who are trained in the principles of collections care and understand the specific needs of different types of collections. The HHI also found that the likelihood of having such trained staff varies with the size of the collecting institution. The larger the institution, the more likely it is to have paid staff, have a conservator on staff, or to use external providers. Smaller institutions are more likely to use volunteers or have no staff assigned to collections care. Volunteers generally have no formal training in collections care.

Conservators are trained to understand the chemical and physical basis of deterioration and methods that minimize deterioration. They can "treat" damaged items in order to return them to their near original state. Preventive care differs from conservation in that its focus is prevention. In an era of limited museum and library resources, preventing damage from occurring is far more cost effective than fixing it after the fact. Conservation professionals have lobbied for an increase in preventive conservation courses to ensure all museum professionals have an awareness of the complex issues involved in the field of collections care (Neuman 2008:1). "By educating all museum staff at any given institution about the relevance of collections care and by empowering them to take individual responsibility for this concept, advances are made for the field of conservation as a whole, resulting in demystification about preservation in general" (Neuman 2008:11).

The national preservation needs assessment reports clearly articulate the need for increased understanding of the importance of the preservation of humanities collections. The report quantifies the condition of our national heritage and makes specific recommendations regarding preservation practices, preservation training, and preservation funding. The Campbell Center for Historic Preservation Studies is ideally suited to address each of these needs. The Campbell Center has had and will continue to have a positive impact on the preservation of humanities collections by developing the knowledge and skill sets of staff directly responsible for the care and management of these collections.

Collections Care Training

Today's challenge is to generate affordable, accessible, and meaningful collections care training that will have the greatest impact on the preservation of art, anthropological,

historical, and archival collections. This was also the objective of the Bay Foundation/Heritage Preservation (Bay/HP) curricular model adopted by the Campbell Center for its Collections Care Core Curriculum.

The Bay Foundation supported and Heritage Preservation administered a pilot project in 1986 to develop a curriculum for training in collections preventive care. “This effort resulted in a set of published curricular suggestions that focused on ‘training for collections care and maintenance’ for archaeology and ethnography, history, natural sciences, fine arts, and libraries and archives” (Williams and Simmons 2006:133). The goal of the project was to train specialists in collections care who could bridge the knowledge and activity gap between the professional conservator and collections care staff member. This training would enable those individuals who spend the most time in direct contact, on a day-to-day basis, with humanities collections to perform basic collections care activities. Training was provided in six areas: environmental monitoring and control, storage and exhibition techniques (matting, framing, mounting), inventorying and cataloguing, condition and technical examination, numbering and labeling, and packing and handling.

Four institutions were selected to carry out the pilot project training: the Art Institute of Chicago (fine art), the Los Angeles County Museum of Natural History (natural science), the Panhandle Plains Museum (historical collections), and the University of Arizona (archaeological and ethnographic collections). The curricula for the four pilot projects were published between 1990 and 1992 and a fifth curriculum for archival collections was published in 1996 based on a pilot project at the Northeast Document Conservation Center (NEDCC) (See Bay/HP Core Curricula).

Of these five institutions, only NEDCC is still offering paper and photographic preservation and disaster planning workshops. The NEDCC does not still follow the Bay/HP Curricula, but the content of some NEDCC courses overlaps with that of the Campbell Center. Since the publication of the core curricula, a few organizations continued to offer collections care courses in the care of historical, anthropological, and natural history collections. In 1991, as part of the National Park Service (NPS) Cultural Resources Training Initiative, the NPS Curatorial Services Division began offering a two-week course based on the Bay/HP model, intended primarily for tribal groups and Native American museums. Although the course was offered in the Southwest and Alaska with considerable success, it was discontinued in 1995 due to NPS budget constraints. In 2005 and 2006, the Smithsonian’s National Museum of the American Indian Cultural Resource Center offered a shorter, less comprehensive, 5-day course, “Introduction to Collections Care” for the staff of tribal museums. Two other private, non-profit programs based on the Bay/HP model were established in Delaware and Missouri, both focusing primarily on historical collections. The Delaware program began as a regional program in 1991, serving the museums of Philadelphia and the surrounding area. In 1993 the program moved to the University of Delaware, where the “Collections Care Training Program” was offered as a four-week intensive summer program. In 1992 the Heritage League of Greater Kansas City began a 30-day program based on the *Training for Collections Care and Maintenance Curriculum*, published by the National Institute for Conservation of

Cultural Property in 1991. The program was later reconfigured as a series of one-day workshops. The Campbell Center remains the only institution with a national focus that offers comprehensive and ongoing preventive care training.

