

MARY ELLEN MUNLEY, Principal RESUME

MARY ELLEN MUNLEY has more than 30 years experience as a museum educator, administrator, and audience research and evaluation specialist. She is a recipient of the American Association of Museums award for excellence in the practice of museum education. Ms. Munley is a member of The Museum Group, an international, not-for-profit consortium of senior level museum professionals who work separately and collectively to serve museum clients.

Currently she is the principal of her own consulting firm, MEM & Associates -- a practice dedicated to enhancing lifelong learning opportunities in communities. Her work with museums centers around explorations of public value - how to define it, and how to program, plan and document the public value responsibilities and contributions of museums.

Prior to consulting she was Director of Education at The Field Museum, Chicago, where she oversaw all aspects of a total redesign for public programs, school programs, performing arts, and educational media (including distance learning). Before going to Chicago she served as Special Assistant to the Commissioner for Cultural Education at the New York State Education Department and Chief of Museum Education at the New York State Museum. In that capacity she represented the State Education Department on the arts education panel of the New York State Council for the Arts. She reviewed grant applications, advised on a technical assistance program for grantees, reviewed program guidelines and was co-author of the guidelines for a new state-wide grant program, Empire Partnerships.

Ms. Munley is frequently invited to serve on national task forces. She is author of dozens of books, chapters, articles and presentations. She's served on boards for the American Association of Museums, the Institute for Museum and Library Services; Encyclopedia Britannica, The Institute for Public Intellectuals, and the Chicago Humanities Festival; Frank Lloyd Wright's Unity Temple; and has reviewed grants for numerous federal and state agencies. Ms. Munley served for four years as the national chair of the Education Committee (EdCOM) of the American Association of Museums; she also served on the board of the Visitor Studies Association (VSA), serving as the president of VSA for two years.

Current projects include work with the Whitney Museum of American Art; Denver Art Museum; Science Museum of Minnesota; United States Holocaust Memorial Museum, Natural History Museum of Utah; Museum of Contemporary Art- Chicago; Seattle Opera; Children's Museum of Manhattan; The Oriental Institute, University of Chicago; and the Shedd Aquarium.

STRATEGIC THINKING and PLANNING

As a strategic thinker in the arena of lifelong learning Ms.Munley begins with a focus on the relationship between a museum and its multiple audiences. She's guides strategic initiatives for institutions that ask questions about broad public value and thus often encourages institutions to reconsider boundaries of disciplines, location, and existing assumptions to seek program designs and partnerships that serve audiences in new ways.

Examples of recent work include:

- ♦ Seattle Opera Company. Working with senior staff to articulate public value impacts, design a set of indicators of success, prepare methods for data collection and monitoring progress toward strategic goals.
- ♦ Natural History Museum of Utah. Working with senior staff to articulate public value impacts. Design and implementation of pilot studies to investigate the perception of NHMU as a public value institution and to investigate the value of person-to-person interactions with Museum staff during a visit.
- ♦ Hyde Park Art Center. Working with staff, board, community partners and community residents, created a statement of public value, key attributes of success, and evaluation plan for a community-based art center on the south side of Chicago.
- ♦ Shedd Aquarium. As part of an IMLS grant, working with education staff to apply principles of open source strategies to the design and implementation of school programs, public programs and community partnerships.
- ♦ Minnesota Children's Museum. Working with director, staff management team, and board to articulate a strategic direction that extends the impact of the museum beyond visitors to embrace pressing needs of the larger community
- ◆ Science Museum of Minnesota. As part of an NSF grant, designing a summative evaluation of the community-wide impact of the exhibition, *Wonder Years,* and set of programs about early childhood development.
- ♦ Minnesota Center for the Book Arts. Recommended by the Bush Foundation in St. Paul, MN to review MCBA programming for youth, to investigate the arts programming marketplace in the twin cities and offer recommendations for a sustainable programming strategy based on local market and national models.
- ♦ Chicago History Museum (formerly, Chicago Historical Society). Worked with staff to articulate a strategic direction for education programs that reframes the Society's relationship to youth and to public schools
- ♦ Milwaukee Public Museum. Worked with new leadership to articulate an approach to public education that allows people to customize their interactions with the museum
- ♦ Atwater-Kent Museum of Philadelphia History. Worked with staff to define a partnership relationship with Philadelphia Public Schools and to design a simulation experience for city leaders that examined current issues in the context of the city's history and heritage

