

Report Submission - ID: 17Acad170

Author(s):

Tully Thibeau

Unit of Analysis ID Number: 10

College/School: Humanities and Sciences

Title: Anthropology

Type: Cert

State the mission, objectives, and primary functions of this program.: The Certificate in Historic Preservation is offered through the Department of Anthropology. The primary mission of the Department of Anthropology is educational, imparting the critical importance of understanding the human condition and its relevance to an increasingly diverse world using a combination of instruction, research, and professional service (as per individual faculty capacities). The means of achieving this task entails the department's faculty developing curricula that will help their students comprehend and assess a range of human cultures, spanning the biological evolution of humanity to preserving heritage while maintaining, sustainable “green” standards of adaptive re-use in urban planning. Students focus not only on cutting-edge research, but also the application of anthropological knowledge to one or more central issues of the 21st century—historic preservation, including Tribal Historic Preservation. The Certificate in Historic Preservation helps the Department of Anthropology fulfill its mission of preparing cultural heritage students for careers in planning, land management, and conservation.

Complete the FTE Detail Excel spreadsheet using the link below.:

[17Acad170 CompletetheFTEDetailExcelspreadsheetusingthelinkbelow_1001092344.pdf](#)

Using the space below, address any issues with your FTE Detail Sheet.: The APASP Personnel FTE spreadsheet for the unit of analysis represents figures from the entire Department of Anthropology, of which the Historical Preservation Certificate is just one program of study.

Departmental T/TT faculty FTE for each FY is reported below:

- FY13, 15.5 (plus, one visiting assistant adjunct professor)
- FY14, 15.5 (plus, one on medical leave, one visiting adjunct assistant professor)
- FY15, 15.5 (plus, one on medical leave, one visiting adjunct assistant professor)
- FY16, 15.5 (plus, medical leave resigns, adjunct hired on tenure line, another visiting adjunct assistant professor)
- FY17, 15.5 (plus, one visiting adjunct assistant professor)

In FY17, one member of faculty was on sabbatical; in FY16, two faculty members were on sabbatical; in FY15, one member of faculty was on 1/2 sabbatical; in FY14, one member of faculty was 1/2 sabbatical. No T/TT faculty were on sabbatical FY13, but one was on medical leave part of the year. FTE for one member of T/TT was reduced for maternity leave purposes during the five year period under review.

?For each FY, 11 TAs assigned to the department; in FY17, department supports 1/2 of a TA. In Spring 2017, Graduate School awards department a diversity (Native American) TA to a Ph. D. student.

A contract professional has been hired to direct and manage UM Anthropology Curation Facility as a Research Associate, Collections Manager or Curator.

One Administrative Associate III has functioned as Office Manager for every FY.

Student employees functioned almost exclusively as adjunct instructors supported by Summer/Winter/Online funds or buy-outs from grants, the College of H&S or the office of the Provost.

Identify Special Program Requirements. (e.g., extended credit requirements, accreditation): N/A

5YA/Trend of Total Faculty Personnel Costs : The Department of Anthropology is historically organized according to the four fields approach of American Anthropology established by Franz Boas in the early part of the 20th century. His Ph. D. student, Carling Malouf, is exclusively responsible for this arrangement, having come to UM in 1946 and pursuing a 50 year career here in three of the four fields.

Consequently, the current principle of organization for the T/TT faculty is based on the four fields: Archaeology (4 FTE), Ethnology (5.5 FTE and one base-funded lecturer), Linguistics (4 FTE, formerly an independent academic unit offering a Linguistics MA separate from the Anthropology MA), and Physical Anthropology (formerly 3 FTE, but, due to medical issues and resignations, it has operated under full strength, and, in FY15, had only one TT, one visiting adjunct assistant professor, 1 Ph. D. TA and Ph. D. student adjuncts; this field also houses a base-funded lecturer who teaches four-fields in ANTY 101 Anthropology and the Human Experience).

At full strength, the department would have 16.5 T/TT FTE and two base-funded lecturers at 1.8 FTE. Also, one emeritus instructor has been employed at .16 FTE on average for the previous five years. The department non-adjunct faculty FTE amounts to about 18.5 annuals during the period of review.

Adjunct faculty break down per FY in the following way:

- FY17, .44 FTE (sabbatical backfill and course buy-outs)
- FY16, .80 FTE (sabbatical backfill, course buy-outs, summer/winter/online)
- FY15, 1.80 FTE (sabbatical backfill, course buy-outs, medical leave, summer/winter/online)
- FY14, .40 FTE (summer/winter/online)
- FY13, .75 FTE (summer/winter/online, spousal accommodation)

Plus, .6 FTE for one grant-funded ESL program administrator FY16/17.

