MARYLAND HIGHER EDUCATION COMMMISSION
ACADEMIC PROGRAM PROPOSAL

PROPOSAL FOR:

✓ NEW INSTRUCTIONAL PROGRAM

_____ SUBSTANTIAL EXPANSION/MAJOR MODIFICATION

_____ COOPERATIVE DEGREE PROGRAM

✓ WITHIN EXISTING RESOURCES or _____ REQUIRING NEW RESOURCES

(For each proposed program, attach a separate cover page. For example, two cover pages would accompany a proposal for a degree program and a certificate program.)

Johns Hopkins University
Institution Submitting Proposal

Spring 2017
Projected Implementation Date

Master of Arts	**Cultural Heritage Management**
Award to be Offered	Title of Proposed Program

2299-07	**30.1202**
Suggested HEGIS Code	Suggested CIP Code

Krieger Schools of Arts and Sciences	**Beverly Wendland, Dean**
Department of Proposed Program	Name of Department Head

Philip Tang	**alo@jhu.edu**	**(410) 516-6087**
Contact Name	Contact E-Mail Address	Contact Phone Number

_____ 9/20/2016   President/Chief Executive Approval
Signature and Date

N/A   Date Endorsed/Approved by Governing Board
Date

The Johns Hopkins University
Krieger School of Arts and Sciences
Proposal for New Academic Program

Master of Arts in Cultural Heritage Management

A. Centrality to institutional mission statement and planning priorities

1. Program description and alignment with mission

The Johns Hopkins University Krieger School of Arts and Sciences is pleased to submit a proposal for a new online <u>Master of Arts in Cultural Heritage Management</u>. The newly proposed program fits well within and builds the Krieger School's existing cluster of cultural sector programs, such as the previously endorsed programs in Museum Studies and Digital Curation.

Offered through the Krieger School's Advanced Academic Programs (JHU-AAP), the M.A. in Cultural Heritage Management is designed for individuals seeking careers or leadership roles in the interpretation, documentation, preservation, and management of cultural heritage. The program further enhances the focus on emergent technology and global perspective that characterize other JHU-AAP offerings.

The proposed program operates with a definition of heritage that is holistic in its approach and includes the interdependence of both tangible and intangible heritage.[1] *Tangible heritage* includes both immoveable (sites, monuments, and architecture) and moveable (art, sculpture, artifacts, and manuscripts) objects of the past. The United Nations Educational, Scientific and Cultural Organization (UNESCO) defines *intangible heritage,* also known as *living heritage,* as the practices, representations, expressions, knowledge and skills transmitted by communities from generation to generation.

The mission of Johns Hopkins University is to educate its students and cultivate their capacity for life-long learning, to foster independent and original research, and to bring the benefits of discovery to the world. In addition, the mission of JHU-AAP is to offer high quality graduate courses, certificates, and degree programs containing a mixture of theory and practice that serve the current and long-term needs of today's adult learners. The proposed program is consistent with the Johns Hopkins mission and the State of Maryland's goals for maintaining and strengthening a preeminent statewide array of postsecondary institutions recognized nationally for academic excellence and effectiveness in fulfilling the educational needs of students, the State and the nation; and for promoting economic growth and vitality through the advancement of research and the development of a highly qualified workforce.

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[1] Bouchenaki, M. (2003). The interdependency of the tangible and intangible cultural heritage. In: *14th ICOMOS General Assembly and International Symposium: 'Place, memory, meaning: preserving intangible values in monuments and sites',* 27–31 Oct. 2003, Victoria Falls, Zimbabwe.

2. Alignment with institutional strategic goals

The proposed M.A. in Cultural Heritage Management program directly aligns with the Johns Hopkins' *Ten by Twenty* vision, most specifically with the university's goal to enhance and enrich its ties to Baltimore, the nation and the world to become the exemplar of a globally engaged, urban university.[2] The program will advance the Johns Hopkins mission by offering life-long learning for individuals developing new skills, exploring new careers, or expanding their professional knowledge. The program's global focus and emphasis on community engagement, economic sustainability, and developmental impact will train leaders in the field to embrace our shared humanity and cultural heritage in order to advance its interpretation, documentation, preservation, and management for the betterment of a global society.

B. Adequacy of curriculum design and delivery to related learning outcomes

1. Program outline and requirements

The proposed program consists of 10 courses required for completion of the degree, including an onsite seminar component and a research paper. In addition to four required courses, students will chose two of five available core courses and five elective courses. (See Appendix A for a complete list of courses and course descriptions.) Students may take certain approved elective courses from the JHU-AAP Museum Studies Graduate Program or other relevant programs (*i.e.,* Global Security Studies or Energy, Policy, and Climate) for which they have met the prerequisites. Students earn three credit hours per course. As a part-time degree program, the majority of students are expected to take one to two courses per semester.

The program will take full advantage of the online medium by focusing on emergent technologies related to the field and their impact on preservation, engagement, documentation, and asset management. The role of digital technology in various aspects of cultural heritage management will be considered and will play a significant role in course development. In addition to a sustained focus on emergent technologies, the proposed program will be framed through a global lens, situating the local, regional, and national within a global context; this will expand the program's potential reach and applicability, as well as offer a broad and relevant epistemological framework for course content.

Cultural Heritage Management Curriculum

Required Courses (4)
460.702   Studies in World Heritage
460.704   Cultural Heritage Management/Leadership
460.706   Research Methods in Cultural Heritage
460.708   Reading the City: A Case Study in Urban Heritage (onsite seminar)

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[2] http://president.jhu.edu/wp-content/uploads/TenbyTwenty.pdf

Core (2 of 5)
460.707 Reading the Landscape: Understanding Heritage
460.710 The Protection of Global Cultural Heritage: Laws, Policies, Politics, and Advocacy
460.730 Heritage and Representation: Approaches to Interpretation and Outreach
460.732 Engaging Communities in Heritage: Ownership, Stewardship, Sustainability, and Creative Cultural Expression
460.750 Cultural Heritage in the Digital Age

Electives (4)
460.712 Cultural Resource Management and Methods
460.714 Culture as Catalyst for Sustainable Economic Development
460.716 Cultural Heritage Risk Management and Security
460.734 Heritage Tourism
460.780 Internship

Elective courses from the Museum Studies Program
460.611 History and Philosophy of Museums
460.609 Museums in Global Perspective
460.621 Evaluation Theory & Techniques for Museums
460.628 Architecture of Museums
460.633 Core aspects of Conservation: A 21st Century Approach
460.638 Management of Analog and Digital Images
460.639 Material Culture and the Modern Museum
460.645 Museums and Mobile: Adapting to Change
460.665 Introduction to Archives
460.666 Collection Management
460.670 Digital Preservation
460.671 Foundations of Digital Curation
460.675 Leadership in Museums
460.683 Project Management in Museums

The landscape of cultural heritage management is evolving and is increasingly global in nature. As the field continues to change, the proposed program is designed to change with it. While the four required courses will remain constant, the content will adapt to new discoveries and approaches to the covered topics. Similarly, the approved list of core courses and electives will be a living document that will include newly created courses as appropriate. Students may request course substitutions from other Johns Hopkins programs that are appropriate and for which they are qualified.

2. Educational objectives and student learning outcomes

On completion of the M.A. in Cultural Heritage Management, students will:

- Demonstrate a mastery of technical and critical thinking skills in relation to cultural heritage management as defined by both theoretical and practical issues in the field
- Develop leadership capacities to contribute to the growth, development, and sustainability of the field
- Understand how definitions of cultural heritage are changing and how this impacts approaches to management
- Analyze the impact of the changing role of digital technologies on the field, its possibilities, and potential limitations.
- Articulate the roles of policy, advocacy, and sustainability
- Reflect on the global and local impact of heritage designation and management and the role of local and global communities in the process
- Demonstrate an understanding and application of research methods and critical thinking skills through supervised research
- Create and assess tools and strategies for cultural heritage management

3. General education requirements

Not applicable.

4. Specialized accreditation/certification requirements

Not applicable.

5. Contract with another institution or non-collegiate organization

Not applicable.

C. Critical and compelling regional or statewide need as identified in the State Plan

1. Demand and need for the program

The proposed program will attract students from a variety of academic and professional backgrounds, including those with degrees in areas such as art history, anthropology, archaeology, history, economics, business administration, historic preservation, conservation, library science, music, philosophy, ethnography, environmental studies, geology, and film and media arts. The proposed degree will immerse students in a broader context of cultural heritage issues, including social, environmental and economic trends, and provide them with the qualifications needed to assume leadership and management roles in the cultural heritage sector. Courses such as Cultural Heritage Management/Leadership, Culture as Catalyst for Sustainable Economic Development, Engaging Communities in Heritage: Ownership, Stewardship, Sustainability, and Creative Cultural Expression, among others, all described in Appendix A, will be designed to meet these goals.

Opinion leaders interviewed for a market analysis in cultural heritage management conducted by the University Professional and Continuing Education Association (UPCEA) "pointed specifically to the degree's potential to serve as a differentiator in the job application process..." (see Appendix E, p. 21). Job titles such as Cultural Heritage Specialist, Cultural Heritage Preservation Specialist, and Cultural Heritage Program specialist are emerging at the Smithsonian Institution and U.S. State Department. In addition, the U.S. military acknowledges a need for those with "unique specialized skills beyond those necessary for 'general cultural awareness'" to plan and carry out strategies for cultural property protection.[3] The report also states that within the National Park Service, a cultural heritage degree may be applicable to positions such as archaeologist, facility manager, historian, human resource specialist, information management specialist, and park ranger. In addition, the report notes a wide array of industry job titles for individuals who might benefit from an M.A. in Cultural Heritage Management, including titles such as Cultural Planner, Cultural Resource Manager, and Cultural Resource Specialist (see Appendix E, p.19).

Organizations worldwide, such as the International Coalition of Sites of Conscience[4], Cultural Heritage without Borders[5], International Council on Monuments and Sites (ICOMOS)[6], and UNESCO[7] are also hiring those with specialized cultural heritage knowledge and skills for leadership functions. Altogether, these factors suggest a local, regional, national, and international market demand for the proposed M.A. in Cultural Heritage Management.

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[3] Kila, J.D. and Herndon, C.V. (2014). Military Involvement in Cultural Property Protection: An Overview. *Joint Force Quarterly*, Vol. 74, 3rd Quarter, p.123.

[4] http://www.sitesofconscience.org/about-us

[5] http://chwb.org

[6] http://www.icomos.org/en

[7] http://en.unesco.org

2. Alignment with 2013 Maryland State Plan for Postsecondary Education

The proposed program is well aligned with *Maryland Ready,* the 2013–2017 Maryland State Plan for Postsecondary Education. The innovative M.A. in Cultural Heritage Management is intended to meet the growing need for skilled professionals in the cultural heritage sector, across the country, and around the globe. This is consistent with the Goal 1 of the State Plan, "Quality and Effectiveness," which asserts that Maryland will enhance its array of postsecondary education programs to more effectively fulfill the evolving educational needs of its students, the state, and the nation. Similarly, the proposed program is consistent with Goal 4, "Innovation," which articulates Maryland's aspiration to be "a national leader in the exploration, development, and implementation of creative and diverse education and training opportunities that will align with state goals, increase student engagement, and improve learning outcomes..." Goal 5, "Economic Growth and Vitality," is centered on supporting a knowledge-based economy through increased education and training; this, too, is aligned with the goals of the proposed program.

The State of Maryland has 13 designated Heritage Areas from the Baltimore National Heritage Area to the Lower Susquehanna Heritage Greenway. They are governed by the Maryland Heritage Area Authority (MHAA) and administered by the Maryland Historical Trust. Graduates from the program will be well qualified to work in this sector. Positions can be found across the Department of Planning in the Maryland Historical Trust; Office of Planning, Education, and Outreach; and Office of Research, Survey and Registration; at the Maryland Park Service; at the Maryland-National Capital Park and Planning Commission, Natural and Historical Resources Division; and at Preservation Maryland, among others. Maryland also has a number of private Cultural Resource and Heritage Management Firms that offer additional opportunities for employment.

D. Quantifiable and reliable evidence and documentation of market supply and demand in the region and State

1. Market demand

JHU-AAP commissioned an analysis of market demand for the proposed M.A. in Cultural Heritage Management (see Appendix E). UPCEA's Center for Research and Consulting conducted and delivered this study in March 2016, which consisted of interviews with key opinion leaders and experts in the fields of cultural heritage and historic preservation.

Excerpts of key findings from the study include the following:

- *The program concept generated support and enthusiasm from a majority of both domestic and international opinion leaders.*
- *...the topics tested [were] generally well-received. Three topics stood out in particular: 1) Cultural Heritage Management/Leadership (which is consistent with feedback from throughout the process noting an emphasis on organizational*

leadership skills); 2) Community Engagement and Partnerships; 3) Culture as a catalyst of sustainable economic development (which was repeatedly praised as a relevant and appealing cutting-edge subject area).

- *Many opinion leaders reported an increased emphasis on training and professional development within their organizations over the last few years...reflecting a heightened awareness of the need to cultivate a new generation of internal leaders.*
- *There was widespread acceptance of online delivery and recognition that the advantages of this delivery format (flexibility, convenience) suit the audience.*
- *Johns Hopkins benefits from a recognizable and reputable brand that would give credibility to the offering.*

In addition, the UPCEA report suggests paying close attention to the cultivation of relationships with development partners and/ or sources for recruiting applicants. Such organizations include the National Park Service, National Trust for Historic Preservation, Association for Preservation Technology, Tribal Headquarters of American Indian Reservations, and UNESCO, as well as other international partnerships.

Given the online modality of the program, JHU-AAP will actively recruit qualified adjunct faculty both nationally and internationally, leading thinkers and practitioners in the field, and individuals affiliated with suggested organizations to help further establish external relationships. The program could also benefit from their expertise in its development.

The UPCEA report suggests strong support for a hands-on or practical application element within the program design; the proposed program addresses this with the inclusion of the required onsite seminar. A similar onsite component is a requirement for JHU-AAP's Master of Arts in Museum Studies, which is consistently viewed by students as the highlight of their graduate education experience. The blending of theory and practice in the onsite component is a key element to the pedagogical approach for the Cultural Heritage Management degree.