Short workshops on specific collections care topics are also offered through regional conservation facilities and at annual meetings of professional associations. However, such offerings are infrequent, not comprehensive, short in duration, and do not offer the opportunity for in-depth, hands-on training. In addition to workshops, a limited number of online opportunities exist for collections care training. While these courses are longer in duration and may offer more comprehensive instruction, participants do not receive hands-on opportunities to apply theoretical knowledge under the supervision and direction of a trained professional.

Professional organizations including the AAM and the American Association for State and Local History, which represents many of the smaller museums, have clearly articulated standards for collections stewardship and care. IMLS offers Museum and Conservation Assessment Programs to help institutions of all sizes assess their policies, facilities, and collections care standards. NEH offers preservation assistance grants for smaller institutions to help them assess their preservation needs, gain additional training, or to purchase storage furniture, archival supplies, or environmental monitoring equipment. Despite these professional resources and programs, the well-documented need persists for comprehensive, in-depth, hands-on collections care training. Yet training opportunities are generally unavailable to most collections care professionals. Training is the first step to recognizing deterioration and understanding how to acquire assistance and funding to mitigate preservation issues. If more training were readily available and accessible, it is likely that more museums would seek and qualify for accreditation by the American Association of Museums. Currently, there are only 774 accredited museums out of ca. 17,500 in the U.S.

The Campbell Center's Collections Care Program

The Campbell Center for Historic Preservation Studies is a unique institution with a one-of-a-kind program in collections care. What makes the Campbell Center stand out from other collections care programs and workshops are its comprehensive *ongoing* collections care curriculum, its diverse pool of instructors who are practicing conservators and archives and museum professionals, its historic campus facility, and its unique immersion learning environment. The Campbell Center curriculum builds on the work of the Bay/HP curriculum but breaks new ground in the manner in which it offers this curriculum. Nowhere else in the nation can an individual take in-depth collections care courses in-residence with faculty who are professional practitioners of the subjects they teach.

In response to the significant lack of training and the tremendous national need for such training, the Campbell Center collections care program was launched in 1990 by Wood Lee, a paper conservator, who had previously served as co-director of the Bay/HP pilot projects at the Art Institute of Chicago. A major focus of the Bay/HP curriculum is the interaction between the agents of deterioration (e.g., temperature, humidity, pest

infestation, and handling) and object composition (the physical and chemical nature of materials). The Center has segmented the Bay/HP core curricula into various collection care topics and has developed courses providing more in-depth content and hands-on training than was possible during the pilot projects. The Bay/HP curricula are the “standard” from which the Center develops its collections care courses, which are updated as needed to incorporate the latest research findings, best professional practices, and newest digital and computer technologies.

In order for preventive care training to have a significant impact on the national need, it must be comprehensive, affordable, and available to those in the field on a regularly scheduled basis. The Campbell Center offers courses of various lengths on a regular basis at a modest cost. This high degree of accessibility and ongoing schedule allows for institutions to plan and budget for these training opportunities. Since the program’s inception, enrollment has grown from 34 participants in 1990 to 213 in 2007. On average, the Center reaches staff and volunteers from at least 70 new heritage institutions each year. The preventive collections care courses have attracted participants from all 50 states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands, as well as Canada, Cyprus, England, Guatemala, Israel, Mexico, Mongolia, New Zealand, Singapore, and South Africa. Refer to Appendix 2 for a list of all heritage institutions served since 1990.

NEH funds support Campbell Center scholarships, without which many participants would be unable to attend. Course fees are modest and include room and board, but most museum budgets allocate little for staff professional development. Letters of support from past participants substantiate that scholarships are essential to participation and that the Campbell Center’s curriculum has an immediate impact on participants’ ability to care for collections (see Letters). With another two years of support from the NEH, the Campbell Center will continue to provide comprehensive training opportunities for professionals working in museums, libraries, archives, historical societies, and historic sites. See page 20 for information about course fees.