- ♦ The Journey Museum in Rapid City, South Dakota. Working with museum staff and city leaders to change the focus of this city-funded museum from being a tourist attraction to being an educational resource for the people of Rapid City, especially its youth.
- ♦ Elmhurst Historical Museum in Elmhurst, Illinois. Working with museum staff, city officials and community leaders to articulate a role for the Elmhurst Historical Museum in establishing a Cultural Campus in Wilder Park.
- ♦ Visitor Studies Association. Led Executive Committee and working Board of Directors through process of realizing a new vision, establishing a new infrastructure, and monitoring an ambitious annual work plan to support the organization's strategic agenda.
- ♦ The Field Museum. With Gery Chico, a Field Museum Trustee and President of the Chicago Public Schools Reform Board, co-chaired the Working Group on Education as part of strategic planning for the entire Field Museum.

CONTRIBUTIONS to NEW DIRECTIONS, PROFESSIONAL STANDARDS and PUBLIC POLICY

Ms.Munley has contributed to articulating new directions and public policy in three main areas: the public value of museums; audience equity and diversity; and partnerships between museums, schools and libraries. Her activities include:

The Learning Value of Children's Museums - Research Agenda Symposium September 10-11, 2013 • Arlington, VA. Invited participant.

Invited participant for the American Association of Museum's **Colloquium on Interpretive Planning**, convened at the request of the AAM Accreditation Commission to begin the process of developing standards for interpretation and public service in U.S. museums.

Invited participant and panelist for a review of **The Status of Research on Learning in Informal Education Settings,** convened by The National Academies, National Research Council, May 13, 2005, Washington, DC.

Invited participant to In Principle/In Practice. A Learning Innovation Initiative, organized by the Institute for Learning Innovation with funding from the National Science Foundation. November 7-8, 2004, Annapolis, MD. The ongoing task for the group is to articulate new directions for research and practice in informal learning for the next decade.

Invited participant at Charting the Landscape, Mapping New Paths: Museums, Libraries, and K-12 Learning, convened by the Institute of Museum and Library Services to address its mission to create and sustain a Nation of Learners. August 30-31, 2004, Washington, DC.

Served on the board of the Education Committee of the American Association of Museums, and was elected national chair of that committee for two

terms. Played a key role in drafting two seminal documents on museums and their educational role: **Museums for a New Century** and **Excellence and Equity**.

Initiated MAPS (**Museums and Public Schools**), a formal partnership between the Chicago Public School system and nine museums in Chicago - Art Institute; The Field Museum; Shedd Aquarium; Adler Planetarium; the Museum of Science and Industry; the Mexican Fine Arts Center Museum; the DuSable Museum; the Chicago Historical Society; and the Peggy Notebart Nature Museum.

Served on drafting committees to prepare statements of **professional** standards for museum education and for excellence in museum exhibitions. Both documents published and distributed by the American Association of Museums.

Member of **Task Force on Teaching**, the New York State Education Department, a group making recommendations to the State Board of Regents for changes to teacher training, professional development and certification.

Wrote guidelines for **Empire State Partnerships**, a new grant program jointly administered by the New York State Council for the Arts and the New York State Education Department.

Chaired the New York State Education Department's **Balanced Work**Force Task Group (1993) and the Cultural Diversity Task Force for the Office of Cultural Education, the New York State Department of Education (1994). Task forces developed plans to achieve diversity within the staff of the State Education Department and within the program areas of the State Museum, the State Library System, the State Archives, and Public Broadcasting. Final reports: *Acceptance and Change: A Coordinated Plan for Action to Increase Cultural Diversity* and *Diversity, Service and the New Compact for Learning* were delivered to the Commissioner for Education and the Deputy Commissioner for Cultural Education.

AUDIENCE STUDIES, EVALUATION & RESEARCH

Ms. Munley began her career as a social science researcher examining visitors' experiences in museum exhibitions and programs. She continues to explore the value of public education initiatives as an evaluator on projects with museums such as the Denver Art Museum; Chicago History Museum, the United States Holocaust Memorial Museum, the Whitney Museum of American Art, the Science Museum of Minnesota, the Natural History Museum of the Adirondacks, an NEH Institute for Teachers in five northeastern states; and the Amon Carter Museum. Her earlier work was with the Smithsonian Institution; American Psychological Association (APA) traveling exhibition on social psychology; Arts Connection, New York City; Brooklyn Children's Museum; Colonial Williamsburg; Hanford Mills, New York; Memorial Art Gallery, Rochester, New York; and the Rhode Island Historical Society. She's written dozens of reports based on audience research and evaluation studies. They include:

MODEL AMERICAN SPACES MONITORING and EVALUATION STRATEGY. A report presenting a recommendation, and an alternative, for a plan of action for the monitoring and evaluation of the Model American Spaces Project. U.S. Department of State (DoS), Bureau of International Information Programs (IIP). 2013.