5YA/Trend of Non-Faculty FTE : The department requires an Administrative Associate III to manage the office. Classified staff numbers have fluctuated due to resignations, attempts at hiring replacements, and, after replacement at full-time status, a job-sharing with a work-from-home component in response to maternity and child-care necessities.

One of the reasons an Administrative Associate III is required is to record and report pay-roll for students working on grants awarded to faculty. At least three-quarters of the personnel costs related to student/temporary is due to graduate and undergraduate students employed on faculty grants or paid positions associated with the UM Anthropology Curation Facility.

As for the latter, the accounting is complex: For example, the Curator, employed at .5 FTE based on contributions from the College of H&S, the office of the Provost and the office of the Vice President for Research, is designated as temporary but being drawn from three different fund types.

Criteria 1. - Bullet 1.: Leadership: Students in the historic preservation program demonstrate leadership through the curriculum. This cross-disciplinary certificate requires students to work with multiple faculty across campus and develop meaningful independent study and internship opportunities, which require self-motivation and commitment.

Engagement: Historic Preservation charges students to actively engage in planning, dialogue, study and research with all areas of our community about historic structures and places. Students must learn to diplomatically interact with all the varied stakeholders and conflicting opinions on preservation and planning.

Diversity: Historic Preservation emphasizes diversity as students in preservation have worked recently in the study and documentation of diverse and under-represented communities. In addition, this program serves as a conduit with the

tribes of Montana through the Tribal Historic Preservation Office. The Tribal Historic Preservation Offices and federal/state agencies of the region are staffed with numerous Native American M.A. recipients from UM Anthropology.

Sustainability: Anthropology programs including Historic Preservation, model pathways to economic, financial, environmental, and cultural sustainability through unique program curricular and research experiences. Preservation is, at its core, a study and practice of sustainability, working to reuse the built environment and re-energize communities and societies through their historic artifacts. As the world continues to expand with fewer resources and limited space, the need for preservation practices will exponentially expand.

Criteria 1. - Bullet 2.: Essential to UM: Students studying historic preservation as a supplement to their majors in geography, art history, history or anthropology, are firmly invested in the community through a compassionate sense of place and purpose. Preservation education connects a student's area of study to tangible aspects of our past and our history in preparation and understanding of where we are going. Historic Preservation embraces interdisciplinary study and seeks to educate students and communities about the many benefits to our environment through preservation, and to our understanding of the world through its research and study.

The study of Historic Preservation also benefits UM as the University of Montana is one of the 10 historic districts in the Missoula. It is significant for its architecture, extensive history and connections to many leading citizens for our state.

Reduction Impacts: The Historic Preservation certificate uses no external funding, dedicated faculty, administrators or staff. The curriculum includes only existing coursework from our campus and faculty who work with students on independent study or internships receive no additional compensation.

Criteria 1. - Bullet 3.: Students who add historic preservation coursework to their degree will bring additional training and experiences that prepare them for a wider range of employment that are all based in workforces that need understanding of society and culture. Students who have worked on or earned their HP certificate have:

- Pursued additional degrees in Historic Preservation including preservation law.
- Served on city and state preservation boards and organizations.
- Worked on rehabilitating and preserving structures with the US Forest Service.
- Worked on rehabilitating and preserving structures with the US Park Service.
- Researched city and state histories for publication and distribution for local government.
- Researched and documented historic structures.

Centralized Data Criteria 2: The data tabulated in Metric 2 and Metric 5 are identical to those presented for the ESL Certificate (see Linguistics Program report) and thus should likely be treated as "simply blank" (email 20 September) like the data presented in Metric 2 (all zero).

Two courses offered by the Anthropology Department contribute to completing the Historic Preservation Certificate Program, ANTY 451 Cultural Resource Management and ANTY 456 Historic Archaeology, and may provide a good benchmark of part of the SCH (roughly 10% compared to data presented in Criteria 3) dedicated to the Certification

ANTY 451 (Fall Semester)

- FY13, 105 SCH (UG&G), 77.5 SCH major, 12 SCH Graduate
- FY14, 102 SCH (UG&G), 79.5 SCH major, 9 SCH Graduate
- FY15, 114 SCH (UG&G), 82.5 SCH major, 24 SCH Graduate
- FY16, 72 SCH (UG&G), 61.5 SCH major, 21 SCH Graduate
- FY17, 54 SCH (UG&G), 45 SCH major, 9 SCH Graduate?