INSTITUTIONAL PROFILE

The Campbell Center for Historic Preservation Studies provides interdisciplinary and continuing education to meet the evolving training needs of individuals in the humanities who preserve historic landscapes and cultural, historic, and artistic collections and properties. The Campbell Center, a private, non-profit 501(c)(3) educational institution, is the only organization in the United States devoted entirely to providing an ongoing, regularly scheduled program of career training for those in collections care, historic preservation, and conservation. The high quality of the Campbell Center’s education and training derive from: (1) established curricula in collections care based on the Bay/HP model; (2) a historic campus with ample space for multiple classrooms and laboratories, library, dormitories, and on-campus food service for participants; (3) diverse faculty composed of leaders in the conservation, museum, and archives professions; (4)

proximity to Chicago for ease of participant access from across the nation; and (5) a professional and dedicated program staff.

Institutional History

The Campbell Center is located in Mount Carroll in northwestern Illinois, population 1,832. The Center occupies a historic 13.7 acre campus that was originally dedicated on October 24, 1854 as the Mount Carroll Seminary. The Seminary was co-educational until the Civil War, when it became a women's school. In 1896 the Seminary was re-chartered as the Frances Shimer Academy of the University of Chicago, a connection that continued until the mid 1950s. In 1978 Shimer College experienced financial difficulties, and the campus was foreclosed and sold. A community based group purchased the campus at auction in 1979 for the purpose of developing a center for preservation training.

The founders of the Campbell Center established a curriculum advisory board composed primarily of professionals in historic preservation and architecture with a few conservators from the Chicago area. Curriculum and program development during the first ten years (1979-1989) relied heavily on this ad-hoc, volunteer advisory board. The Center always offered a few collections care courses, but it was not until the fall of 1989 that serious program restructuring began. Wood Lee, paper conservator who served as co-director of the Bay/HP pilot projects at the Art Institute of Chicago, was hired to lead this effort. The primary goal was to develop a comprehensive program for collections preventive care training based on the Bay/HP pilot project curriculum. Ms. Lee served as director of the Campbell Center until July of 1999. Kathy A. Cyr was hired in 2000 and throughout her eight year tenure as program director continued to build the Center's Collections Care Core Curriculum and instituted a certificate program in collections care. Building on Ms. Cyr's efforts to develop long-term sustainability for the Campbell Center, the new program director, Sharon Welton, is initiating an innovative new partnership with a graduate program in museum studies and will further refine and introduce new courses in the Collections Care Core Curriculum.

Campbell Center Facilities

The Campbell Center campus consists of 14 Georgian Revival style buildings arranged in a quadrangle opening onto a large green space. Six of these buildings are regularly used for Campbell Center programs: Tolman Hall has laboratory, classroom, and storage space; Hathaway Hall has classroom and laboratory spaces as well as a photo studio; Metcalf Hall houses the administrative offices and one classroom; the Campbell Library houses the program's library, two classroom spaces, and a computer lab; Sawyer House serves as the on-campus residence for faculty; and Howe Hall provides participant housing and cafeteria facilities. On occasion, Dezendorf Hall is used to provide overflow participant housing. Participant housing consists of individual dormitory style rooms with shared bathroom facilities on each floor. Participant parking is conveniently located near both dormitories.

Instructional facilities have dramatically improved since the collections program's inception in 1990. The four lecture rooms and laboratory spaces can accommodate 15

students each, which is the maximum enrollment for any of the Center's courses. Three of the labs have wet sinks, and the fourth is equipped with a spray booth fume hood and a smaller portable fume extractor. All lecture rooms are equipped with chalkboards, slide projectors, overhead projectors, and screens. NEH support provided funds in 2003 to purchase two laptop computers and two LCD projectors for digital presentations. Instructional equipment includes basic tools for examination (e.g. headband magnifiers, pocket microscopes, small hand tools, etc.), four Meiji dissecting microscopes, and an Olympus BH-2 microscope for use during laboratory courses.

Campbell Center facilities also include a library focused on collections care. The library contains approximately 1,000 books and periodicals catalogued in the Library of Congress system and housed in the Campbell Library, built in 1925. The building has year-round temperature control and was re-roofed in May of 2006. The library doubles as a computer laboratory and student study area. Four computer work stations are networked to the Campbell Center's server and are loaded with software relevant to course offerings (e.g., Adobe Photoshop and collections management software systems). Previous NEH awards supported the purchase of computer hardware and software and instructor-recommended reference materials.