EVALUATION of *WHAT DOES IT MEAN TO BE HUMAN?*, a permanent exhibition at the Smithsonian Institution, National Museum of Natural History, April 2011. This report includes a description of an Evaluation Framework developed to guide all evaluation work at NMNH.

MARY ANN MACLEAN PLAY MUSEUM: Summative Evaluation. Report of Findings. Illinois State Museum, 2011.

CONVERSATIONS with VISITORS: the POWER of DIALOGUE: *Implications for Program Design.* An exploration of program topics, formats & techniques that contribute to meaningful experiences and increase the capacity to inform, involve and inspire visitors. United States Capital Visitor Center, 2010.

PROVIDERS as EDUCATORS. A series of five Findings Memos reporting results of evaluation of two year program at the Minnesota Children's Museum, January - September 2010.

KNOWING BETTER . . . STEPPING UP and TAKING ACTION: PERSONAL TRANSFORMATION the LEADS to SOCIAL CHANGE. A report based on the evaluation of *Bringing the Lessons Home*, a program for teens offered by the United States Holocaust Memorial Museum. 2008

VOICES of the PEOPLE. A Visitor Study at Ground Zero and WTC Tribute Center, New York City. A joint project of the National September 11 Memorial & Museum and the September 11th Families Association. 2008

SCHEMATIC DESIGN FORMATIVE EVALUATION REPORT. Peoria Riverfront Museum, Peoria, IL. A project in collaboration with White Oak Associates, 2008

HISTORY CONECTIONS and ARTIFACT COLLECTIONS. A program for teachers and students presented by the Chicago History Museum. 2008

THE POWER of STORIES. The impact of *Great Chicago Stories* on teachers and students. Chicago History Museum. 2007

HEINZ PITTSBURGH REGIONAL HISTORY CENTER. Evaluation of *Worlds in Motion*, an NEH-funded exemplary education project to create print- and Webbased curriculum materials for K-12 teachers related to American Indians on the Colonial Frontier. 2004-2007.

LOUISVILLE SCIENCE CENTER. Examining Inquiry Teaching and Learning in the Galleries of a science center. NSF-funded exhibition development and audience study project, 2006-2007.

CHILDREN'S EDUCATION INITIATIVE for PALO PINTO COUNTY, TEXAS. The first year evaluation of a three-year initiative funded by The Walton Family Foundation. This project introduces 4,000 youth from rural communities in Texas to the visual and performing arts available to them in Fort Worth. Amon Carter Museum, 2003

PROFILE of VISITORS to the NEW YORK STATE MUSEUM. Annual reports. 1994 and 1995.

MUSEUMS: OPENING DOORS and EXPANDING AWARENESS. with Jeff Hayward of People, Places and Design Research. A national survey of accessibility in museums in the United States. National Museum of American Art, Smithsonian Institution, 1989.

HERITAGE and IDENTITY: THE ANACOSTIA NEIGHBORHOOD MUSEUM'S WORK with STUDENTS. Anacostia Museum, Smithsonian Institution, Washington, DC, 1986.

VISITORS' VIEWS of the 18th CENTURY. Prepared for the Department of Social and Cultural History, National Museum of American History, Smithsonian Institution, October 1983.

BUYIN' FREEDOM: AN EXPERIMENTAL LIVE INTERPRETATION PROGRAM. Prepared for the Department of Social and Cultural History, National Museum of American History, Smithsonian Institution, 1982

LITERATURE REVIEWS

Ms. Munley is a proponent of researcher-practitioner partnerships. Her practice includes preparation of customized literature reviews that provide a synthesis of research findings pertinent to specific projects.

