

## OBJECTIVE:

To use proven instructional design and project management techniques to create assumption-challenging, intellectually engaging, and passion-inducing experiences.

## RELEVANT EXPERIENCE:

- |   |                               |
|---|-------------------------------|
| <b>A. EXHIBIT AND CONTENT DEVELOPER</b><br>AMAZE DESIGNS, INC. ( <a href="http://www.amazedesign.com">www.amazedesign.com</a> ) | 2005 – present<br>Boston, MA  |
| <b>B. PEER REVIEWER MANAGER</b><br>AMERICAN ASSOCIATION OF MUSEUMS ( <a href="http://www.aam-us.org">www.aam-us.org</a> )       | 2000 – 2005<br>Washington, DC |
| <b>C. EDUCATOR</b><br>SCHENECTADY MUSEUM ( <a href="http://www.schenectadymuseum.org">www.schenectadymuseum.org</a> )           | 1997– 2000<br>Schenectady, NY |
| <b>D. EDUCATOR</b><br>THE JUNIOR MUSEUM ( <a href="http://www.juniormuseum.org">www.juniormuseum.org</a> )                      | 1996 - 1997<br>Troy, NY       |

## SKILLS: *Position or education where experience was earned indicated in brackets [X]*

### LEADERSHIP & MANAGEMENT

#### Planning

- Developed exhibit development processes and agendas to maintain project progress. [A]
- Created on-going process of planning and progress analysis to advance core program functions of recruitment, training, and evaluation [B]
- Developed and implemented a 5-year recruitment plan and marketing message. [B]

#### Program & Project Development, Implementation, & Management

- Managed exhibit development through schematic and design development [A]
- Managed recruitment, training, support, and evaluation of ~1000 museum professionals [B]
- Implemented recruitment, training, and evaluation for a teen volunteer program [C]
- Coordinated instructors, performers, and speakers for a lecture series [C]
- Developed in-house and outreach programs for school groups and Girl Scouts [D]

#### Team Building & Leading

- Led exhibit development workshops and on-going discussions between clients, co-workers, and outside contractors to advance the project according to time, budgetary, and personnel resources [A]
- Led evaluation development team, publication teams, and regular management meetings [B]
- Created and led collaborative e-committee of program participants to guide program decision-making and document review [B]
- Coordinated and participated in diversity, program, and exhibit committees [C]

#### Policy & Procedure Development

- Wrote and published 150-page *Peer Review Manual* integrating substantial new program policies and procedures and outlining the structure and process of peer review. [B]

#### Formal & Informal Writing

- Write exhibit content descriptions, messages, goals, and visitor experiences to reflect current project team thinking throughout the exhibit development process [A]
- Published *NEWStandard: A resource for AAM peer reviewers*, an 8-page content newsletter, 7 issues to date [B]
- Developed exhibit design and label copy to serve adult and child audiences [C]

## **MANAGEMENT & ASSESSMENT**

### **Evaluation**

- Established a comprehensive peer reviewer performance evaluation program [B]
- Conducted iterative review process for Master's project [E]
- Conducted substantive review of an educational website [E]
- Established evaluation process of self and supervisory review for teen program [C]

### **Goal Setting**

- Established shared expectations with stakeholders based on core goals and mission to develop realistic plans [B]

### **Needs Assessment**

- Conducted program assessment to identify areas of awareness, participant benefits and needs, and participant overview to guide program improvements and planning [B]
- Developed and executed audience research as a part of a master planning process [C]

### **Survey Development**

- Created audience feedback opportunities including visitor surveys, exhibit evaluation forms, and audience participation exhibit components [C]
- Developed research protocol and analysis [F]

### **Training Development**

- Obtained grant funding, developed, and promoted *Evaluating Governance: A workshop for AAM peer reviewers*. Presented it 6 times; developed an online learning module [B]
- Developed and presented *Making Lemonade* workshop on interpersonal skills [B]

### **Facilitation & Presentation**

- Developed and presented peer review events at AAM's Annual Meetings from 2001-5; including workshops, sessions, forums, and receptions. [B]
- Developed and presented interactive programming for school groups, drop-in family activities, special events, and Girl and Boy Scout workshops [C]
- Coordinated special events [A, B, C]

## **TECHNOLOGY**

### **Relational Databases (FileMaker Pro, Microsoft Access, iMIS, Crystal Reports)**

- Regularly use and develop standards of use for exhibit content database [A]
- Significantly increased information integrity in enterprise data management system through massive information update project, regular data integrity checks, and developing procedures for information management [B]
- Created databases, queries, and advanced reports to increase data usability. [B]

### **Web Design & Development**

- Created information architecture for the peer review section of AAM's website [B]
- Participated on company-wide website redesign team [B]

### **Project Management (Microsoft Project, Outlook)**

- Created workplans for a federal grant and for recurring work projects [B]

### **HTML Coding & Macromedia Dreamweaver**

- Created portfolio pages and all school projects listed [E]