The Campbell Center has developed a teaching collection to enhance hands-on curriculum. Instructors have donated raw materials, artifacts, and works of art to illustrate material types, types of deterioration, and manufacturing techniques and to serve as practice pieces in mount making or laboratory exercises. This collection has been augmented with archaeological and ethnographic artifacts from the Logan Museum of Anthropology at Beloit College in Beloit, Wisconsin, and historical, archival, fine art, and natural history specimens from the Adventure Science Center in Nashville, Tennessee.

Organizational Structure and Staff

The Campbell Center is governed by a ten-member Board of Directors and employs administrative program staff, on-contract support staff and consultants, and housekeepers, building and grounds, and food service staff. Board members serve on one or more of the seven Board committees: Executive, Program and Marketing, Development and Marketing, Finance, Personnel, Nominations, and Governance. In addition, a Curriculum Advisory Committee—composed of regional museum professionals and community representatives—advises the Program Director by reviewing and making suggestions for curricular changes and new courses. Refer to Board of Directors and Board Committees for Board members' professional biographies, a list of members of each committee, and committee responsibilities.

The Campbell Center is administered by four staff members, three of whose salaries are partially supported by NEH funds: the Program Director, Program Assistant, Administrative Assistant, and Operations Manager. The Program Director reports to the Board and is responsible for operating and promoting the current program, developing new courses and the course catalogue, and reviewing and accepting certificate program applications. The Program Director also supervises the Administrative Assistant,

Program Assistant, and program consultants. The Program Director, Program Assistant, and Administrative Assistant are responsible for administrative functions related to planning and organizing Campbell Center courses including: mailing course announcements and catalogs, maintaining the mailing list and participant databases, responding to program information requests, recording and acknowledging registrations, preparing arrival packets for participants, duplicating course materials, maintaining library collections and subscriptions, managing room assignments, coordinating participant and instructor travel, ordering course supplies, and preparing classrooms and lab spaces for courses. The Operations Manager (salary not supported by NEH funds) oversees Campbell Center finances, including the preparation of the annual budget and administration of external funding, and supervises the accountant, computer systems administrator, housekeepers, the Facilities and Grounds Manager, and the Food Services Manager. The Facilities and Grounds Manager, Food Service Manager, their support staff, and housekeepers, are vital to the smooth operation of the Center. These positions and the on-contract accountant are not supported by NEH funds.

Proposed NEH funds will support an on-contract Computer Systems Administrator and two Program Consultants in 2009-2011. The Campbell Center installed server technology in 2003-2004 and continues to maintain and upgrade its technological resources to meet administrative and training needs. The Computer Systems Administrator is responsible for server maintenance, hardware repairs, and software updates for eight workstations (four for administrative operation and four for program operation) and two laptops, computer set-up for specialty courses (digitization or collections management software reviews), and LCD projector maintenance and repair.

Beginning in 2005, Program Consultants have been on-contract to assist with the development and evaluation of the Collections Care Certificate Program. They also help to analyze, summarize, and report on evaluation data, assist writing grant and private foundation proposals to support program operations, manage and ensure ongoing curriculum development, and research topics for new course development. Consultants ensure the Campbell Center is exposed to new curricular perspectives and provide essential outside programming feedback.

Campbell Center Faculty

The diverse array of conservators and museum and archives professionals and their travel to the Campbell Center is partially supported by NEH funds. The Center currently has 45 instructors on-contract. Of these, 28 teach the 41 classes offered as part of the NEH supported Collections Care Core Curriculum and Collections Care Specialty courses. Instructors maintain a close working relationship with the Campbell Center: about 95% return on an annual basis, ensuring consistency in instruction and course content. Many have been on-contract with the Campbell Center for over 10 years. While the primary role of the faculty is instruction, their residence on campus provides invaluable networking and mentoring opportunities for participants.

Faculty are invited to teach by the Program Director with the approval of the Board of Directors and the Program and Marketing Committee. They are on-contract for the period

the course is taught. Many of the instructors are from Chicago-area institutions and have been involved with the collections preventive care program since the Bay/HP pilot project at the Chicago Art Institute. See Biographies of Campbell Center faculty for names and brief biographies.