Deep Time: Considerations When Introducing Learners to Fundamental Threshold Concepts Related to Global Change and Earth Systems

A review of literature prepared for The Deep Time Initiative, Smithsonian Institution, National Museum of Natural History, 2014 With Charles Rossiter. This review of relevant literature indicates that deep time and related Earth systems and global change concepts can be mastered if approached appropriately. The most important foundation upon which to base any effort to help people understand deep time and the interrelated ways that physical, biological, chemical and human interactions determine the state of Earth is to frame these big ideas as threshold concepts

Engaging Young People with History. A Literature Review. Prepared for the United States Holocaust Memorial Museum for *Some Were Neighbors* evaluation project. 2014. With Charles Rossiter and Jack Rossiter-Munley. This literature review was undertaken with the purpose of learning how the four Youth Indicators that serve as the backbone of the NIHE's strategy for engaging with young audiences have been defined, studied and measured by others.

Perfect Fit: Art Museums and New Perspectives on Active Older Adults

A Review of Literature. Prepared for Denver Art Museum, 2013. With Charles Rossiter.

This review of literature revealed that there are two predominant ways of viewing older adults that have implications for institutions hoping to serve this burgeoning segment of the population. The traditional view emphasizes deficiencies and weaknesses. The new, contemporary view of older people is based on the notion that human development is an unending process and that older adults are interested, curious, vital people who wish to remain engaged in life and society.

An Art Museum as a Platform for Creativity: A Review of Literature
Prepared for the Denver Art Museum, 2013. With Charles Rossiter
A synthesis of research findings to inform the deliberations of the Creativity Task Force as it defines DAM's creativity platform, and the Education Core Team as it designs an evaluation for SPUN programming

Yes You CAN! Girls, Equity and STEM in Informal Learning Settings.

A Review of Literature. Prepared for Girls RISEnet/SAVI Planning Group, 2013, with Charles Rossiter.

A report of research findings to support the group's work in preparation of a full Science Across Virtual Institutes (SAVI) proposal aimed at expanding the GirlsRISEnet by facilitating collaboration among scientists and engineers from the U.S. and other countries to form teams of researchers, research institutes, and universities to serve as the creative hubs for innovative research and education activities across borders.

Early Learning in Museums: A Review of Literature. Prepared for Smithsonian Institution's Early Learning Collaborative Network and Smithsonian Early Enrichment Center (SEEC), 2012

This paper summarizes the results of research conducted in museum settings or in other locations using learning resources and materials designed by museums and that focuses on learning by young children.

PROGRAM DESIGN

Ms. Munley is recognized for working with staff and community partners to create new and innovative programs for audiences of all ages. Some examples include:

Museum Club. An after-school program at the New York State Museum in Albany for neighborhood youth ages 8-13 who previously had been viewed as behavior and security risks.

Community Partners. A system of coordinating with dozens of community organizations so that all programs for youth and families at the New York State Museum and The Field Museum were available to traditionally underserved audiences.

The Museum Magnet School and Outdoor Learning Center. One of the first comprehensive partnerships between a museum and a public school in the U.S.. The New York State Museum and a public elementary school in its Albany neighborhood partnered on curriculum development, professional development for teachers, student instruction, family programs, sharing instructional materials, and teaching in the Museum as well as in the classroom.

Museum and Public Schools (MAPS). A partnership between the Chicago Public School and Museums in the Park to realize the vision that the vast resources of Chicago's museums would be an integral part of public education in Chicago.

Field Ambassadors. A continually expanding group of classroom educators and administrators who get to know The Field Museum closely and serve as liaisons between the Museum and their schools.

Teens Together Ensemble. A partnership between The Field Museum and Music Theater Workshop that introduced young people from all parts of the city to the Museum and to each other. Youth in this theater company studied collections and exhibitions, explored people and places in Chicago neighborhoods, and wrote and performed original musical theater pieces in the galleries of The Field Museum.

Puppetropolis. A partnership between the City of Chicago Office of Cultural Affairs, the Chicago Park District, The Field Museum and dozens of Chicago artists to engage communities across Chicago in self expression through the art of puppet making and performance. The culmination was a giant festival on The Museum Campus to kick off the city's Puppetropolis Festival.

Urban Network: Museums Embracing Communities. A consortium of 10 museums in five metropolitan areas in the U.S. advancing practice and encouraging a national dialogue on community engagement and equity of access to museum learning for all people.

A Community Gather Place. The Field Museum's immediate response to 9/11. For two weekends in September 2001 The Field Museum opened its doors free of charge to help the community reflect and understand recent events.