ANTY 456 (Spring Semester)

- FY13, 60 SCH (UG&G), 42 SCH major, 12 SCH Graduate
- FY14, 78 SCH (UG&G), 49.5 SCH major, 12 SCH Graduate
- FY15, 54 SCH (UG&G), 42 SCH major, 0 SCH Graduate

- FY16, 48 SCH (UG&G), 39 SCH major, 9 SCH Graduate
- FY17,18 SCH (UG&G), 10.5 SCH major, 6 SCH Graduate

Criteria 2. - Bullet 1.: The Historic Preservation program has fostered interagency collaborations with public and private entities across the state in hands-on training and research. The core course in historic preservation is designed to integrate and introduce individuals from state-wide preservation roles into the curriculum so students can connect on a personal level. This affords opportunities for the students for internships, employment and a deeper understanding of how this growing field operates. It also informs students to the many varied opportunities that connect to this subject matter.

On campus, the program draws from multiple programs including Anthropology, Art History, Geography and History in order to provide a complete picture of the interdisciplinary nature of this field. Both faculty and students have benefitted from these relationships as additional research opportunities present themselves and a more comprehensive understanding can be gained.

Criteria 2. - Bullet 2.: As there are no dedicated funds for this program, reductions would have no impact. If cuts in other programs were made that affected faculty who provide courses within the existing framework, our ability to offer this certificate as it currently exists may need to be examined. The loss of this certificate would remove an area of study which originated because of student interest and request. The Historic preservation class was first offered because of anthropology students who recognized the need for this area of study which dovetails and complements multiple degrees on campus. In addition, students from tribal colleges who have courses preparing them for work such as tribal historic preservation officers are coming to our campus because they now have the opportunity to advance those skills with this certificate.

Centralized Data Criteria 3: The Criteria 3 metrics record zeros or NAs. These centralized data do not correctly reflect the number of students completing the program of study leading to the Historic Preservation Certificate. In lieu of being given centralized data, we have reconstructed the data based on the student enrollment in the *capstone course* of the program of study, HPRV 400. The course instructor offered it Spring 2016 and Winter session 2014, and the available data indicates the following enrollments in the course (currently offered every other academic year)

- FY14, 9 students (27 SCH), 3 majors (9 SCH), 2 graduates (6 SCH)
- FY16, 11 students(33 SCH), 8 majors (24 SCH), 2 graduates (6 SCH)

Naturally, we cannot claim these students did in fact earn the certificate, but we infer more than three (Metric 5) have, based on completed certification applications and attendance in other courses leading to the certificate.

Criteria 3. - Bullet 1.: Students seeking the HP certificate are required to have an experience in the field in an internship or independent study approved by faculty. These experiences are wide ranging and often speak to professional and personal interests and connections. These experiences may be research based, discovering and identifying structures and objects or compiling histories on the built environment. Many other projects are hands-on that include learning and developing preservation and restoration techniques and practices. Other projects include city and neighborhood planning and development strategies.

Productivity is measured through the constant communication and ongoing collaboration from the many agencies involved in this certificate and also evaluation from completed projects. One example of external review was a National Register nomination of Norman MacLean's cabin researched and written by a recent student. The nomination demonstrated significance on three of the four possible areas of significance and was accepted by the National Register of Historic Places

Criteria 3. - Bullet 2.: The certificate is designed as a service and outreach program. Courses bring in professionals from the region as guest speakers and to build intimate knowledge and understanding of the field. Every project for independent study as well as internships must benefit and/or further historic preservation groups, individuals or ideals.

Guest lecturers and off campus collaborators who have been involved include:

- State Historic Preservation Office staff

- State Architect (SHPO)
- Historic Preservation Officers (Missoula, Virginia City)
- Multiple local preservation architects
- Professional HABS/HAER documentation photographer
- Montana State Historian
- US Forest Service Historic Preservation Team
- Professionals from multiple preservation related industries
- Fort Missoula
- Tribal Historic Preservation Officers

Criteria 3. - Bullet 3.: The data does not exist which measures this program as there are no staff, faculty or administrators associated with it. Faculty who teach courses that are included in the certificate, teach those courses as part of their existing load for their respective programs.

Centralized Data Criteria 4: We are not provided with time-to-degree data. Generally, it would take student four semesters to earn the certificate because of the cycle on which HPRV 400 is offered.

Criteria 4. - Bullet 1.: Students working towards the historic preservation certificate are involved in multiple studies and projects in preservation for communities. Evidence of their work is in the completed research, projects and interactions with multiple public and private groups. Recent examples include:

- Internship with the North Dakota SHPO documenting historic structures.
- Construction and stabilization on historic properties around Montana with the Forest Service historic preservation team
- Window and door rehabilitation with the Forest Service historic preservation team
- Research and study of Missoula underground resulting in crowd-drawing cultural heritage community event and a popular regional book.
- Historical research with Missoula Historic Preservation Officer towards “Then and Now” book.
- Research and documentation of historic Frenchtown cabins.
- Research and documentation for the amended National Register Nomination for the University of Montana. (Written by Professor Chacon)
- Development of reconnaissance survey for the Slant Street district in Missoula.
- Service on Preservation boards and organizations.