Sources of Income and Annual Budget

The Campbell Center has five main sources of income: grants, contributions, facility rentals, course fees, and endowment income. The proposed budget for FY 2008 is \$463,669. The Campbell Center has received critical ongoing support from the National Endowment for the Humanities since 1992. Contributions come from Friends of the Campbell Center membership, programming support from AIC, fundraisers, donations (cash and non-cash contributions and Teeter Family Scholarship), and bequests. Facilities rentals are coordinated by the Operations Manager and include income from the rental of office spaces to area businesses, seasonal building rentals to local organizations, and grounds rental for community festivals. The endowment was established through a NEH Challenge Grant in 1999. Income sources are detailed below:

Income Sources 2008

Income Source	Amount
Grants (NEH)	\$147,231
Contributions	\$ 36,220
Facility rentals	\$ 21,050
Course income	\$247,185
Endowment income	\$ 8,008
Other (gift shop, etc.)	\$ 3,975
2008 Budget total:	\$463,669

CURRICULUM AND WORK PLAN

The preservation of humanities collections requires an understanding of the agents of deterioration (light, humidity, pests, etc.), how collections respond to the agents of deterioration, how to mitigate deterioration in storage and exhibition, and how to balance preservation with access. This knowledge and these skills are essential for the preservation of humanities collections and are essential tools of collections care professionals. The Campbell Center’s Collections Care Core Curriculum and Collections Care Specialty Courses deliver this knowledge and skill set. The Campbell Center also offers Conservation Refresher and Historic Preservation and courses. Proposed NEH funds will support the enhancement and continuation of the Collections Care Core Curriculum and those Collections Care Specialty Courses that directly relate to collections care. Introduction to Exhibit Design and Development and Writing Interpretive Exhibit Labels are not supported by NEH funds.

Collections Care Core Curriculum

The Campbell Center collections care curriculum began in 1990. Additional core curricula for historical, archaeological and ethnographic, and natural history collections were implemented later and were also based on the Bay/HP core curricula. Restructuring of these core curricula took place between 1998 and 2003, resulting in a single Collections Care Core Curriculum offered every year. The core curriculum courses promote the effective management and care of humanities collections because they provide the informational foundation necessary to identify material types, recognize different types of deterioration, and understand how to respond or mitigate collections care issues. The curriculum is appropriate for beginning to mid-career level professionals. Nine courses make up this curriculum. Refer to *2008 Course Catalog* (pages 15-17) for course descriptions and duration.

- Collections Management in Storage
- Collections Policies for Small Museums
- Computer Software for Collections Management
- Emergency Preparedness, Response, and Recovery
- Environmental Monitoring and Control
- Grant Writing for Collections Care
- Introduction to Inorganic and Organic Materials
- Packing and Shipping Workshop
- Photographic Documentation and Digital Imaging of Museum Collections

Collections Care Specialty Courses

In addition to the Collections Care Core Curriculum, the Campbell Center offers 32 specialty courses designed to meet the needs of museum professionals with specialized collections care responsibilities. These courses focus on material types and specific areas of museum operations including artifact moving, exhibits, textiles, 2-dimensional art, 3-dimensional objects, and storage. Lectures are coupled with laboratory work to provide hands-on experience that builds new technical skills and competencies. The curriculum is appropriate for beginning to mid-career level professionals. Thirty-two courses make up this curriculum. Refer to *2008 Course Catalog* (pages 18-26) for course descriptions and duration.

- Rigging and Moving of Fine Art and Artifacts
- Book Collections Maintenance and Repair
- Care of Book Collections
- Care of Oversized Paper Artifacts
- Care of Paper Artifacts
- Preservation of Archives
- Advanced Matting Workshop
- Design and Construction of Mounts for Exhibits
- Designing Mannequin & Costume Forms for Exhibit
- Exhibit Design for the Small Museum with Limited Resources
- Exhibition Lighting Workshop
- Mannequin Workshop
- Matting and Hinging I Workshop

- Care of Textiles I, II, and III
- Care of Paintings
- Care of Photographic Collections I, II, and III
- Care of Works of Art on Paper I and II
- Care of Basketry and Other Woven Plant Materials
- Care of Ethnographic Collections
- Care of Furniture
- Care of Leather and Fur
- Care of Metal Objects
- Care of Stained and Leaded Glass
- Cleaning and Preserving Finishes on Furniture
- Preservation of Plastics I and II
- Storage Solutions for Small Museums