In today's environment, a growing number of students need to be mobile to follow career opportunities. Students find the flexibility and convenience of online instruction attractive and report a high level of satisfaction with the quality of instruction and the learning they obtain in JHU-AAP's online offerings.

Online delivery of the proposed program also allows for recruitment of international students. Per the UPCEA report, "Research indicates the program concept and university brand could sustain strategic international reach." (See Appendix E, p.6). JHU-AAP has already reached out to international colleagues to investigate partnership possibilities.

Based on student interest and industry needs, the proposed M.A. in Cultural Heritage Management is expected to enroll 10 students the first year and grow at a steady rate.

After five years, the program is expected to enroll 30 students per year into the program, providing a total enrollment after five years of 60 to 75 part-time students.

2. Educational and training needs in the region

As mentioned previously, the State of Maryland has 13 designated Heritage Areas governed by the Maryland Heritage Area Authority and administered by the Maryland Historical Trust. The Maryland Heritage Areas Program was recognized with a Preserve America Presidential Award in 2007, making it a national model for heritage tourism development. The establishment of a program such as the one proposed supports the state's leadership role in the development of heritage management in the U.S. The Maryland Heritage Area's 10-year strategic plan emphasizes five components, which are directly reflected in the proposed curriculum, including management, stewardship, heritage tourism marketing and development, communication, and performance evaluation."[8] As the field continues to develop and grow in Maryland, the U.S., and the world, graduates from the program will be well positioned to take advantage of the emerging landscape.

3. Prospective graduates

Initially, approximately five to 10 graduates are expected, gradually climbing to 25 to 35 graduates annually.

E. Reasonableness of program duplication

1. Similar programs

In the United States, related programs have a strong focus on historic preservation, public archaeology, or general cultural studies. The proposed M.A. in Cultural Heritage Management is unique in its focus and applicability. To our knowledge, no comparable online program currently exists. There are an increasing number of master's degrees and graduate certificate programs in the related fields of museum studies, nonprofit management, arts management, public history, public archaeology, applied anthropology, cultural studies, and historic preservation, but not in cultural heritage management. The focus and scope of these existing programs are different from what is being proposed.

Goucher College offers both a Master of Arts degree in in Cultural Sustainability (MACS) and a Master of Arts degree in Historic Preservation. The M.A. in Cultural Sustainability focuses on working with individuals and communities, emphasizing the preservation of "important traditions, their ways of life, their cherished spaces, and their vital relationships to each other and the world."[9] The focus on community and cultural activism is different from the proposed program's emphasis on heritage, both tangible and intangible, and the development of leadership and management skills within a local, regional, and global perspective. The MACS is a 42-credit limited residency hybrid program that includes an on-site component accompanying online courses. The M.A. in

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[8] Maryland Heritage Areas Authority (2010). *Ten-Year Strategic Plan*, p. 8.
[9] http://www.goucher.edu/graduate-programs/ma-in-cultural-sustainability

Historic Preservation seems to be limited to considerations of the built environment in the U.S. and its preservation.[10]

The University of Maryland offers a Master of Applied Anthropology (M.A.A.) with a concentration in the Anthropology of Heritage.[11] The university also hosts the Center for Heritage Resource Studies whose mission is to "provide leadership and encourage research in applied activities that stress the relationship between cultural heritage and the environment."[12] This program draws from an anthropological perspective while the proposed program is intentionally multidisciplinary in scope.

2. Program justification

As outlined above, the proposed M.A. in Cultural Heritage Management is unique in the State of Maryland and in the U.S. more broadly both in its substance and its delivery. The proposed program fills a niche in the U.S. higher education market by offering a broad based Cultural Heritage Management degree with an emphasis on emergent technologies and global perspective as described in section B (1). Sample courses include Studies in World Heritage, Cultural Heritage in the Digital Age, Engaging Communities in Heritage: Ownership, Stewardship, Sustainability, and Creative Cultural Expression, and Culture as Catalyst for Sustainable Economic Development. As mentioned above, parallel programs in the United States have a strong focus on historic preservation, public archaeology, or general cultural studies, which further reflects the uniqueness of the proposed program.

F. Relevance to Historically Black Institutions (HBIs)

Any student meeting the admissions requirements after attending an accredited institution and completing a baccalaureate degree, including any HBIs, can apply to the program. The program could serve as an extension of the opportunities provided by HBIs; to our knowledge, no HBI offers an equivalent program. Johns Hopkins is strongly committed to cultural diversity and the recruitment and retention of underrepresented minority students.

G. Evidence of the Principles of Good Practice

See Appendix B for evidence that the proposed program complies with the Principles of Good Practice.

The Higher Education Opportunity Act (HEOA) enacted in 2008 requires that an academic institution that offers distance education opportunities to students: 1) has a process established to verify that the student who registers is the same student who participates in and completes the offering and receives academic credit for it; 2) has a process established, to verify that student privacy rights are protected; and 3) has a process established that notifies the student at about any additional costs or charges that are associated with verification of student identity.

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[10] http://www.goucher.edu/graduate-programs/ma-in-historic-preservation
[11] https://anth.umd.edu/content/department-subdisciplines-0
[12] http://www.heritage.umd.edu

In the proposed graduate program, the following actions have been taken to satisfy these requirements: 1) students may only enter the academic website for the online courses they take by providing their unique student ID and password they receive when they are admitted to the programs; 2) all FERPA privacy rights are preserved by limiting access very specifically in the university student information system to only those permitted by law to have access to restricted student information; and 3) there are no additional costs assessed to the student for the measures we use to verify student identity.

H. Adequacy of faculty resources

See Appendix C for a list of faculty who will teach in the proposed M.A. in Cultural Heritage Management.

As with all JHU-AAP programs, the use of part-time adjunct faculty is both intentional and important. JHU-AAP is committed to marrying theory and practice, and this is particularly important in a master's program designed for current and aspiring professionals and practitioners in cultural heritage management. It is vital that faculty have current practical experience in the fields of heritage, and management, as well as advanced degrees. Additional adjunct faculty will be hired as needed, and JHU-AAP will engage potential faculty from the organizations identified by the UPCEA market analysis.

I. Adequacy of library resources

The Milton S. Eisenhower Library is the university's principal research library and the largest in a network of libraries at Johns Hopkins. It is ranked as one of the nation's foremost facilities for research and scholarship. Based on the Homewood campus, the library also includes a site at the university's Washington Center. In addition to more than 3.7 million books, the libraries provide 24/7 access to a rich collection of electronic resources, including more than 121,000 print and e-journals, and more than 985,000 full-text e-books. The library's materials and services reflect the development and increasing diversification of resources used for teaching, research, and scholarship. Librarians with subject expertise serve as liaisons to the academic departments, build electronic and print collections, and provide research consultation and instructional services to meet the teaching and research needs of the university.

J. Adequacy of physical facilities, infrastructure and instructional equipment

Nine of the 10 required courses in the proposed program will be offered online. The required onsite seminar component, organized by the Cultural Heritage Management program, will be held in UNESCO World Heritage designated cities. JHU-AAP will work with local partners to obtain accommodations and classroom space as needed. A similar model is in place for the onsite seminar in the existing M.A. in Museum Studies program. Neither the onsite or online courses will have any discernible impact on the use of existing facilities and equipment beyond the standard requirements already in place, which primarily consists of faculty office space in an existing university facility location.

K. Adequacy of financial resources with documentation

See Appendix D for detailed financial information.

L. Adequacy of provisions for evaluation of program

JHU-AAP has an online student course evaluation process that is completed at the midterm of each semester and after the offering of each course. This process will be applied to the proposed M.A. in Cultural Heritage Management. This evaluation also includes student reviews of the faculty for each course offered. Each semester, the Museum Studies program director and assistant director will evaluate the course offerings and faculty performances based on these reviews. On an annual basis, the curriculum will be reviewed by the Museum Studies program director and assistant program director, with input from the program chair, advisory board, faculty, students, and administrators as appropriate to determine if new topics need to be covered or new courses developed in order to maintain the innovative nature of the program.

M. Consistency with the State's minority student achievement goals

Any student meeting the admissions requirements can apply to the M.A. in Cultural Heritage Management. The program will work to help all accepted students improve their workplace competitiveness and reach their professional goals, an aim consistent with Section XIII of the State's Minority Student Achievement Goals.

N. Relationship to low productivity programs identified by the Commission

Not applicable.

Appendix A

Course List and Descriptions

Required Courses (4)

460.702 Studies in World Heritage
This course offers an in-depth exploration of the World Heritage movement by focusing on the concept of heritage, both tangible and intangible, its historical development, its international conventions, and the role of technology in its past, present, and future. Students will be asked to engage critically with contemporary heritage concepts such as authenticity, ownership, assessment, value, and preservation that form much of our global understanding of the field of cultural heritage studies. Through case studies, lectures, discussions, and readings, students will explore international heritage policy as structured by the institutional complex (UNESCO, ICOMOS, International Center for the Study of Preservation and Restoration of Cultural Property (ICCROM), International Union for Conservation of Nature and Natural Resources (IUCN), the World Bank, and the World Monuments Fund) and consider both its local and global impact.

460.704 Cultural Heritage Management/Leadership
Cultural heritage management is a complex intersection of theory and practice, concerned with the "identification, protection, and stewardship of cultural heritage in the public interest" (Elia and Ostivich, 2011, para 1). This course will explore issues related to cultural sector management and leadership. Through the lens of current practice we will examine core theoretical concepts and tools, including traditional approaches as well as the incorporation of emergent technology. We will look closely at the roles of the cultural manager and the proficiencies and characteristics needed for effective management and leadership within the cultural sector. We will consider changing definitions of protection and stewardship as they relate to cultural heritage as well as a larger framing of public interest, what publics, which interests.

460.706 Research Methods in Cultural Heritage
The supervised research course enables students to investigate a significant problem or issue in cultural heritage and to develop and demonstrate leadership, critical thinking, and communication skills. The research project is expected to result in a deliverable, written or digital, that makes a contribution to the field of cultural heritage broadly defined. Coursework, assignments, and meetings with a faculty member will take place in an online course environment. This course is normally completed in the final semester of the degree program.

460.708 Reading the City: A Case Study in Urban Heritage (Onsite Seminar)
A two-week, intensive, period of on-ground study organized by the Cultural Heritage
Management Program to be held in one of 230 inhabited cities designated as UNESCO World
Heritage Sites. The onsite seminar builds from the theoretical grounding gained in Reading the
Landscape: Understanding Heritage a recommended prerequisite for this course. The seminar
includes practicum opportunities related to site management, heritage tourism, and conservation,
alongside classroom sessions that integrate the daily experiences. Using the rich diversity of the
city the seminar provides students with the chance to use what they have learned in their prior
courses, develop networks with fellow students and heritage experts, and explore the latest in
cultural heritage practice. Students work on directed activities during the two-week period,
coupled with multiple site visits focused on the academic work being accomplished. See course
descriptions for details related to individual locations.

Core Courses (2 of 5)

460.707 Reading the Landscape: Understanding Heritage
This course is a recommended prerequisite for the onsite seminar *Reading the City*. It provides
the theoretical framework for the practicum experience by examining the unique challenges
faced by academics and practitioners in defining, preserving, and promoting heritage across
varied landscapes, urban, rural, and natural. A multiplicity of interests complicates heritage
processes and calls for theorization and applied engagement. Students will use a comparative
perspective to derive best practices for the sustainable development of heritage landscapes.

460.710 The Protection of Global Cultural Heritage: Laws, Policies, Politics, and Advocacy
This course will consider the laws, policies, and politics that provide for the public
commemoration of tangible and intangible heritage. It will explore ideas related to cultural
property across a global and digital landscape including indigenous claims, institutional
ownership, and legal rights. Beyond gaining an understanding of applicable laws and policies
from a global perspective, students will also examine the politics of heritage and its social and
economic impact, including the ways in which it is used in projects of nation building, cultural
appropriation, economic development and sustainability, identity, and cultural hegemony. To this
end we will take an in depth look at the current threats to world heritage and the laws and
policies governing the response of the global community. We will consider what can and cannot,
and for that matter what should and should not be done to protect both tangible and intangible
world heritage at both the local and international levels and what this means for local and global
communities.

460.730 Heritage and Representation: Approaches to Interpretation and Outreach
Outreach and interpretation are key components of cultural heritage management and the visible
link between heritage and its diverse publics. This course considers current practice and
emerging developments in the field with an eye toward digital strategies and multimedia: (e.g.
virtual reality, augmented reality (AR), social media campaigns, and TV and web productions) as
well as the broad range of heritage both tangible and intangible: from museums and sites, to
archeological excavations, to urban and rural landscapes, and both the natural and built
environment. It asks students to evaluate the impacts of engagement strategies and interpretation
on diverse publics: from global travelers participating in heritage tourism to the grassroots efforts

of indigenous communities. It looks critically at interpretation across global landscapes considering both the intended and unintended consequences of chosen narratives. This course looks closely at diverse audiences, the control of narrative and interpretation, and the short and long-term impact on communities in terms of identity and access.

460.732 Engaging Communities in Heritage: Ownership, Stewardship, Sustainability, and Creative Cultural Expression
Museums and other heritage institutions are increasingly recognizing the value of "bottom-up" heritage programming. This class will explore issues related to community engagement in the heritage sector as well as strategize ways to engage various constituencies in the formulation, collection, and presentation of their heritage with an eye toward sustainable development. We will use global case studies (as related to memory and memorial, sites of conscience, marginalized histories, indigenous heritage, and eco-museums) to explore the challenges faced by such projects. Examining both the failures and successes will result in a broader understanding of best practices in the field and help us formulate effective strategies for future engagement.