Criteria 4. - Bullet 2.: While multiple faculty may be teaching courses that fulfill requirements in the certificate, the one faculty member that oversees the program and works with the students on independent study and internships is working professionally in his primary field (theatre design and technology) as well as in historic preservation. Professor Monsos is an active consultant for preservation, recently working with the NEA and the Rural Land Institute for the community of Red Lodge. Professor Monsos served as the Chair of the Missoula Historic Preservation Commission for 14 years, and received a special Merit Award for Outstanding Contribution to Historic Preservation from the city and commission.

Criteria 4. - Bullet 3.: N/A

Centralized Data Criteria 5: 5YA for undergraduate SCH based on figures provided in Centralized Data Criteria 2 and 3: 126.4

5YA for undergraduate SCH per T/TT faculty based on figures provided in Centralized Data Criteria 2 and 3: 210.66

5YA for graduate SCH based on figures provided in Centralized Data Criteria 2 and 3: 42

5YA for graduate SCH per T/TT faculty based on figures provided in Centralized Data Criteria 2 and 3: 42

Criteria 5. - Bullet 1.: As there are no funds associated with this program, there have been no reductions. However, reductions in programs that are part of the certificate can result in added responsibilities to professors. This may impact their ability to work with students on research projects and to foster internship relationships.

Criteria 5. - Bullet 2.: For the most part, the criteria for the certificate has remained consistent. Changes to the certificate occur when classes which are part of the curriculum, have been changed or dropped, as it is the goal to remain efficient and work with existing coursework on campus to meet instructional needs.

Criteria 5. - Bullet 3.: N/A

Criteria 6. - Bullet 1.: The certificate in Historic Preservation has been recognized and embraced by the Montana preservation community. The State Historic Preservation Office is in the process of writing their next five year plan and one of their goals states their intent to incorporate the University of Montana Historic Preservation Certificate into their plan in an effort to further discussion of preservation issues and to more fully train preservation professionals.

Creating trained professionals in preservation who can work on and guide the many preservation projects in Montana is profoundly beneficial to our state. For example, one non-profit, the Montana Preservation Alliance, has worked to stabilize and restore 20 properties in Montana. In 2010, grants to 58 historic properties received grants ranging from \$20,000-150,000. The Montana State Historical Society awards multiple grants to the state as well as providing \$80,000 in funding to Certified Local Governments. Currently in Missoula there is an estimated \$750 million or more in construction occurring. Many of these projects are restoration, renovation and adaptive reuse. In addition, new construction (such as the sporting fields at Fort Missoula) can often fall into historic preservation discussions as they can occur near or within a historical district.

As a program that requires zero funding and is designed to meet the needs of the curriculum through existing courses, this certificate remains as an efficient and effective means of delivering a needed course of study.

Criteria 6. - Bullet 2.: We are currently the only 4 year school in Montana offering this program. Having this certificate helps serve as additional educational opportunities for students from Montana Tech and Salish Kootenai College whose colleges offer degrees and experiences in preservation and preservation technology. Interest from students from SKC has been escalating as their educational experiences preparing students to work as Tribal Historic Preservation officers and in their own preservation communities has become more popular. This certificate can also be earned by graduate students making this program accessible to many students and has served as a spring board for students who choose to pursue a Master's degree in historic preservation.

Over the past few years, this certificate has worked with the carpentry program at the Missoula College, serving to educate students planning to work in the construction trade to the policies, procedures and practices for preservation, restoration, renovation and adaptive reuse. Students who have an understanding of preservation practices bring additional skill sets to the job site making them more marketable for an industry that is looking for these new craftspeople.

Criteria 6. - Bullet 3.: As we build our relationships with SKC and Montana Tech, we could explore methods to enhance efficiency on a state-wide basis, creating ways for students to continue their studies through distance learning and research and internships in their home areas.

Criteria 6. - Bullet 4.: If this program were to receive funding, it would allow for faculty to dedicate the time needed to facilitate the growth potential this program has. Articulation agreements and stronger, better defined partnerships with preservation organizations could be developed and monitored. Hands-on training opportunities with Forest Service could be strengthened and preservation technology training at historic sites such as Virginia City, Bannack and Fort Missoula could be built. All of these opportunities are available and could be put into action with dedicated staff.

Funding could also be used to develop a preservation lab on campus to train students in paint analysis, lead paint removal, mortar replacement and many other preservation related skills.

To Complete your report, Please upload the Centrally Provided Datasheet for your unit of analysis that you downloaded from the website.:

[17Acad170_ToCompleteyourreportPleaseuploadtheCentrallyProvidedDatasheetforyourunitofanalysisisthatyoudownloadedfromthewebsite_0930103408.pdf](#)