INTERPRETIVE PLANNING

Ms. Munley has worked on teams that include scientists, historians, artists, designers, educators, and community advisors to design plans for museum exhibitions. Those projects include:

Sue. The oldest and most complete T. rex discovered. On permanent display at The Field Museum - Chicago, with an accompanying traveling exhibition, A T.rex Named Sue booked at 20 venues in the United States. Member of senior development review team for exhibition concept and design. Oversaw development and implementation of interpretive strategy and plan for "unveiling" of Sue - an international media event; all public programs; a series of electronic field trips with associated on-line curriculum; popular publications; gallery guides, interpretive stations, and an original theater piece designed to enhance the on-site visitor experience.

Underground Adventure. A permanent, immersion exhibition at The Field Museum-Chicago about the diversity and importance of soil. Member of senior development review team for exhibition concept and design. Oversaw development of interpretive strategy and plan for public programs; ties to learning standards for schools; Soil Adventure Mobiles (interactive learning stations that travel to sites within a 100 mile radius of Chicago); learning kits; interpretive stations, theater productions and volunteer programs to support the on-site visitor experience.

A Mohawk Iroquois Village. A permanent exhibition at the New York State Museum in Albany. Served as interpretive planner for exhibition. Determined interpretive strategies including labels, video, storytelling, and immersion experience. Wrote labels. Oversaw development and implementation of plan for all public and school programs.

The Dead Sea Scrolls. A special exhibition organized by the Public Museum of Grand Rapids in partnership with the Israel Antiquities Authority. Developed an interpretive plan for integrating the audio tour and all public programs with exhibition themes and used storytelling as an integrating interpretive method.

In addition to work on permanent exhibition development, Ms Munley oversaw preparation and implementation of interpretive plans and public programs for dozens of special exhibitions including: *Chocolate; Cleopatra; The Dead Sea Scrolls; The Art of the Motorcycle; Masks; Faces of Culture; Playing with Fire: The Work of Julie Taymor; The Endurance: Shackleton's Legendary Antarctic Expedition; The Tibetan Art of Healing; The Art of Being Kuna; Kremlin Gold; and Freud.* Coordinated slates of programs using a varied repertoire methods designed to serve diverse - and new audiences - is a hallmark of Ms. Munley's program designs.

SELECTED PUBLICATIONS

"Evaluating Public Value: Strategy and Practice." Chapter in **Museums and Public Value: Creating Sustainable Futures.** Carol A. Scott (Ed.), Surrey, England: Ashgate, 2013, 45-61.

"Raising the Bar: Aiming for Public Value." **Journal of Museum Education.** Vol. 35:1, Spring 2010, 21-32.

The Social Work of Museums by Lois Silverman. A book review in Museum Management and Curatorship, 25(3), 2010, pp. 337-339.

"Envisioning the Customized Museum: An Agenda to Guide Reflective Practice and Research. Chapter in **In Principle, In Practice: Museums as Learning Institutions.** Lanham, MD: AltaMira Press, 2008. First author with contributions from Randy Roberts, Barbara Soren and Jeff Hayward.

"Are Museum Educators Still Necessary?" **Journal of Museum Education.** Vol. 31:1, Spring 2006, 29-39. (with Randy Roberts).

"Is There Method in Our Madness: Improvisation in the Practice of Museum Education." In **Presence of Mind: Museums and the Spirit of Learning.** Bonnie

Pitman (ed) Washington, DC: American Association of Museums, 1999. Reprinted in Reinventing the Museum: Historical and Contemporary Perspectives on the Paradigm Shift. Gail Anderson(ed), Walnut Creek, CA: AltaMira Press, 2004.

"Museum Education and the Genius of Improvisation," In **Transforming Practice**. Joanne S. Hirsch and Lois Silverman (eds). Washington, DC: Museum Education Roundtable, 2000.

"Museum/school Partnerships: A Reflective Analysis Based on Current Practice." **Courier**, January /February 1995.

"Back to the Future: A Call for Coordinated Research Programs in Museums." In **Patterns in Practice: Selections from the Journal of Museum Education.** Susan K. Nichols (ed), Washington, DC: Museum Education Roundtable, 1992.

"Intentions and Accomplishments: Principles for Museum Evaluation Research." In **Past Meets Present.** Jo Blatti (ed). Washington, DC: Smithsonian Press, 1987.

Catalysts for Change: The Kellogg Projects in Museum Education. Washington, DC. Smithsonian Institution, 1986.