460.750 Cultural Heritage in the Digital Age
A Greek colony from the 6th century BC is brought to life with augmented reality; a Buddhist cave with centuries-old art works—at risk because of environmental threat—is preserved with a 3D digital reconstruction; cultural heritage information, images, and damage assessments are catalogued in open source databases. These are just a few examples of how a growing number of scholars, researchers, and practitioners are looking to technology as a means to understand, interpret, document, and preserve cultural heritage worldwide. This course will explore the ways in which cultural heritage professionals are implementing technology to enhance research, conservation, and preservation of tangible and intangible heritage, as well as methods of education and engagement of visitors to cultural heritage sites. Through lectures, readings, assignments, and social media, students will identify and analyze the incorporation of technology currently being used in cultural heritage studies and practice, as well as envision its use for the future.

Elective courses (4)

460.712 Cultural Resource Management (CRM) and Methods
Cultural Resource Management (CRM) in the United States is critical to the identification, preservation, and mitigation of our national heritage. This course will cover cultural resource law, its political histories, statutes, jurisprudence, and practice in the United States, providing a framework for our understanding of federal, state, and local regulations. Beyond the auspices of governing legislation we will explore current issues facing CRM including the needs and priorities of varied stakeholders: native sovereign nations, federal cultural resource managers, state and local citizens, business and development, and the academy.

460.714 Cultural Heritage as a Catalyst for Sustainable Economic Development
The role of cultural heritage in global developmental policy emphasizes a human centered and inclusive approach (UNESCO, 2015, p. 2). The course will introduce students to the current global discourse on sustainable economic development and unpack the role of cultural heritage

including the socio-economic impacts of investment. Students will consider the role of cultural heritage in long term development strategies and policy in order to assess impacts and effects. Cultural heritage will be considered as both a means and an end. "In addition to its intrinsic value for present and future generations, World Heritage – and heritage in general – can make also an important instrumental contribution to sustainable development across its various dimensions" (Boccardi, 2015, para 4).

460.716 Cultural Heritage Risk Management and Security
The 21st century has seen an unprecedented threat to our global heritage—from natural disasters, extreme weather events, and climate change, to military conflicts in some of our most sensitive areas of global heritage alongside the intentional targeting of cultural sites for destruction. In this course students will gain an understanding of the risks facing our global heritage. They will be introduced to a variety of security strategies and technologies implemented to protect and preserve sites from 21st century threats. And they will analyze the pros and cons of various approaches to create their own security and disaster mitigation proposals.

460.734 Heritage Tourism
The National Trust for Historic Preservation defines cultural heritage tourism as "traveling to experience the places and activities that authentically represent the stories and people of the past and present" (National Trust for Historic Preservation 2015, para 2). This course explores the practice and theory of heritage tourism and the history of its developments and impacts. Through the lens of sustainable economic development, it will examine the benefits and challenges of tourism and site management in both rural and urban contexts.

460.780 Cultural Heritage Internship
An internship at a cultural heritage organization, approved by the internship coordinator, may be substituted for one elective course. To fulfill the internship requirement, a student must complete a minimum of 80 hours of work onsite and a project, (either a research paper or a practical product) on an approved topic related to his/her experience, due at the end of the semester. Students also participate in online discussion and course work during the semester. Before registering for the internship option, the student should contact the internship coordinator for approval. At least four to six weeks before the beginning of the semester in which the internship will take place, the student must submit: 1) a description of the internship weekly duties including activities and/or responsibilities; 2) learning objectives and goals; 3) why this experience should be part of the Cultural Heritage Management degree; and 4) a signed letter of commitment from the internship supervisor. Students must have completed a minimum of two courses in the program before registering for this internship.

Elective courses

460.611 History and Philosophy of Museums
From cabinets of curiosities to historical monuments and sites of memory, this course surveys museum history from a global perspective to examine how the museum's function has changed over time. Students create a comprehensive timeline of museum history and philosophy, thinking through and visualizing the way certain concepts and events are related in time and across space. Through case studies and course readings in museum history, theory and methods, students will

contextualize the philosophical trends that have impacted organizational structures, outreach, collection strategies, and the museum's role and relationship to its public.

460.609 Museums in Global Perspective
In this intensive course, students participate in collaborative role-play to debate urgent issues confronting museums in the 21st century. Through readings, research and extensive teamwork, students explore, analyze, develop, and discuss a range of policies and procedures that link museums to international communities and trends. Students examine and experience (through simulation) the significant effects and challenges of a globalizing world on museum mission, preservation of cultural heritage, and exhibition practice. Students gain experience in debating global issues that will have an impact on the future of museums as well as developing and writing effective program proposals. The collaborative aspect of this course requires the flexibility to schedule working sessions every other week with an assigned team. Note: Students must have completed two courses in the program to register for this course.

460.621 Evaluation Theory & Techniques for Museums
This course covers evaluation theory, methodologies, and practical implementation of evaluation in museums and similar environments. The class explores the stages of evaluation, what can be achieved at each stage, and how those stages fit into educational technology development. Students practice developing clear evaluation questions, choosing appropriate methods, and assessing the benefits and trade-offs of different evaluation strategies. Emphasis is given to the opportunities and challenges of evaluating all types of museum experiences (programs, exhibitions, architecture, wayfinding systems, various interpretive technology, etc.) from multiple points of view, including museum visitors and museum staff.

460.628 Architecture of Museums
This course serves as an introduction to museum architecture, including the history of museum buildings, as well as current case studies of renovations, expansions and new facilities. We will discuss the relevant topics in creating a physical museum space, such as developing a museum program, planning the visitor experience, developing wayfinding systems, building a green museum, and incorporating technology in the initial plan. We will analyze museum buildings from multiple perspectives, including visitors, staff and collections. Students will learn how to evaluate an existing museum building and will be guided through a mini-POE (post-occupancy evaluation) of a museum in their community.

460.633 Core aspects of Conservation: A 21st Century Approach
The conservation, preservation, and restoration of cultural heritage is an increasingly complex practice within the museum context, and one that benefits greatly from widely-shared knowledge and collaborative networks. Today a variety of highly-specialized conservators perform treatments on individual items of high value, while at the same time there are a growing amount of conservation-related issues that collections managers, registrars, and others are responsible for in the process of caring for collections. This class will give students the opportunity to work in and around conservation issues and tasks, while assimilating and contributing to the existing body of knowledge in collections care (preventive conservation). A variety of media used to create and conserve artworks will be discussed. Assignments will be coordinated with or related to current web-based conservation projects, including Wikipedia, ConservationReel, and AIC's Lexicon Project. Prerequisite: Collection Management (460.666)

460.638 Management of Analog and Digital Images
This course will explore the main principles in caring for analog and digital photographic collections. It has been designed as a broad approach to the subject, but with enough depth to give the student an approach to the care for photographic collections with both historical and natively born digital photographs. This course will provide this insight from looking at the materials that photographs are composed of, understanding the materials and environment that they are housed in, and the technologies and workflows needed to care for analog and natively born digital photographs for long-term preservation. Students will be required to build and present a case study and a final project discussing a topic related to the course.

460.639 Material Culture and the Modern Museum
From the Mona Lisa to Archie Bunker's easy chair, museums play a critical role in the collection, preservation, and interpretation of objects. This course looks closely at the development of material culture studies and its connection to museums in the 21st century. Students will explore collecting as meaningful action, the classification of objects (from academic categorizations to tags and folksonomies) and their access (from collections to archives, to physical and virtual display). Student-developed object biographies will be used throughout the semester to explore the life history of objects, their changing meanings, and their relationship to self, society, and the museum. Note: Students are strongly encouraged to have completed two courses in the program before registering for this course.

460.645 Museums and Mobile: Adapting to Change
We live in a mobile-first world. The mobile revolution has profoundly altered our behaviors, transforming our very expectations of how we interact with the world around us: we now expect to get what we want on any device, at anytime, anywhere, at the touch of a finger. And we expect the same when interacting with cultural institutions. The future of museum technology lies heavily in the use of mobile platforms, but how should museums adapt to the future? Through presentations, interviews, guest speakers, hands-on experience, group discussions and collaborative assignments, this course will explore the many questions and issues facing cultural institutions as they try to adapt to this mobile mind shift, and how museums can leverage mobile as a platform for social conversation, deeper brand engagement, and of course opportunities for education. Students will learn how to leverage mobile to engage visitors, balance the need for curatorial direction with user participation, and how to redefine the museum experience for mobile visitors, both onsite and offsite. Prerequisite: Museums in the Digital Age (460.602) or Cultural Heritage in the Digital Age (465.630)

460.664 Introduction to Archives
This course provides an introduction to the theory and practice of archives, including an overview relating to the elements of an archival program and the role and work of archivists. Special attention will be paid to the work of archivists in a museum context. The theoretical component of the course will be supplemented with a variety of hands-on exercises, case studies, and informed anecdotes designed to illustrate the relationship between theory and practice. Although American archival tradition will be the focus, international perspectives on archival theory and practice will play an important role in the course of study.

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460.666 Collection Management
Museums exist to preserve and share their collections with the world. Collection managers, or registrars, are essential to any collecting institution, whether collections are art, history, science, or live specimens. This course focuses on management principles that can be applied broadly to any type of collection. The course covers all aspects of collections care from the acquisition of objects, evaluation, care and storage, through loans and exhibitions. Safe collections care and handling, using the most current methods, are emphasized so objects may be preserved for future generations. Any student who intends to work at a collecting institution will benefit from mastering the practical knowledge and skills underpinning many phases of museum work, which will be taught in this class.

460.670 Digital Preservation
This course introduces students to the current state of digital preservation, preservation challenges, and basic concepts for designing effective digital preservation plans and programs. Topics include the relevance of digital preservation for museums; archival principles that inform preservation practices; standards and policies; considerations in preservation strategies; issues relating to formats, repositories, and processes; and emerging preservation solutions and services. Prerequisite for students enrolled in the M.A. in Museum Studies: Collection Management (460.666).

460.671 Foundations of Digital Curation
This course lays a foundation for managing digital information throughout its lifecycle by introducing students to the emerging field of digital curation and by examining the practical issues and tools involved in managing digital collections and repositories over time. Topics include appraisal and selection; principles of records management; resource description; systems design; management of research data; policy issues, and user services. Prerequisite for students enrolled in the M.A. in Museum Studies: Collection Management (460.666).

460.675 Leadership in Museums
This course is for students who either are or aspire to become the executive director of a museum. This need not be an immediate goal, but students should have a strong sense that this is what they want to do eventually. This course is not simply about museum leadership. Rather it is designed to help students understand their respective leadership strengths and potential, and to identify skills and practices that they can use to become a successful museum director. There are many kinds of museums, and many types of leadership, and no single type fits all situations. We will explore the complexities of leadership in general, the specific challenges of leading a museum, and best practices among effective leaders. Students will reflect on and write about themselves as leaders, analyze and discuss cases of vexing leadership challenges, lead class discussions, interview museum directors about challenges they have faced, and describe their own plans for preparing to take on the job of museum executive director. Prerequisite: Students must have completed ONE of the following courses to register for this course: Cultural Heritage Management/Leadership (460.704) Business of Museums (460.608); History & Philosophy of Museums (460.611); Museums, Finance and the Economy (460.684); or Fundamentals of Museum Fundraising (460.657)

460.683 Project Management in Museums

Project Management is the oversight and process of planning, organizing, and coordinating multiple tasks, resources, and stakeholders. In museum settings it often requires a choreographed juggle of scheduling, budget tracking, content and education considerations, facility and operations issues, and human resources; along with an ability to be flexible and calmly tackle unexpected challenges. This course will present both theoretical and practical concepts for initiating, planning, executing, monitoring, and completing projects in a museum. Using real world scenarios and different types of projects, the course will, provide students with tools and strategies necessary for project scheduling, task supervision, and stakeholder management. Project management is a learned skill, useful not only to those who will ultimately oversee a project, but to everyone who may eventually be part of a project team.

Appendix B

Evidence of the Principles of Good Practice

(a) Curriculum and Instruction

    (i)   **A distance education program shall be established and overseen by qualified faculty.**

The proposed online Master of Arts in Cultural Heritage Management is submitted as part of a cluster of cultural sector related program in Johns Hopkins Krieger School of Arts and Sciences' Advanced Academic Programs (JHU-AAP), which already has well-established online programs including the existing Master of Arts in Museum Studies, dual degree in Museum Studies and Digital Curation, Graduate Certificate in Digital Curation, and dual degree in Museum Studies and Non-profit Management, with highly-regarded and capable faculty. Certain faculty members in the existing cultural sector programs will also serve as instructors in the proposed Cultural Heritage Management degree program. The Associate Dean, who oversees the Advanced Academic Programs, senior members of the graduate program in Museum Studies, and the program chair for Museum Studies all have been involved in the development of the program and this proposal and will continue to support the program once launched. In addition, any new instructors recruited to teach the newly proposed program would be required to meet the same qualifications as those teaching in existing JHU-AAP programs.

    (ii)   **A program's curriculum shall be coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats.**

The curriculum for the online program has been designed in consultation with experts in the field to ensure its coherence and cohesiveness. All the courses in the online program will be as rigorous as any course offered in JHU-AAP in traditional instructional formats. The courses will follow the same rigor that has been applied to the online courses of the other highly successful online JHU-AAP degree programs. A formal online course development process is used to support the online course development. The online course development process incorporates the Quality Matters™ research-based set of eight standards for quality online course design to ensure the academic rigor of the online course is comparable or better to the traditionally offered course.

    (iii)   **A program shall result in learning outcomes appropriate to the rigor and breadth of the program.**

The program learning outcomes are derived from input from faculty and professionals within the discipline, including the program instructors, program leadership, and other program stakeholders.

(iv)   **A program shall provide for appropriate real-time or delayed interaction between faculty and students.**

The proposed program will be delivered via Blackboard, JHU's course management system. This platform supports asynchronous interaction between faculty and students. Students and faculty also have the option to participate in 'real-time' interaction through weekly web-conference office hours, supported by Adobe Connect.

(v)   **Faculty members in appropriate disciplines in collaboration with other institutional personnel shall participate in the design of courses offered through a distance education program.**

The program has established a process for identifying the appropriate faculty to design an online course. All faculty are selected based on discipline expertise, professional experience and completion of an online course development training course.

(b) Role and Mission

(i)   **A distance education program shall be consistent with the institution's mission.**

See section A.1 of the proposal.