Historic Preservation and Conservation Refresher Courses

In addition to the above programs, the Campbell Center offers career training in historic preservation (architectural and landscape) and intensive, hands-on workshops on conservation treatment and analytical techniques for conservators. Conservation refresher courses are supported by the American Institute for Conservation of Historic and Artistic Works (AIC). These courses offer conservators the opportunity to “refresh” or gain new skills in areas such as pulp repair, spot-testing, de-acidification of paper, and microscopy. These courses do not receive NEH funding but advance the Campbell Center’s mission to provide comprehensive training opportunities for diverse groups of heritage professionals. 2009-2011 program goals include increased collaboration with the AIC. Historic Preservation courses constitute 21% and Conservation Refresher courses account for 12% of the over all Campbell Center program. Refer to *2008 Course Catalog* for Historic Preservation (pages 12-14) and Conservation Refresher (pages 27-29) course descriptions and durations.

Collections Preventive Care Certificate Program

The Collections Care Task Force of the AIC differentiates tasks appropriate for those involved in collections care prevention (i.e. conservation technicians) from tasks to be performed only by a conservator. The task force was charged with developing a set of guidelines for the formal education and on-site training of conservation technicians. Requisite competencies (knowledge and skill) were divided into three levels: (1) beginning or basic; (2) intermediate; and (3) advanced. The AIC task force recognized the need for a “formal, nationally recognized curriculum” for training collections care staff (AIC, 2001:3).

The Campbell Center responded to this need by developing its Collections Preventive Care Certificate Program in 2005. Courses from the Collections Care Core Curriculum and Collections Care Specialty Courses were combined to create three certificate tracks consisting of six courses appropriate to beginning, intermediate, and advanced heritage professionals. The certificates are not intended to compete with or replace coursework offered by accredited institutions of higher learning. The certificate program simply provides a recommended course of study and recognition of the completion of those

courses. 2009-2011 program goals include assessment of the certificate's impact on individuals and institutions.

The Certificate Program has attracted new participants, which contributes to the sustainability of the collections care program. Since 2005, 23 participants have completed a certificate track and 41 are currently enrolled in the Program. Applicants to the program are required to complete a separate application form, which is reviewed by the Program Director and the Board's Program and Marketing Committee. The Certificate Program is structured as follows:

Beginning Professional: This track is designed for individuals who have no or limited formal collections care training. These individuals may be new to the field but with related academic disciplinary training (e.g., in art history, anthropology, or history) or individuals who want to change careers. It consists of the following Collections Care Core Courses: Environmental Monitoring and Control; Introduction to Inorganic and Organic Materials; Collections Management in Storage; Computer Software for Collections Management; Packing and Shipping; and one collections care specialty course.

Mid-career Professional: This track is designed for individuals who have had training or hands-on experience comparable to the content of the five Collections Care Core Curriculum courses listed under the Beginning Professional certificate. It consists of the following courses: Emergency Preparedness, Response, and Recovery; Grant Writing for Collections Care; Photographic Documentation and Digital Imaging; and three collections care specialty courses.

Senior Professional: This track is designed for individuals who have training or hands-on experience comparable to the content of the Collections Care Core Curriculum. It consists of taking six specialty courses. See pages 4 and 5 in the *2008 Course Catalogue* for a list the elective courses.

Pedagogy at the Campbell Center

Class size at the Campbell Center is small because of the nature of the course work and the space and facilities required by the laboratory sessions. Maximum course enrollment is generally 10 to 15, ensuring adequate space, supplies and equipment, and interaction with instructors. Most of the collections care courses have one instructor, but a few have two instructors to ensure adequate supervision during lab sessions. Course length varies from two to six days with the formal instructional day lasting six hours. Most courses have open admission, but some require prerequisites or the instructor's consent. Classroom, laboratory, library, and computer lab facilities are open after formal classroom instruction has ended, allowing participants to work on assignments and practicum projects in the evenings.

Classes combine lectures, demonstrations, and hands-on or laboratory sessions. Lectures always include opportunities for discussion among participants and instructors. Lectures

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), and posted on museum listservs like Museum-L. The course catalog is also published on the Campbell Center's website (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) 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 21st Century Museum Professionals program to continue and build its program in collections care and heritage preservation. The 21st 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 21st 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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