### **Desktop Publishing (Adobe InDesign, Acrobat, Photoshop)**

- Created various marketing materials using Adobe InDesign [B]
- Created brochures and flyers using Adobe PageMaker [C]

### **MS Office (Word, Excel, PowerPoint)**

- Regularly use office package programs for project documents and communications [A]
- In addition to regular office use, PowerPoint also was used for storyboarding [B]

## **EDUCATION:**

- E. MASTER OF ARTS, EDUCATIONAL TECHNOLOGY LEADERSHIP, 2003**      GPA: 4.0  
THE GEORGE WASHINGTON UNIVERSITY, WASHINGTON, DC  
Portfolio: <http://www.MuseID.com>  
Key Projects: Virtual historic tour of Riversdale Historic House and Museum; Critical review of Cognitive Application's Wright Experience website
- F. MASTER OF SCIENCE, DEVELOPMENTAL PSYCHOLOGY, 1996**  
UNIVERSITY OF CALIFORNIA, SANTA CRUZ, CA  
Research: Parent-child interactions at museum exhibits; Problem-solving in children
- G. BACHELOR OF ARTS, MAJORS: PSYCHOLOGY, ANTHROPOLOGY; MINOR: BIOLOGY, 1994**  
WASHINGTON UNIVERSITY, ST. LOUIS, MO

## **PROFESSIONAL PARTICIPATION**

### **American Association of Museums**

Member, 1999-2006, NAME member 2006  
AAM Staff Liaison to Committee on Museum Professional Training (COMPT), 2001-2005  
Conference Attendee, 1999-2006

Peer Reviewer Workshops:

- Seeing the Forest
- Making Lemonade
- Evaluating Governance (2) *see below for more details*

Session: So You Want to Be a Peer Reviewer

Events:

- Peer Reviewer Orientation (2)
- Peer Reviewer Forum (2)
- Peer Reviewer Reception (4)

### **In Principle, In Practice: Learning Innovation**

"A diverse set of stakeholders reflect upon the findings of the last decade's research on learning in and from museums." Institute for Learning Innovation ([ilinet.org/ipip/](http://ilinet.org/ipip/)), 2004

### **Museums and the Web**

Demo: "Riversdale Historic House Museum: A Small Museum and the Internet", 2004  
Best of the Web judge, 2005 & 2006  
Attendee, 2003-4

### **Texas Association of Museums**

Session: "Change Starts at the Top: Governance MAP", 2002

### **American Educational Research Association**

Session proposals reviewer, 2001

### **California Association of Museums**

Session: "Museum Advancement & Excellence: Accreditation, MAP, and Museum Standards", 2002

### **Visitor Studies Association**

Session: "In Their Own Words: Opening Dialogue with a Community through Qualitative Research", 2000

### **Great Explorations in Math and Science (GEMS)**

"Build It!" workshops for children and teachers

## **PROFESSIONAL DEVELOPMENT:**

### **Evaluation Courses**

- “OBE: Measuring Program Benefits for Participants of Museum Programs”, IMLS, 2000
- “Assessing Parks as Classrooms: A model for Program Evaluation”, Nat’l Parks Service, 2000
- Museum Institute for Teaching Science (MITS) workshop, 2000

### **Management Courses**

- “Effective Time Management,” Career Track, 2003
- “Managing Multiple Projects and Balancing Priorities,” Fred Pryor Seminars, 2002
- “Advanced PowerPoint,” Westlake, 2002
- “Facilitation,” Fred Pryor Seminars, 2001
- “Writing Policies and Procedures,” Fred Pryor Seminars, 2001
- “Customer Service,” 2000

## **PUBLICATIONS: (Including those under maiden name of Topping)**

*Peer Review Manual* (2004), American Association of Museums

Bellnier, K. Peer Reviewer Manager’s Corner, *NEWStandard: A resource for AAM Peer Reviewers*. [recurring column]. 8 issues to date

Topping, K. (2002). Peer Reviewer Handbooks Meet the Real World. *NEWStandard: A resource for AAM Peer Reviewers*. Spring

Topping, K. and Merritt, E. (2002). Advisor or Observer? Your Role as Peer Reviewer, *NEWStandard: A resource for AAM Peer Reviewers*. Spring

Topping, K. (2001). On the Ground: Faster, Stronger, Smarter, Better Peer Reviewers, *NEWStandard: A resource for AAM Peer Reviewers*. Spring

Topping, K. (2001). MA&E: Building Social Capital, *NEWStandard: A resource for AAM Peer Reviewers*. Spring

Topping, K. (1999). Relocate the Aliens. Annual themed issue, *ForeThought*, National Association for Interpretation Region 4

Rogoff, B., Topping, K., Baker-Sennett J., and Lacasa, P. (2002) Mutual Contributions of Individuals, Partners, and Institutions: Planning to Remember in Girl Scouts Cookies Sales. *Social Development*, 11, 266-289.

Crowley, K., Callanan, M.A., Jipson, J., Galco, J., Topping, K., & Shrager, J. (2001). Shared scientific thinking in everyday parent-child activity. *Science Education*, 85 (6), 712-732