(ii)   **Review and approval processes shall ensure the appropriateness of the technology being used to meet a program's objectives.**

All of the courses in the program are designed with the support of an instructional designer, instructional technologists, and multimedia specialists. The instructional designer and multimedia specialists serve as instructional technology consultants to assist in identifying and recommending the most effective learning technologies for accomplishing the course's learning objectives. The course instructor and instructional designer identify all of the learning components of the course, and how the course will be facilitated to achieve the most optimal learning outcome for the students. This is an iterative process whereby the course goes through several levels of review prior to the course actually being developed. Once the course is complete, it undergoes external review using Quality Matters™ online course pedagogic quality criteria. When the course launches (goes live), the design team continually monitors it, and consults with the instructors to make adjustments to the course, if needed. All new online courses participate in a mid-term and end-of-term course evaluation process. The mid-term feedback is used to determine if any mid-point term corrections are needed. And the end-of-term evaluation is used to assess whether further course refinements are needed prior to the next time the course is offered.

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(c) Faculty Support

(i) **An institution shall provide for training for faculty who teach with the use of technology in a distance education format, including training in the learning management system and the pedagogy of distance education.**

Faculty in this program are supported by JHU-AAP's Instructional Resource Center (IRC), the AAP Office of Faculty and Student Services, as well as the program director and assistant director. The IRC provides oversight for all online course developments, including faculty training and development. The IRC has a formal, structured faculty development approach for preparing faculty to develop and teach an online course. All faculty are required to complete at least three Blackboard training sessions and a course in the use of Adobe Connect. These training sessions provide an overview of online learning pedagogy and introduce the faculty to some of the technologies they will be using to develop their online courses. Faculty may also sign up for one-on-one training sessions with staff of the IRC, attend faculty development sessions provided by the Office of Faculty and Student Services, and consult with the faculty in the other environmental courses for additional pedagogical or technical support. A third-party help desk as well as internal help desk consultants also assist in faculty technical support.

(ii) **Principles of best practice for teaching in a distance education format shall be developed and maintained by the faculty.**

The IRC offers training on how to be an effective online instructor based on best practices from research and other related sources. All new online instructors are required to participate in this training prior to teaching their first online course.

(iii) **An institution shall provide faculty support services specifically related to teaching through a distance education format.**

The IRC provides a wide range of faculty support services for faculty engaged in online instruction. Faculty have access to multimedia specialists, instructional designers, technical trainers, and a 24/7 technical help desk to provide the necessary support required to effectively deliver distance education programs. In addition, JHU- AAP offers faculty development training opportunities in online pedagogy and new instructional technologies throughout the year specifically designed for online instructors.

(d) An institution shall ensure that appropriate learning resources are available to students including appropriate and adequate library services and resources.

The students will have online access to the Milton S. Eisenhower Library, ranked as one of the nation's foremost facilities for research and scholarship. Its collection of 3.7 million bound volumes, 121,000+ print and e-journals, and 985,000+ e-books support the university's academic and research enterprise. The interlibrary loan department makes the research collection of the nation available to faculty and students. The library provides easy

access to a wide selection of electronic information resources, including the library's online catalog, and numerous electronic abstracting and indexing tools. These databases are accessible remotely. Librarians help students electronically and the library maintains an extensive web site to take visitors through all of its services and materials. Online chats and other services are available to distance students as is mail-service of hard-copy only materials.

(e) Students and Student Services

(i) **A distance education program shall provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.**

JHU-AAP maintains numerous web-based resources to inform prospective students about the information they may need as an online student. These resources include the JHU-AAP website at http://advanced.jhu.edu and the JHU-AAP online catalog, which includes detailed programmatic information, academic support services, financial aid, costs, policies, and specific information for online learning. As new online students are admitted and enrolled, they receive timely emails with important information to help them prepare to become an online student. These emails include information on how to create their JHU log-in account for the course management systems, technical requirements, available academic support services and new online student orientation course.

(ii) **Enrolled students shall have reasonable and adequate access to the range of student services to support their distance education activities.**

JHU-AAP online students have access to the following academic support services:
- **Academic Advising.** Students are assigned an advisor when accepted. Students work individually with the advisor to develop a course of study that meets the requirements of the program and the career goals of the student. The advisor contacts all the students each semester to check on progress and answer questions. Courses that deviate from the program plan and have not been approved by an advisor may not count toward degree requirements.
- **Library Services.** Students have online access to the Milton S. Eisenhower Library on the Homewood campus, ranked as one of the nation's foremost facilities for research and scholarship. The interlibrary loan department allows students access to resources at any other university in the nation. The library also provides easy access to a wide selection of electronic information resources, including the library's online catalog, and numerous electronic abstracting and indexing tools. Many of the databases are accessible remotely. Librarians are available to assist students remotely and the library maintains an extensive web site to take visitors through all its services and materials.

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- **Services with Students with Disabilities.** The Johns Hopkins University is committed to making all academic programs, support services, and facilities accessible to qualified individuals. Students with disabilities who require reasonable accommodations can contact the AAP Disability Services Administrator, aapdisability@jhu.edu .
- **Transcript Access.** Official transcripts will be mailed upon written request of the student at no charge.
- **Student ID JCard.** The JCard serves as the student's university identification card. This card is mailed to the home address of every registered student. The JCard acts as the university library card and provides access to student software discounts where available.

(iii) **Accepted students shall have the background, knowledge, and technical skills needed to undertake a distance education program.**

Prior to admission into an online program, prospective students are invited to "test drive" a course to determine if the online learning environment is suitable to their learning style. Accepted online students must meet the admissions requirements of graduate students in JHU-AAP and the specific requirements of the M.A. program. New online students are required to complete the "New Online Student Orientation" course prior to beginning their first online course. This course covers a broad range of topics on how to be a successful online student such as, Blackboard basics, online student learning expectations, how to access the library, how to conduct online research, and how to participate in online discussions.

(iv) **Advertising, recruiting, and admissions materials shall clearly and accurately represent the program and the services available.**

All relevant program information is kept up-to-date on the JHU-AAP Web site.

(f) Commitment to Support

(i) **Policies for faculty evaluation shall include appropriate consideration of teaching and scholarly activities related to distance education programs.**

Faculty teaching online courses are strongly encouraged to participate in professional development opportunities to improve their online teaching skills. They are also encouraged to embrace the scholarship of teaching relevant to online instruction.

(ii) **An institution shall demonstrate a commitment to ongoing support, both financial and technical, and to continuation of a program for a period sufficient to enable students to complete a degree or certificate.**

JHU-AAP has a commitment to online teaching as demonstrated by the resources of its Instructional Resource Center that provide course development, instructional, and technical support to new and current faculty.

(g) Evaluation and Assessment

(i) **An institution shall evaluate a distance education program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.**

JHU-AAP has an online course evaluation process that is completed at the midterm of each semester and after the offering of each course. This process will be applied to the proposed MA in Cultural Heritage Management online program. This evaluation includes student reviews of the faculty for each course offered. Each semester the program director and assistant director evaluate the course offerings and faculty performances based on these reviews. On an annual basis, the curriculum will be reviewed by the program chair, director, assistant director, faculty, and administrators as appropriate to determine if new topics need to be covered or other changes made following JHU-AAP procedures for such review. Formal processes for academic program review of JHU-AAP graduate programs are also in place.

(ii) **An institution shall demonstrate an evidence-based approach to best online teaching practices.**

The JHU-AAP Instructional Resource Center, which offers instructional design and faculty support staff, continually participates in professional development activities to keep abreast of evidence-based approaches to online teaching practices. These online teaching practices are then incorporated into the new online instructor training sessions.

(iii) **An institution shall provide for assessment and documentation of student achievement of learning outcomes in a distance education program.**

As part of the online course design process in JHU-AAP, course assessments are required to be aligned with stated course learning outcomes. The proposed program will incorporate authentic learning assessments that demonstrate student's application of learned skills.

Appendix C

Faculty

Sarah J. Chicone, Ph.D. (full-time), Assistant Director of the M.A. in Museum Studies in JHU's Advanced Academic Programs. Dr. Chicone is an archaeologist with professional experience in the fields of both Cultural Resource Management and Museums. Her academic and professional interests include material culture studies, cultural resource management, informal education, cultural heritage, exhibition design, science, society and the museum, and public archaeology. Dr. Chicone currently teaches a number of courses for the Museum Studies graduate program including Museum in Global Perspective, History and Philosophy of Museums, Material Culture and the Modern Museum, Living Collections, Collections Management, Curatorship, and Exhibition Strategies. And serves as an advisor to students in the M.A. in Museum Studies program. She has published research in archaeology, exhibition design, online pedagogy, and informal science education.

Karen Wizevich, Ph.D., (full-time) is Program Coordinator and full-time faculty in the Johns Hopkins University Museum Studies program. She has worked in the museum field for over 20 years, both in-house and as a consultant. She was a Fulbright scholar in New Zealand, and worked with a variety of museums, including the Museum of New Zealand. Her consulting clients are varied, including history, science, art, and performing arts institutions. Her interests lie in the intersection of museum architecture and the visitor experience. She holds a Ph.D. from Victoria University (New Zealand) in Architecture/Museum Studies and an M.S. from Cornell University in Design and Environmental Analysis. Dr. Wizevich teaches the core Museum Studies programs courses of Museums in Global Perspective, and Exhibition Strategies, as well as electives in Evaluation, and Museum Architecture.

Miriam Doutriaux, Ph.D. (adjunct) is an anthropologist, archaeologist, and museum curator with extensive experience in collections management, exhibition development & design, and education. Her recent museum projects have made innovative use of in-gallery displays, print, film, and digital media to enhance object-based research and learning. Dr. Doutriaux has worked with ethnographic and archaeological collections at museums in the United States and Latin America, and previously led visitor engagement initiatives at several historic house museums. She oversaw the Pre-Columbian collection at Harvard University's Dumbarton Oaks Museum for a decade, and curated the permanent reinstallation of the collection (2008), as well as temporary exhibitions

Katharine Fernstrom, Ph.D. (adjunct) is an independent curator; archaeologist; scholar, and appraiser whose professional specialties include Native American, Arctic, and Pacific Island cultures; and trade, art, and communication. She volunteers for Native American organizations in Maryland, and is a member of the Board of the Hampden Community Council. She was a member of the curatorial staff at The Baltimore Museum of Art for 14 years, responsible for the Native American and Pacific Island collections.

Amy Groleau, Ph.D. (adjunct) is curator of Latin American Collections at the Museum of International Folk Art in Santa Fe, New Mexico. An anthropologist and archaeologist, she is interested in the relationships between people and material culture, forming narratives with objects, and bridging communities in the present with communities in the past. Dr. Groleau holds an M.A. and Ph.D. in anthropology from Binghamton University, State University of New York and a B.A. in anthropology and Latin American Studies from the University of Massachusetts at Amherst. She previously worked in NAGPRA compliance and collections management at the Peabody Museum of Archaeology and Ethnology at Harvard University, where she received a graduate certificate in Museum Studies.

Richard McCoy, M.A. (adjunct) is a conservation and preservation consultant with over ten years experience working at major museums and national projects. In 2013 he launched Richard McCoy and Associates, a firm dedicated to conservation, historic preservation, and contemporary projects. His primary client is the City of Columbus, Indiana where he is helping to develop a preservation plan for the cultural heritage in the City. From 2003 to 2013, he worked at the Indianapolis Museum of Art, where he created the Objects & Variable Art Conservation Laboratory. He has served on a variety of cultural organization's executive committees and advisory panels, and writes a monthly column on Art21's Blog, "No Preservatives: Conversations about Conservation."

Linda Norris, M.A. (adjunct) is an independent museum professional focusing on engaging communities, enhancing creativity in museums, shaping compelling narratives, and improving professional practice. She is the co-author with Rainey Tisdale of *Creativity in Museum Practice*, (Left Coast Press, 2013). Ms. Norris blogs at "The Uncataloged Museum." She has written for publications including *History News, Exhibitionist* and *Museums and Social Issues*. Ms. Norris was a Fulbright Scholar in 2009 and 2010 to Ukraine, teaching museum studies and working with museums throughout Ukraine. She continues to work with museums there. In 2014 she facilitated workshops on incorporating visitor voices into museum exhibitions. Her museum work includes interpretive and strategic planning, exhibition development and management, and evaluation. Her wide-ranging client base includes historic sites and history, art and technology museums. She developed curricula for AASLH's StEPs program and is a member of AASLH's leadership development committee.

Chuck Patch, M.A. (adjunct) is principal of Museum Information Management Consulting. Previously, he directed the information systems department at the Historic New Orleans Collection for 17 years. There he oversaw the development of two collections information systems and numerous special projects, including kiosk-based multimedia presentations, large-scale digitization, and a GIS system for displaying historical data. He managed the development of the MINT collections information system, which integrates museum collections management functions with library and archival cataloging practice. He has served as a board member and president of the Museum Computer Network and as a representative for the American Association of Museums on the joint committee for archives, libraries, and museums.

Rebecca M. Brown, Ph.D. (full-time), Program Chair, and Associate Professor in the History of Art. Dr. Brown is a scholar of colonial and post-1947 South Asian visual culture and politics, and she has served as a consultant and a curator for modern and contemporary Indian art for the Peabody Essex Museum, the Walters Art Museum, and the Shelley and Donald Rubin Foundation. Her work examines urban space, modernity, visual political rhetoric, cultural diplomacy, and rhythm, motion, and time in art, visual culture, and exhibitionary contexts. She provides overall guidance and academic oversight for the proposed degree program.

Phyllis Hecht, M.A. (full-time) Director of the M.A. in Museum Studies and certificate in Digital Curation in JHU's Advanced Academic Programs, both of which she helped found and develop. In this role, Ms. Hecht co-organized and helped facilitate two grant-funded summits on digital curation, both of which have served to move the field forward in museums. She was also the recipient of a research grant from The Benjamin and Rhea Yeung Center for Collaborative China Studies to initiate partnerships of mutual learning between U.S. and Chinese museum professionals, educators, and students. She co-edited "The Digital Museum: A Think Guide," an anthology on museums and technology, and has published papers and participated in international panels on topics ranging from building online social and learning communities and hands-on learning in an online graduate program to preparing students for careers in digital curation.