"Asking the Right Questions: The Relationship between Museum Mission and Evaluation." **Museum News** February 1986.

Museum for a New Century. The report of the Commission on Museums for a New Century. Washington, D: American Association of Museums, 1984. Cowritten with Ellen Cochran Hicks with the direction of the Commission on Museums for a New Century. 1984.

MOST RECENT CONFERENCES and PRESENTATIONS

"EdCOM's History of Activism." Presentation at the American Association of Museums Conference, Baltimore, Maryland, May 2013.

"Public Value: Constructing the Narrative, Using Evidence to Tell the Story." Session at the American Association of Museums, Baltimore, Maryland, May 2013.

"Early Learning in Museums: A Summary of a Literature Review. Session at the American Association of Museums Conference, Baltimore, Maryland, May 2013.

Association of Midwest Museums (AMM) Leadership Academy. Lead facilitator. Worked with all speakers to develop and present a cohesive and stimulating weeklong program. Led daily discussions of emerging issues and key themes. October, 2012.

"Pushing Our Practice (POP) Exchange." Part of an IMLS-funded project about families and museums. Keynote panel of speakers. Sacramento, California, September 2012.

"I Wish I'd Never Done That." A session at the Visitor Studies Association Conference, July 2012.

- "Small is Beautiful and Can Be Justified: Lessons Learned at the United States Holocaust Memorial Museum." Session about evaluation of *Bringing the Lessons Home* at the American Association of Museums Conference, Minneapolis, Minnesota, May 2012.
- "A Framework for Evaluating Evaluation Offerings at the National Museum of Natural History." A session presented at the Visitor Studies Association Conference, Chicago, IL, July 2011.
- "Defining Public Value." Session at the American Association of Museums Conference, Dallas, Texas, May 2011.
- "Establishing a Framework for Evaluating Public Value at the Smithsonian's National Museum of Natural History." Co-presenters are Shari Werb, Associate Director for Education and Outreach and Bill Watson, Director of On-Site Learning, National Museum of Natural History. Presented at the annual conference of the American Evaluation Association in San Antonio, TX., November 13, 2010.
- "Managing Change New Directions for Museum Docent Programs." A workshop at the Toledo Museum of Art, Toledo, OH, November 1, 2010.
- "Public Value at the National Museum of Natural History: An Evaluation Framework. With Bill Watson, Presentation at the Visitor Studies Association annual conference, Phoenix, AZ, July 2010.
- "Creative Program Development and Rigorous Project Management." Session at Association of Children's Museums annual meeting, St. Paul, MN, May 6, 2010.
- "Crossing Borders, Bridging Cultures." Keynote panel discussion. National Docent Symposium, Toronto, Canada, November 15, 2009.
- "Results of the Evaluation of *Bringing the Lessons Home*, a youth program at the U.S. Holocaust Memorial Museum. A paper presented at the American Evaluation Association in Orlando, FL., November 11, 2009.
- "Understanding Public Value." A workshop, with Randy Roberts. Visitor Studies Association, St. Louis, MO, July 21, 2009.
- "Learning with a Personal Touch" Invited paper for **When Learning Happens in the Museum,** an International Symposium at Kyoto University Museum, Kyoto, Japan, January 14-15, 2006

WORK HISTORY

2002-Present

Principal, MEM and Associates, a consulting company dedicated to public education, with an emphasis on enhancing the role of museums in the lives of people and their communities.

1997-2002

Director of Education, The Field Museum, Chicago

1987-1997

Chief of Museum Education, the New York State Museum and Special Assistant to the Deputy Commissioner for Cultural Education, the New York State Education Department, Albany, NY

1980-1987

Acting director and faculty member for the Museum Education Graduate Program, The George Washington University, Washington, DC. Also independent consultant in museum education and evaluation.

1981-1985

Research Coordinator for the Commission on Museum for a New Century, American Association of Museums, Washington, DC

1978-1980

Psychologist, Department of Museum Evaluation Studies, Office of Museum Programs, Smithsonian Institution, Washington, DC

FORMAL EDUCATION

Museum Management Institute (MMI), Berkeley, California, 1991 MAT-Museum Education, The George Washington University, 1979 MA, The University of Wisconsin-Milwaukee, 1974 BA, The University of Wisconsin-Milwaukee, 1972 Doctoral program (ABD), Northwestern University, 1973-75

References and samples of work available upon request