Joyce Ray, Ph.D., (part-time) is Program Coordinator and Lecturer for the JHU Certificate in Digital Curation program. She has taught in the Museum Studies program since 2011, including Digital Preservation and Foundations of Digital Curation courses, and she directs the digital curation internship and research courses. Dr. Ray spent 10 years at the National Archives and Records Administration and was associate deputy for library services at the Institute of Museum and Library Services (from 1997-2011), where she directed programs that awarded competitive grants to libraries, archives, museums and institutions of higher education.

Appendix D

Finance Information

TABLE 1: RESOURCES:					
Resource Categories	2017	2018	2019	2020	2021
1. Reallocated Funds	-	-	-	-	-
2. Tuition/Fee Revenue (c + g below)	176,715	445,322	798,796	1,309,246	1,868,744
a. Number of F/T Students	0	0	0	0	0
b. Annual Tuition/Fee Rate					
c. Total F/T Revenue (a x b)					
d. Number of P/T Students	10	24	41	64	87
e. Credit Hour Rate	982	1,031	1,082	1,136	1,193
f. Annual Credit Hours	18	18	18	18	18
g. Total P/T Revenue (d x e x f)	176,715	445,322	798,796	1,309,246	1,868,744
3. Grants, Contracts & Other External Sources	-	-	-	-	-
4. Other Sources	-	-	-	-	-
TOTAL (Add 1 – 4)	$176,715	$445,322	$798,796	$1,309,246	$1,868,744

Resources narrative

1. Reallocated Funds: No funds will be reallocated from existing campus resources.

2. Tuition and Fee Revenue: With an initial anticipated enrollment of 10 students in year one, the proposed program will generate revenue from the onset. Based on a conservative estimate of a 50 percent program growth rate over the first four years and 25% growth in year 5, together with an anticipated dropout rate of one student per ten, we project tuition revenue of nearly 1.4 million dollars by year five

3. Grants and Contracts: No grants or contract are necessary for this program.

4. Other Sources: The program does not expect any funding from another source.

TABLE 2: EXPENDITURES:					
Expenditure Categories	2017	2018	2019	2020	2021
1. Faculty (b + c below)	148,172	239,386	342,589	381,176	470,081
a. # Sections offered	-	-	-	-	-
b. Total Salary	117,752	201,820	296,982	331,700	413,594
c. Total Benefits	30,420	37,566	45,607	49,477	56,487
2. Admin. Staff (b + c below)	-	-	-	-	-
a. # FTE	-	-	-	-	-
b. Total Salary	-	-	-	-	-
c. Total Benefits	-	-	-	-	-
3. Support Staff (b + c below)	-	-	-	-	-
a. # FTE	-	-	-	-	-
b. Total Salary	-	-	-	-	-
c. Total Benefits	-	-	-	-	-
4. Equipment	-	-	-	-	-
5. Library	-	-	-	-	-
6. New or Renovated Space	-	-	-	-	-
7. Other Expenses	5,000	5,000	5,000	5,000	5,000
TOTAL (Add 1 – 7)	$153,172	$244,385	$347,588	$386,176	$475,081

Expenditures narrative:

1. Faculty: The adjunct faculty for the MA in Museum Studies are paid $6,688 per section; this will be the same rate for the faculty of the Cultural Heritage Management program. A program director with an annual base salary of $75,000 will be hired in year one.

2. Administrative: No additional resources needed.

3. Support Staff: No additional resources needed.

4. Equipment: No additional resources needed.

5. Library: No additional resources needed.

6. New or Renovated Space: Additional funds included for future renovations.

7. Other Expenses: Additional instructional expenses in the form of guest lectures in Year 2 through Year 5 of the program are projected. A travel budget of $5,000 per year starting in Year One will ensure the programs anticipated global reach through international partnerships and the engagement of international scholars. No significant instructional equipment is needed for online courses beyond what is already provided for JHU-AAP's online curriculum. No new or leased space will be needed.

Market Analysis:

Master's in Cultural Heritage Management

Johns Hopkins University

FINAL REPORT

Submission by:

UPCEA
Center for Research and Consulting

March 2016

I.   Objective & Overview

The Johns Hopkins University (JHU) has proposed a master's program in cultural heritage management to be administered in an online or low residency format in partnership with international institutions. The program could be targeted to an overseas audience or professionals in the Americas who have bachelor's degrees in related fields or serving in the preservation community. JHU has requested a market study to answer the following:

- Would there be sufficient demand for the program?
- What is the size of the target market?
- Would the target market or employers value its delivery?
- Can research assist in confirming the proposed program content or courses as well as identify other needs?
- What is the size and quality of the competition?

II.   Methodology

To achieve the goals in the objectives of this research, the University Professional Education Association (UPCEA) and its Center for Research and Marketing Strategy (CREMS) conducted a multi-modal research project which included a secondary, occupational and competitive analysis as well as extensive interviews with key opinion leaders and experts in the fields of cultural heritage and historic preservation. Sixteen individuals were interviewed including the CEO of a national preservation organization; CEO, historical society; heritage officer, international historical site; and senior project manager, preservation foundation, among others.

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III. Key Findings

- **The program concept generated support and enthusiasm from a majority of both domestic and international opinion leaders.** Despite some concerns about market size and sustainability, there was general agreement that employers would greatly appreciate and value the opportunity to hire someone with the training outlined in the program description and that the credential would distinguish job applicants.

- **A graduate degree is commonly a baseline requirement for any professional position in this field.** The most common attainment level of education for Museum Technicians, Conservators, Curators and Archivists is a master's degree, at 42%.

- While not a direct definition of the target market, museum professionals are a related occupational group. The average museum worker is female and in the 55-64 age group. In the United States, **the number of museum workers increased by 23% between 2005 and 2015, and 15 of 16 European countries researched also saw an increase in the number of museum workers.** U.S. job growth is expected to continue over the next ten years, ranging from 10% to 14%. The number of museum visits is also rising in the United States and throughout Europe.

- **Challenges from a struggling economy persist and may often impact this sector more negatively than other areas of the non-profit world.** This trend has prompted larger roles (and greater demand) for fundraisers within related organizations and may also drive them to seek alternative revenue streams, such as leasing out museum pieces when not on display.

- **Many opinion leaders reported an increased emphasis on training and professional development within their organizations over the last few years.** This seems to reflect both a general change in industry thinking as well as a heightened awareness of the need to cultivate a new generation of internal leaders.

- **Seasoned applicants are valued in this field**; many organizations make little effort to hire those with credentials with the full range of knowledge and skills specified by the field, opting for applicants with a reasonable base background who can also demonstrate a strong work ethic and other core workplace skills. Professional and other life experience often factor into these decisions.

- **Johns Hopkins benefits from a recognizable and reputable brand that would give credibility to the offering,** and its location was viewed as a positive because of its proximity to resources, prospects, and internship/career opportunities. Awareness of the school's existing Museum Studies program works in the proposed program's favor.

- **There was widespread acceptance of online delivery and recognition that the advantages of this delivery format (flexibility, convenience) suit the audience.** There were some concerns about lost opportunities for peer interaction and physical experience with objects and artifacts, which led to support for the concept of hybrid delivery. Some opinion leaders mentioned a 90/10 or 80/20 ratio of online to on-site work.

- **Many opinion leaders repeatedly emphasized the importance of integrating an opportunity for an internship or hands-on learning** of some sort – whether students will ultimately concentrate on handling artifacts, maintaining a physical location, or interacting with the public, it will be important to demonstrate that they have had the opportunity to practically apply classroom concepts.

- **One of the program's greatest assets may be its potential to appeal to two important demographics** – older, mid-life professionals and career changers seeking new challenges and greater mobility, and younger, recent graduates who can be attracted to cutting-edge, progressive content, innovation, and technology.

- Despite a few confusing course titles, **the topics tested was generally well-received.** Three topics stood out in particular: 1) Cultural Heritage Management/Leadership (which is consistent with feedback from throughout the process noting an emphasis on organizational leadership skills); 2) Community Engagement and Partnerships; 3) Culture as a catalyst of sustainable economic development (which was repeatedly praised as a relevant and appealing cutting-edge subject area).

- **Opinion leaders recognized the importance of university brand equity, particularly as it relates to building awareness and credibility of the discipline,** but also demonstrated low levels of awareness and affinity/preference for particular institutions offering similar programs. Few institutions were named more than once, with the University of Pennsylvania and Columbia University mentioned most frequently followed by University of Southern California (USC) and West Virginia University (WVU). Industry experts seemed unaware of other programs that exactly match the JHU concept.

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IV.   Recommendations

- Industry leaders interviewed and evolving trends suggest that the proposed degree has significant potential. However, the challenge to Johns Hopkins University is likely to be a marketing one, as emerging professionals may not necessarily search for a degree in cultural heritage management, but use other terminology in the information gathering stage as it pertains to their career. **The institution, as a result, needs to tightly target and identify emerging professionals through precise channel marketing and strategic marketing planning.**

- **Launch in hybrid format with a majority of the coursework available online.** Research participants reacted favorably to the idea of an online program, and, despite stressing the need for a practical element, advocated for 80 to 90% of the coursework to be delivered online. The nationally – and internationally – diffuse nature of the target audience means that online delivery opens up the largest, most sustainable market available backed by the strength of the Hopkins brand.

- **Target two distinct populations: mid-life professionals and young graduates (or graduating college seniors).** Many professionals come to the field through diverse backgrounds and build their expertise through work experience and continuing education. This program can help them expand their skill set and qualify for management/leadership positions. It may also appeal to those working in other disciplines who are looking to make a mid-life career change. The program's content also aligns well with the interests and sensibilities of many Millennials, and a marketing approach that emphasizes online convenience with an innovative curriculum can attract applicants from this audience. JHU should emphasize the diverse peer group as a key advantage of the educational experience.

- **Emphasize innovation and a progressive approach to the subject matter.** Opinion leaders responded very favorably to the unique angle of the JHU concept and suggested that a conscious effort to experiment with course content and design (and calculated promotion of these aspects) could maximize the value of that appeal. A focus on preservation technology should be part of this approach. This addresses an emerging topic in the field and should be attractive to potential applicants. One interview participant suggested reaching out to the Association for Preservation Technology.

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- **Leverage the Johns Hopkins brand and internal resources.** Although employers do not seem zeroed in on brand recognition in the hiring process, the JHU name will still increase the program's appeal for both prospective students and potential employers alike. Seek to capitalize on the value of existing networks and reputation of JHU's Museum Studies program. Also stress the ideal location (proximity to resources), providing maximum value to local/regional students, but also an especially valuable opportunity for remote students who may make only one or two visits to campus.

- **Follow through on the plan for a hands-on requirement.** Opinion leaders emphasized the importance and value of a hands-on element in the program and responded favorably to the inclusion of significant practical, real world projects, practicums and capstone projects in a primarily online program. Work with government agencies and non-profit organizations in the DC-Baltimore area to arrange internship opportunities for local students (this could eventually be expanded to national partners to help accommodate remote students), but also offer options to integrate work experience or to complete a significant project to satisfy this requirement.

- **Consider offering concentration tracks.** Concentration seems like a natural fit for this program due to the number of disciplines and sub-fields connected under the umbrella of cultural heritage management. This approach is consistent with a trend toward optional specialization in graduate education. Focusing in one area could help make program graduates more marketable in their area of expertise or interest (e.g., tribal services, international focus, national parks, community development, preservation technology, etc.).

- **Consider having cross-over options with JHU's Museum Studies program.** Courses such as Ethnically Specific Museums; Museums and Community Engagement; Museums, Law, and Policy; Fundamentals of Writing and others could be electives for the proposed cultural heritage management program.

- **Integrate and highlight an organizational leadership element.** Variations on the theme of organizational leadership, with particular emphasis on strategic thinking, planning, and vision, manifested throughout the conversations on immediate needs within the field. Work to integrate these skills throughout the curriculum, and stress the "management" aspects of the program. This approach can appeal to experienced professionals who seek upward mobility and dovetails with the industry focus on professional development. These elements can also be integrated with the overall "innovative/progressive" marketing position.

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- **Explore options for marketing to international students.** Research indicates the program concept and university brand could sustain strategic international reach. Consider investigating a partnership with one or more institutions in Canada, Europe, and Asia to share resources and perhaps establish mutual study abroad options. A specific international scholarship and/or sponsorship program that would help enroll a limited number of international students in each cohort could help improve the program's reach and further diversify the student population.

- **Make an effort to engage American Indian tribes.** Participants affiliated with American Indian tribes felt the proposed degree would fit the programming and administrative needs of their organizations. Online delivery helps serve this isolated and dispersed demographic. The tribal-focused concentration mentioned above could help enhance the offering's appeal, but opinion leaders also stressed the importance of proactive communication. A dedicated tribal liaison who can assess needs of this population (to inform course content/design) and promote the program to prospective applicants could help establish a strong foothold in this market space.

- **Develop a relationship with the National Park Service.** Research participants from the Park Service suggested that this degree could be a good fit for many agency employees and functions. As noted above, a specific national parks focus might be a good fit for the program, and the agency could be consulted during content development. It will also be important to communicate with the Office of Personnel Management to determine how it would classify the credential for hiring purposes.

- **Offer a travel assistance program.** The potential audience for this program is spread out across the nation and world, and a primarily online design would allow JHU the flexibility to tap into those markets. However, feedback from research participants highlighted the value of an on-site aspect, and several opinion leaders worried that travel costs could limit the program's reach. The institution can address this by establishing some mechanism for providing financial assistance to help remote and international students travel to campus at least once during their studies.

- **Explore the potential for a graduate certificate program.** Feedback suggests exploring a condensed, certificate-style offering, noting the role of continuing education within the broader field, along with the sense that even older professionals (who may already hold advanced degrees) might be interested in this subject matter. This could serve as an additional source of revenue and also as a gateway toward the full degree for younger students.

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V.   Industry Trends

- **Demographic disparities** – Changes in national demographics are not reflected in museum attendance trends. The United States is becoming more and more racially diverse, yet only 9% of the core visitors and approximately 20% of museum employees are minorities. Also, as Baby Boomers begin to retire, there will be an abundance of volunteers available to museums. Museums should position themselves as employers of choice for post-career bridge jobs.

- **Integration of new technology** – As technology becomes more ubiquitous in everyday life, using mobile and personal devices as a medium to deliver museum content will be increasingly useful. Having technologically competent leadership in museums will allow for generation, conservation, and diffusion of more extensive, and higher quality, content to keep museums more competitive.

- **Museums as a business** – With the rise of social entrepreneurs who work somewhere in between a business and a non-profit, museums may have to innovate in order to out-earn and remain competitive against potential competition. Traditionally, museums rely on admission fees, donations, and tax money, while often keeping in storage many items and exhibits. Coming up with new revenue streams, such as renting out pieces not currently displayed could be a new source of revenue, something museums will have to continue to investigate. According to De Gruyter, there are 55,000 museums in 202 countries throughout the world. China has been opening about 100 museums each year; in 2011 alone, 400 were built.

- **Generational shifts** – As is common throughout many areas of American life, the twilight of the Baby Boomers and the ascendancy of the Millennial generation will dramatically change the face of cultural preservation activities over the next decade. In a practical sense, retirements, particularly at the upper levels, will create turnover and prompt a need to cultivate new leadership. Moreover, an area of interest that has long been the province of older generations will be transformed by the more cosmopolitan sensibilities of the Millennials, who will seek out cultural memory as an anchor amidst a volatile climate of unprecedented digital and physical mobility, while also placing greater emphasis on sustainability and inclusivity.

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- **Advancements in preservation technology** – Technological shifts outside the museum sector will also impact related fields, with new developments in preservation technology geared toward preservation of historical sites and landscapes, protection of artifacts, and transmission of institutional and cultural memory. The Association for Preservation Technology is an international organization for historic and cultural preservation professionals interested in these areas and will seek to unite thought leaders and educators in understanding the implications of technological advancements.

- **Increasing emphasis on professional development** – A growing recognition of the need to reinforce subject matter knowledge (history, culture, literature, etc.) along with an expanding set of skills required to succeed practically in the historical/cultural preservation space (fundraising, tech savvy, organizational leadership) is driving an increased emphasis on continuing education in the field. Seminars and workshops offered through professional associations, topical courses and certifications, and part-time study for advanced degrees are examples of common approaches to continuous learning and development.

http://www.museum-id.com/idea-detail.asp?id=283
http://www.aam-us.org/docs/center-for-the-future-of-museums/museumssociety2034.pdf
https://aam-us.org/docs/default-source/center-for-the-future-of-museums/2015_trendswatch_pdf_fnl_3EAAFDB042FEF931B479B9566.pdf?sfvrsn=2
http://www.nmc.org/pdf/2013-horizon-report-museum-EN.pdf
http://www.aam-us.org/docs/research/acme-2013-final.pdf?sfvrsn=2
http://www.egmus.eu/en/statistics/complete_data_table/
http://www.egmus.eu/nc/en/statistics/complete_data/
http://unstats.un.org/unsd/methods/inter-natlinks/sd_natstat.asp

VI.   Occupational Data

In the United States, the number of museum workers increased from 118,500 to 145,400 between 2005 and 2015, an increase of 23%. In Europe, fifteen of sixteen countries researched saw an increase. Austria saw a 116% increase between 2002 and 2012, Switzerland a 101% increase between 2005 and 2013. The only country that did not experience an increase was Latvia which saw no change between 2003 and 2013.

Figure 1: US Museum Workers by Year
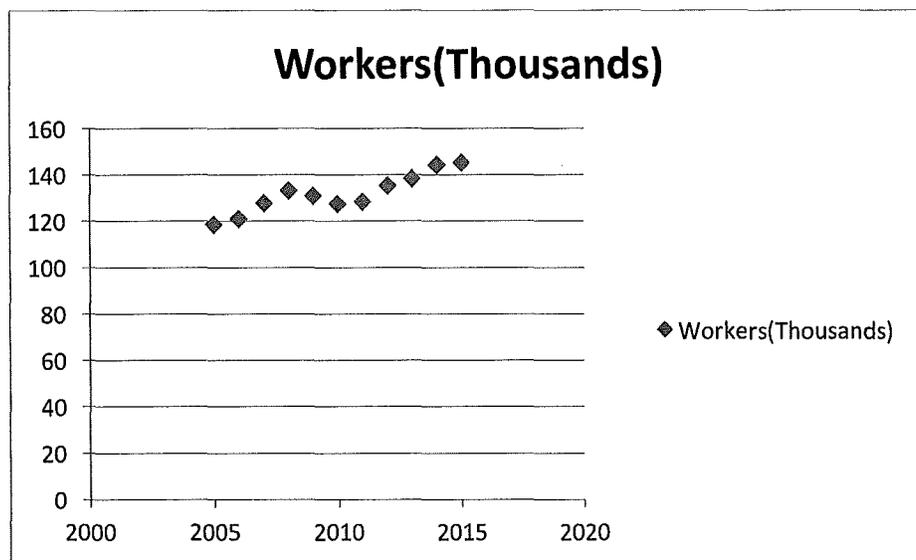
For in-depth international data, please see the Appendix.

In the United States, the number of museum visits according to the Smithsonian at its museums increased from 23.6 million to 28 million per year between 1995 and 2005, an increase of 18%. In Europe, 19 of 20 countries researched had an increase in the number of museum visits. The only country that saw a decrease was Hungary between 2002 and 2013, although it did see a significant increase in number of museum workers (49%). Switzerland saw an increase of 173% between 2005 and 2013, and Estonia 94% between 2007 and 2013.

Figure 2: Total Visits to the Smithsonian by Year
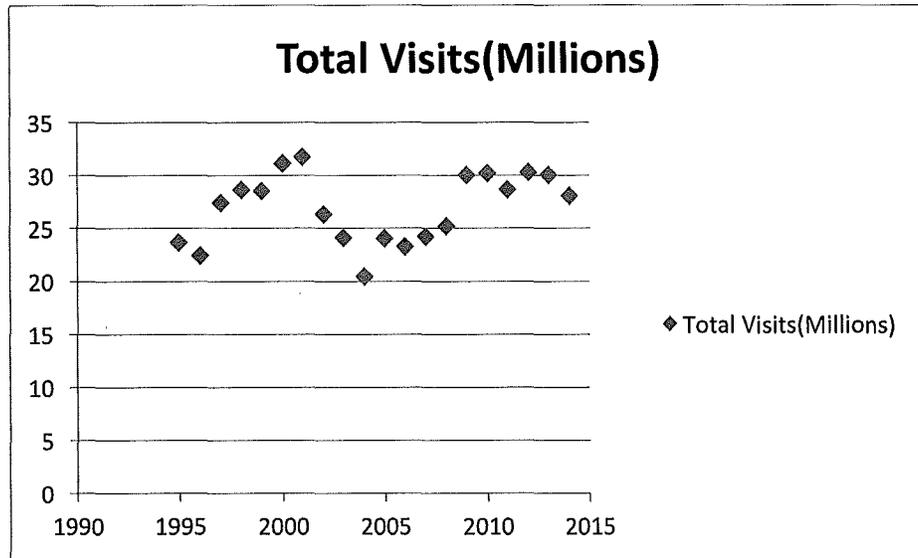
For in-depth international data, please see the Appendix.

The number of museum workers in the United States is expected to continue to increase over the next 10 years. The number of Museum Technicians and Conservators is projected to increase by 10%, Curators 13% and Archivists 14%.

Table 1: Museum Worker Jobs in the United States and Expected Change

Occupation	2015 Jobs	2025 Jobs	Change, 2015 to 2025		Average Salary
			Number	Percent	
Museum Technicians and Conservators	9,963	10,988	1,025	10.30%	39,936
Curators	10,971	12,435	1,464	13.30%	51,272
Archivists	5,921	6,771	850	14.40%	49,108
Historians	4,000	4,150	150	3.80%	56,035

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The most common education attainment level for Museum Technicians, Conservators, Curators and Archivists is a master's degree, at 42%.

Table 2: National Education Attainment by Museum Workers

Occupation	Less than high school	High school or equivalent	Some college, no degree	Associate's degree	Bachelor's degree	Master's Degree	Doctoral or Professional Degree
Museum Technicians and Conservators	0.90%	3.30%	7.70%	3.80%	33.50%	41.50%	9.30%
Curators	0.90%	3.30%	7.70%	3.80%	33.50%	41.50%	9.30%
Archivists	0.90%	3.30%	7.70%	3.80%	33.50%	41.50%	9.30%
Historians	0.30%	0.50%	5.40%	3.90%	37.60%	38.40%	13.80%

Over 60% of museum workers are female. Approximately 40% of curators, archivists and museum technicians are in the 40-64 age group and over 13% are 65 or older. As these workers begin to retire, there will be an increased demand to fill their roles.

Table 3: Museum Workers by Gender and Age

Occupation	% Male	% Female	14-18	19-24	25-34	35-44	45-54	55-64	65+
Museum Technicians and Conservators	35.70%	64.30%	0.80%	9.10%	19.30%	17.20%	19.90%	21.90%	12.70%
Curators	34.70%	65.30%	0.60%	8.30%	19.40%	16.90%	20.10%	21.40%	13.30%
Archivists	36.30%	63.70%	0.80%	7.90%	19.10%	17.50%	19.10%	20.50%	15.10%
Historians	45.80%	54.20%	0.10%	6.70%	28.00%	21%	18.20%	16.40%	9.60%

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The National Park Service reported employing over 24,000 people in 408 facilities in 2015. According to reported totals and estimates, the overall workforce grew by roughly 1,200 employees in the last two years (reaching a projected 24,765 from 23,541 in 2013)

The National Parks Service website lists several occupations with estimated job totals (exceeding 5,000 positions) where the proposed credential may be applicable.

Table 4: National Parks Service – Applicable Job Categories & Totals

Job Title	NPS Total
Archeologists	201
Facility managers	313
Historians	183
Human resources specialists	383
Information management specialists	383
Museum professionals	330
Park rangers	3,861
Total	**5654**

Source: http://www.nps.gov/aboutus/workwithus.htm

Table 5 includes a breakdown of employment data from the National Park Service FY 2015 Budget Justification. Examples of potentially-related jobs titles and their pay grades include resource management specialist (GS-12), environmental specialist (GS-11), researcher (GS-5), chief ranger (GS-12), park ranger (GS-9), interpretive specialist (GS-9), interpreter (GS-7), park manager (GS-13), administrative officer (GS-9), research assistant (GS-7), management specialist (GS-11), facility manager (GS-12).

Table 5: National Park Service – Employee Count by Pay Grade

National Park Service			
Employee Count by Grade (Total Employment)			
	2013 Actuals	2014 Estimate	2015 Estimate
Executive Level V	1	1	1
SES	27	27	27
Subtotal	**28**	**28**	**28**
SL - 00	0	0	0
ST - 00	0	0	0
Subtotal	**0**	**0**	**0**
GS/GM -15	181	188	190
GS/GM -14	515	536	542
GS/GM -13	1,291	1,343	1,358
GS -12	2,276	2,368	2,394
GS -11	2,421	2,518	2,547
GS -10	13	14	14
GS - 9	2,800	2,913	2,946
GS - 8	143	149	150
GS - 7	2,032	2,114	2,138
GS - 6	834	868	877
GS - 5	3,053	3,176	3,212
GS - 4	1,351	1,405	1,421
GS - 3	297	309	312
GS - 2	63	66	66
GS - 1	23	24	24
Subtotal	**17,293**	**17,989**	**18,193**
Other Pay Schedule Systems	6,220	6,470	6,544
Total employment (actuals and estimates)	**23,541**	**24,487**	**24,765**

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VII.   Opinion Leader Research

Market Overview

Feedback from industry leaders about the state of disciplines related to cultural heritage management pointed to a field that faces immediate challenges from a sluggish economic climate and a social environment where mobile/digital technologies are quickly redefining consumer preferences and habits. With challenges come opportunities, however, and the evolution appeals to the sensibilities of both the Boomer and Millennial generations along with heightened emphasis on training, and specialization may help establish a market space for the proposed offering by Hopkins.

Industry Trends: Opinion leaders were asked about the training and hiring practices for cultural heritage managers. Examples of industry trends and points of interest identified during the interview process include:

- Challenges from a struggling economy persist and may often impact this sector more negatively than other areas of the non-profit world that are more directly focused on relief and human services.

- The difficult economic climate has imposed an even higher premium than usual on those with exceptional fundraising skills. There is a decidedly limited supply of qualified individuals with both fundraising acumen/experience and expertise in cultural management/preservation.

> "This is a field that has a lot of depth and a lot of specificity, and is a pretty defined profession at this point, so professional qualifications are important. At the same time, we look beyond a museum and curatorial background, to people with business degrees and other kinds of professional experience, because these jobs, especially the leadership positions, are very multidimensional."
> *- President/CEO, national preservation organization*

- Given the varied and often esoteric nature of knowledge and skills required within the broader field, many organizations make little effort to identify candidates who "check all the boxes," preferring to hire applicants with a reasonable base background who can also demonstrate a strong work ethic and other core workplace skills. Professional and other life experience often factor into these decisions; seasoned applicants are valued in this field.

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- While academic backgrounds in history, museum science, or preservation-related fields remain both common and in demand within the overall workforce, the industry at large also seeks out and employs those with training and experience in business and/or organizational leadership roles, given the multi-faceted demands of the work.

- A graduate degree is commonly a baseline requirement for any professional position in this field.

- Job descriptions will vary based on audience and function, with some positions focused on behind-the-scenes stewardship and maintenance of cultural resources and other, public-facing roles meant to inform and educate.

- It was mentioned that the public-facing aspects of the field could be especially well served by the addition of more specially-trained personnel.

- In hiring, smaller and/or more financially-challenged organizations will put less premium on specific academic background or degree type, casting a wider net and depending on job experience and some in-house training to cultivate the needed expertise in employees.

> "I know that our agency has been thinned so much with budget cuts, it's really hard to hire for a specific genre of knowledge anymore. We're so much into hiring generalists, I guess, and then throwing a lot of duties on them that it makes them really tough."
> - *Superintendent, national park*
>
> "Once somebody is working for the organization, and I translate now from my own experience, often there would be conferences or specific heritage cultural resource training sessions, for example, that we would be encouraged to go to and if there were any fees associated, then the employer would pay for them."
> - *Heritage Officer, international historical site*

- Despite financial difficulties and the challenge of identifying qualified prospects who also possess the requisite – typically niche – knowledge base optimal for positions in this field, many participants indicated a growing awareness and preference for applicants with specialized degrees related to cultural preservation and interpretation.

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- Practical applications of historical/cultural preservation were noted, as in their relation to architecture, engineering, and urban planning. There is a need for professionals with expertise in both areas, or at least for those who can competently facilitate communication between the disciplines.

- Workshops, seminars, and other continuing education programming for civil engineers and civil planners were mentioned as one channel through which this need is addressed in the United States.

- Many opinion leaders reported an increased emphasis on training and professional development within their organizations over the last few years. This reflects both a general change in industry thinking as well as a heightened awareness of the need to cultivate a new generation of internal leaders. Participants often also remarked on this as a favorable trend for the proposed offering from JHU.

- Variations on the theme of organizational leadership, with particular emphasis on strategic thinking, planning, and vision, were manifested throughout the conversations as immediate needs within the field. Organizations of all types – public and private – are recognizing the need for individuals with a pertinent knowledge base who can also lead.

- It was noted that international programs are drawing students from the United States and probably vice versa.

> "So we're just beginning the process to developing something that we could offer to students in their programs, but really we'd aim it in terms of how we design it, its delivery at mid-career professionals. That architect who wants to become a little bit more experienced so he can practice a little more comfortably and confidently in the field of heritage conservation would take these courses. There is a huge need in Canada for that."
> - *Director of Historic Places Stewardship, international agency*

> "Now, because you may come to me and have a biology degree, I'm not going to put you on the bottom of the pile. If you're qualified I'm probably still going to talk to you and at least give you an interview but if I have a biologist and I have a trained historian I think often times the historian is a better fit for our park."
> - *Chief of Interpretation, historical site*

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- It was noted that many international settings have a greater balance between public and private stewardship of historical and cultural resources than is found in the United States, with its heavier emphasis on public institutions. However, both domestic and international growth tends to favor private sector solutions.

- Hiring guidelines at federal government agencies such as the National Park Service can restrict what type of applicants are hired and impact the range of degree types and backgrounds for the majority of the workforce.

- It will be important to connect with the National Park Service's Office of Personnel Management to determine how it would classify the degree, as this classification will directly impact which positions graduates can apply for within the Service.

"We have a new hiring procedure through Office and Management Budget (OMB) so we follow the federal guidelines when it comes to hiring practices. And everything is going through USA Jobs. As hiring officials, we do not have the first look at the resumes. They're sent through an outside human resource office, so we get in front of us the best of the best candidates."
- *Chief of Interpretation, memorial site*

"In the government there is no cultural resource series so to speak. You can be a cultural resource specialist, but your actual title or your civil service series could be historic architect, historian, curator, or ethnographer. So they draw from this field and in a park they might hire based on what the strongest resource is."
- *Museum Curator*

Opinion leaders suggested an extensive and varied list of industry job titles for individuals who might benefit from an M.A. in Cultural Heritage Management.

- Anthropologist
- Archivist
- Associate Director for Cultural Resources
- Chief of Interpretation
- Communications Manager
- Conservation/Preservation Advisor
- Cultural Planner
- Cultural Resource Manager
- Cultural Resource Specialist
- Curator
- Education Director
- Educational Specialist
- Ethnographer
- Executive Director
- Facility Manager
- Heritage Officer
- Heritage Planner
- Historian
- Historic Places Research Officer
- Historical Architect
- Integrated Resource Manager
- Landscape Architect
- Museum President
- Park Planner
- Park Ranger
- Program Manager
- Public Programs Manager
- Superintendent
- Visitor Services Manager

"I think non-profits might have a greater ability to target a certain degree. For the National Park Service, we have pretty strict guidelines of who we can hire. There's veterans preference, so if we're hiring anyone from the outside, veterans take preference. There's merit promotion, so you can hire people from inside only, where you're looking for a certain skill set, obviously inside and outside. But the outside hires usually have a broader range in which the office personnel management requires us to accept."
- Superintendent, historical site

"I think there are already a lot of master's out there, actually in the United States and around the world. So, in a way the answer to the question is yes, I do think they would be interested and I think more and more young people need to try to get a leg up on the competition, as it were. So I think more and more are enrolling in master's programs."
- Unit Director, international agency

"We also have a part of our education program that also targets government, so a large part of our audience and our programs are from local government. So we have not too many are kind of your armchair preservationists I would call it, there's some non-profits that come because this is part of their mission too. But our overarching approach to education is that by informing decision-makers, and a decision-maker is someone who is in a position of authority, like government or can make a decision of design like an architect, we feel that it is very important to us to provide education that will give them the resources that they need."
- Executive Director, preservation foundation

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Program Concept

The program concept generated support and enthusiasm from a majority of both domestic and international opinion leaders. Participants specifically cited the limited amount of academic training directed toward this field versus the need, as distinct from museum science or non-profit management. General consensus was that a market exists for the proposed offering.

Overall Reception: Description of the degree program concept provoked some interesting initial reactions. Key takeaways from this portion of the interviews include:

- There was general agreement that employers would greatly appreciate and value the opportunity to hire someone with the training outlined in the program description, although questions as to the size and sustainability of that market remain.

- There is an evolving sense of cultural preservation's role in the new century, bringing with it new opportunities for people with a passion for this subject; there was mention of preservation technology as a growing area within the field that could be included in the program in some fashion.

> "You differentiated it from non-profit management and museum studies. So I will tell you, we don't get a lot of people who have focused on non-profit. We do get people who've focused on museum studies. I would say that especially for the national park service, the museum studies are nice, but we don't run museums... I would like to hire someone who either has three bachelors or two masters. It's just because they have to deal with so much."
> *- Superintendent, historical site*

- Several interviewees noted a lack of programs with content profiles even similar to the one described in the JHU concept and felt that growth in similar programming from reputable institutions would encounter strong demand and perhaps help perpetuate even greater demand in the future by generating awareness of the discipline.

- A few opinion leaders noted that organizations are already hiring applicants with similar degrees and/or backgrounds, but under different names and not necessarily as unified or comprehensive as the proposed JHU program.

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- This approach to the subject matter was praised for its potential as a more progressive, contemporary, and interesting take on the core subject matter, drawing more dynamic personalities and younger people into the fold.

- Convenience and specialization will appeal to the older demographics, while the innovative and progressive nature of the offering can be emphasized to Millennials – there is an opportunity to actively cultivate a mix of age demographics and to include the experience of peer interaction with this diverse group as a distinguishing characteristic of the program.

- Some opinion leaders pointed specifically to the degree's potential to serve as a differentiator in the job application process and suggested that students would value it on these grounds.

- Existing continuing education and professional development programs within many of the organizations that might hire graduates were cited as a trend supporting the program concept.

- Throughout the interview process, many opinion leaders repeatedly emphasized the importance of integrating an opportunity for an internship or hands-on learning of some sort – whether students will ultimately concentrate on handling artifacts, maintaining a physical location, or interacting with the public, it will be important to demonstrate that they have had a chance to practically apply classroom concepts connected with their education.

> "I really do think, from the silliest things like being able to use Excel to create budgets, to get an overall picture, from soup to nuts, from beginning to end, what a site would need and how we can help it based on the funding that we have available. To be able to put forth a management plan and how that works into the preservation and how that works into a visitor's center despite interpretation, to control tourism. The whole thing, in my view and from what I've seen over the years, has been done a little bit piece meal. What we've been trying to do over the past few years is have a bigger picture of that."
> - *Senior Project Manager, preservation foundation*
>
> "Getting someone in who has that broader perspective about heritage management and kind of connect the dots is really important. We get hit with all kinds of questions, and they're not just technical questions. So you need someone who has that broader perspective of heritage conservation."
> - *Executive Director, preservation foundation*

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- Those opinion leaders who were skeptical about the concept were mainly concerned about the lack of job opportunities and whether there would sufficient demand for graduates of the program. While not a majority viewpoint, the concern that the focus of the degree is too narrow to support a large base of applicants was the most common and was raised on multiple occasions.

- Several participants mentioned a lack of core leadership skills, recognizing this as a pervasive issue facing the modern workforce, but felt perhaps more acutely within historical and cultural preservation spheres; they recommended integrating general leadership training and maybe seeking ways to focus on specific needs of organizational leaders in these fields.

> "I think that is needed. I think that a lot of the emphasis when it gets to upper management is mainly not culturally sensitive or focused on heritage or in that arena... I think it would be very useful, particularly in the last 10 years or so where the park service has really diversified its parks and has moved to a lot of emphasis on bringing in Hispanic sites, African American sites, Asian sites, just trying to really represent America. And in order to affectively do that you do need to have managers sensitive to America's heritage."
> - *Superintendent, historical site*
>
> "What happens now is mainly you're getting a lot of on-the-job training. There are some courses that you can take, but to have a real curriculum on it would be great. And in the long run, it might push the federal government to create a cultural resource or cultural heritage series, rather than just pulling all these separate people in."
> - *Museum Curator*

- It was suggested that reviewing the requirements found in job postings could help shape the content of the program and the language used to describe it, as these tend to be specific about desired skills and knowledge.

- General feedback seemed to indicate potential for a related graduate certificate program as well. The role of continuing education within the broader field, along with the sense that even older professionals (who may already hold advanced degrees) might be interested in this subject matter, suggest a place for a condensed, certificate-style offering.

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- Opinion leaders suggested a few specific organizations which might make good developmental partners and/or sources for recruiting applicants:

  - The National Park Service
  - The National Trust for Historic Preservation
  - The Association for Preservation Technology
  - Tribal headquarters of American Indian reservations

"Our local community college has a historic preservation program. I have, on my staff, one graduate of that in my maintenance field. And we occasionally use their classes as continuing education training for our current staff. In addition, the class uses our park as a lab school, so students in that historic preservation class actually do work on park facilities, as part of workshops. So, from my seat in the community I'm in, having a resource at a college level, even if it was at a master's level, I would take advantage of it for continuing education for my staff."
- Superintendent, national park

"My first gut feeling is well that's really interesting. My second one is, 'Where are these people going to work?' I mean, I'm not quite sure if there's a huge hiring, if there's a vacuum out there waiting for these people with cultural masters to snatch up. I'm not thinking there is, just from knowing the kinds of people who apply for the very few jobs that we post."
- Director of Library/Collections, state historical society

"So you're talking about not just the technical stuff around historical place conservation, but also the development of interpretive programs, and the development of other maybe not site-related interpretive programs like heritage markers. That's fairly broad. I think there would be interest, yes."
- Director of Historic Places Stewardship, international agency

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Brand Strength: Interview participants were asked specifically about their thoughts on Johns Hopkins University as the provider of this degree. Key findings from these conversations include:

- JHU benefits from a recognizable and reputable brand that lends credibility to the offering; awareness of the school's existing Museum Studies program was a plus. While international participants were understandably less familiar with the University, its name still elicitied recognition and favorable connotations.

- Affordability concerns were raised, specifically in connection with perceptions of JHU as a premium brand that would also carry the associated higher price point. Participants recognized the appeal and value of a Hopkins credential, but worried about accessibility in a field where tuition assistance is limited.

> "It's a highly respected university. My guess is that no one will be able to afford this degree, that's the other side of it. What makes it economical, especially if you're a mid-career professional—I'm already a practicing architect and I want to advance my education. The distance learning aspect of this would be very appealing, but you have to package your practicum stuff in a way that's easily accessible—geographically, and in 5 day chunks so you don't have to quit your job for a year, and at the right time of year."
> *- Director of Historic Places Stewardship, international agency*

- JHU's location – its proximity to Washington, DC in particular – was viewed as a positive. The concentration of public and private resources dedicated to historical and cultural preservation surrounding the U.S. capital should supply a ready applicant pool and ample opportunities for internships and practicums and hiring pipelines for graduates.

- Opinion leaders recognized the importance of university brand equity, particularly as it relates to building awareness and credibility of the discipline, but had unusually low levels of awareness and affinity/preference for particular institutions offering similar programs. There was little evidence of key feeder programs or a widespread sense of leading programs, even in tangentially-related fields.

Reactions to Johns Hopkins University as the Program Provider

"I think the University is located in a good area that a lot of employees, particularly government employees, would be interested. But not only government, you have local, state and others in this fields. Cultural resources, museum heritage I believe is something that is lacking and something that would be beneficial."
- Superintendent, historical site

"I think it would be great. Johns Hopkins has a great reputation and I'd love to see them engaged in the field."
- President/CEO, national preservation organization

"I think there would be interest and I think their location is to their benefit, because they're in the center of the East Coast, and you can get to them by lots of airports, and that's really important to have easy access."
- Museum Curator

"Anyone who doesn't know of Johns Hopkins is a fool... I know that Johns Hopkins has a special library in downtown Baltimore, and I tell you that would be the perfect place to hold this, or to have structured research for a practicum or something like that. I just think that would be wonderful... I think if you have such a defined resource in your own city, it would be suicidal not to use it. Another place to team up with would be Maryland Historical Society's Library, which is just up the street, whether it's for a practicum, where they would earn credit for doing a certain number of hours working."
- Director of Library/Collections, state historical society

"Johns Hopkins University is renowned. It's very well-known and they deal in art and humanities and it's not just the medical community. I'm certain they've got the name to be able to pull off a new school or a new department like this. I think it's a good idea."
- Senior Project Manager, preservation foundation

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Delivery Preferences: Opinion leaders weighed in on potential delivery models for the program, including the value and importance of online coursework and the appeal of an on-site component. Key takeaways from these discussions include:

- There was widespread acceptance of online and recognition that this delivery format suits the audience – working professionals, mid-career life changers or those in the field looking to move up or specialize.

- Some interviewees did voice concerns about peer interaction and physical experience with objects and artifacts as lost opportunities with remote study; however, most of these individuals still acknowledged the value, necessity even, of offering portions of the program online, both for meeting modern student expectations and accommodating the target audience segments.

- The flexibility and convenience of online were noted as appealing to a younger, more tech-savvy audience which could include young grads looking to pursue further education while starting out in the workforce.

- Online delivery will be appropriate for those living and working on American Indian reservations.

- The idea of a blended approach was well received, but at the same time, not considered a critical aspect of a successful offering. It strengthens the program's appeal.

- The practical application element – an internship, practicum, capstone, and/or campus visitation – was considered important, although the scheduling and duration should be flexible enough to accommodate the work obligations of a diverse pool of students.

> "I don't know if I see the majority of it (being online). I don't know if that would be appealing to me if I were to be learning something like this. This to me seems like the majority of it should be more classroom. It would all depend. You would have to evaluate exactly what is being taught, the theoretical versus the practical in each of the course offerings to be able to determine that. I would say online if it's feasible and makes sense but just all depending on what percentage of the curriculum would be practical and what would be theoretical would be your answer to that"
> *- Senior Project Manager, preservation foundation*

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- Reactions to the notion of an online program seemed to validate the concept of a program delivered primarily online, but with a limited amount of time spent in the field and/or on campus.

- Multiple opinion leaders mentioned a 90/10 (or, in fewer instances, 80/20) ratio of online to on-site work.

- It was suggested that financial support for students traveling from a distance (e.g., West Coast, international) might help broaden the reach of the program and facilitate a robust on-site and/or on-campus element for all participants.

"Would people be interested in mostly online but then come together as a cohort for a short amount of time, or a specific number of instances? I think so, absolutely. I think that that is something that's very desirable—to be able to connect over long-term with a group of people and see them from time to time. Then the reputation and their brand part, I think I'm going to be indifferent on that part. I think the hybrid format is preferable to classroom only or online only."
- *Director of Library/Collections, state historical society*

"I think if you have a hybrid that might work really well. I'm not a big fan of all online stuff, just because I think people benefit from contact with others and that synergy when you get people in a room. So I think a hybrid would work for people maybe who are switching careers."
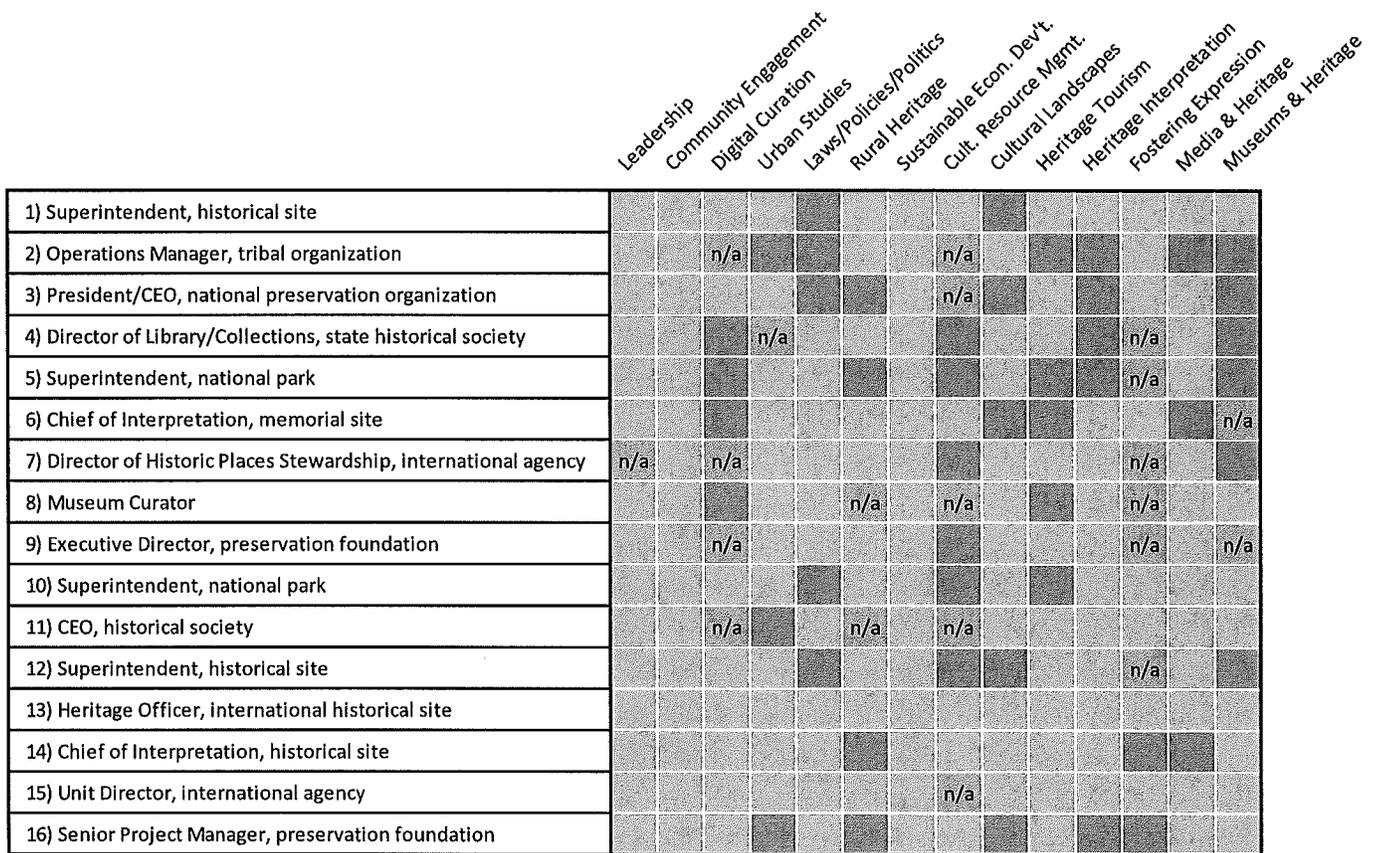- *Executive Director, preservation foundation*

"The more online the better, and also the ability for people to take classes without taking the full program. I might want to have an employee that I'm looking for historic preservation community outreach training for them, and I don't want to send them to a full master's program, but I might want to send them to a one-semester class."
- *CEO, historical society*

Curriculum Content: Opinion leaders were asked whether professionals in the field are adequately educated or in need of additional training. Their responses are visualized below. The chart shows the degree of need/importance placed on each topic as a curriculum component.

> **Cultural Heritage Management/Leadership**
> **Community Engagement and Partnerships**
> **Digital Curation of Cultural Heritage**
> **Urban Studies in Cultural Heritage**
> **Laws/Policies/Politics and the Protection of Cultural Heritage**
> **Rural Heritage and Communities**
> **Culture as a Catalyst of Sustainable Economic Development**

> **Cultural Resource Management/Assessment (more local to US)**
> **Cultural Landscapes (manmade and natural)**
> **Heritage Tourism**
> **Cultural Heritage Interpretation/Outreach**
> **Fostering Creative Cultural Expression**
> **Media and Cultural Heritage**
> **Museums and Cultural Heritage**

	Leadership	Community Engagement	Digital Curation	Urban Studies	Laws/Policies/Politics	Rural Heritage	Sustainable Econ. Dev't.	Cult. Resource Mgmt.	Cultural Landscapes	Heritage Tourism	Heritage Interpretation	Fostering Expression	Media & Heritage	Museums & Heritage
1) Superintendent, historical site														
2) Operations Manager, tribal organization			n/a				n/a							
3) President/CEO, national preservation organization							n/a							
4) Director of Library/Collections, state historical society				n/a								n/a		
5) Superintendent, national park												n/a		
6) Chief of Interpretation, memorial site														n/a
7) Director of Historic Places Stewardship, international agency	n/a		n/a									n/a		
8) Museum Curator						n/a		n/a				n/a		
9) Executive Director, preservation foundation			n/a									n/a		n/a
10) Superintendent, national park														
11) CEO, historical society			n/a		n/a		n/a							
12) Superintendent, historical site												n/a		
13) Heritage Officer, international historical site														
14) Chief of Interpretation, historical site														
15) Unit Director, international agency									n/a					
16) Senior Project Manager, preservation foundation														

- Important/Needed   n/a - Don't Know/No Response
- Less Important/Not Needed

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- Three topics stood out among the overall list for a lack of Not Important/Needed ratings: 1) Cultural Heritage Management/Leadership (which is consistent with feedback from throughout the process noting an emphasis on organizational leadership skills); 2) Community Engagement and Partnerships; 3) Culture as a Catalyst of Sustainable Economic Development (which was repeatedly praise as a relevant and appealing cutting-edge subject area).

- Two other subject areas – Urban Studies in Cultural Heritage and Media and Cultural Heritage – elicited only three unenthusiastic responses from the 16 participants.

- The topics that produced the most lukewarm responses were Cultural Resource Management/Assessment and Museums and Cultural Heritage (6); Laws/Policies/Politics and the Protection of Cultural Heritage;, Cultural Landscapes (manmade and natural);, Heritage Tourism; and Cultural Heritage Interpretation/Outreach (5).

- Some course titles were singled out as particularly unclear or confusing, leading to a high number of "Don't Know/Refusal" responses: Fostering Creative Cultural Expression (5 DK, 2 Negative); Cultural Resource Management/Assessment (4 DK, 6 Negative); Digital Curation of Cultural Heritage (4 DK, 4 Negative). It was suggested that these be revised and clarified to better communicate content and value – Fostering Creative Cultural Expression in particular – may be advisable as the curriculum evolves.

"I think it's a broader approach. In our jobs, we have to have a broader approach. It makes a struggle for people who are more focused and we need the broader approach. We need somebody to understand those multiple layers—how archaeology and working with tribes, where those things have a good marriage. It's that overarching broadness that we need."
- Superintendent, historical site

"How to use social media and emerging tools to engage audiences. Tomorrow's cultural resource supporter wishes to be engaged in a very different way from the traditional resource supporter. I don't think you mentioned fundraising, but that's a huge part of every cultural resource management leader's job. Unless you're working for the government, you have to raise resources. It's usually the most stressful part of this job. I didn't hear anything about management, meaning staff management."
- President/CEO, national preservation organization

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- Opinion leaders offered an extensive list of topics and skills that could serve as additional standalone course topics or, perhaps more reasonably, as points of emphasis within the planned curriculum:

  - Importance of an internships was mentioned frequently
  - Fundraising
  - Budgeting and financial management
  - Personnel management
  - Communications, media, and digital media
  - Communicating with the public
  - Effective written communication
  - Grant writing
  - Project management
  - Federal law and compliance
  - Community engagement; working with at-risk communities
  - Historical research and archiving
  - Cultural competencies
  - International awareness, overview
  - World heritage
  - Native American tribal concentration
  - Technology: GIS, mapping, other tools/applications for documenting cultural resources
  - Impact of climate change on cultural resources
  - Using social media to engage audiences

"Again, you're doing this for a course that is based in the United States and this is maybe part of the policy part but I would say the international context for conservation. I think it's actually really important for American students to know that the world doesn't end at the borders of the United States and that there is a much larger conservation community that exists all around the world. Now some people do end up knowing that but it's not always taught in university context."
- *Unit Director, international agency*

"I can't remember if you said something about community engagement and how to work with at-risk communities. And I would go back to do almost like grassroots, like how do you do a grassroots organization. One of the things I've been talking about recently is learning from the cultural studies, and how we might be able to bring in some of those thought processes/ideologies into some of our work."
- *Chief of Interpretation, memorial site*

Competitive Marketplace: Interviewees were asked to comment on "colleges or universities that might specialize in preparing leaders, managers and others in cultural heritage." Key takeaways include:

- Participants had some difficulty naming potential competitors, typically listing a handful of schools from which they had hired graduates or with which they collaborated. There was virtually no sense of other programs that directly matched the cultural heritage management concept presented during the interviews.

- Few institutions were named more than once. The University of Pennsylvania and Columbia University were mentioned most frequently, along with USC and WVU. It is again worth noting the overall lack of interest and awareness for specific providers and the content of their program offerings.

- Twenty-five institutions in the United States were mentioned at least once:

Antioch University (Ohio)	Smith College (Massachusetts)
Boston University	Southern Missouri University
Bucks County Community College (Pennsylvania)	Stephen F. Austin University
California State Polytechnic University (Pomona)	Temple University
Clemson University	University of Delaware
College of Charleston	University of Maryland
Colorado State University	University of Oregon
Columbia University	University of Pennsylvania
Cornell University	University of Southern California
Mary Washington University (Virginia)	University of Tennessee
Oglala Lakota College (S. Dakota)	University of Washington
Rutgers University	West Virginia University
Simmons College (Massachusetts)	

- Eleven international institutions were mentioned at least once:

Athabasca University (Alberta)	University of La Sapienza (Italy)
Carlton University (Ottawa)	University of Rome (Italy)
Dal Housie University (Halifax)	University of Torino (Italy)
University of Victoria (British Columbia)	University of Urbino (Italy)
Cottbus University (Germany)	University of York (UK)
The Lemaire Centre (Belgium)	

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VIII.   Competitive Overview

The following section provides an overview of several programs, both within the United States and abroad, that offer degree programs that may compete directly with the JHU credential for applicants, prestige, and industry recognition. Several opinion leaders the noted the degree of crossover – still relatively small, but not insignificant – between U.S. and international institutions in students studying abroad and then returning home to work or vice versa.

A brief summary of each competitor program follows...

UNITED STATES:

Columbia University – *Master of Science in Historic Preservation:* Columbia University offers an M.S. in Historic Preservation through its Graduate School of Architecture, Planning and Preservation, a multidisciplinary program aimed to engage students in preservation from many perspectives. Founded in 1964, Columbia University's Historic Preservation Program was the first of its kind in the United States and offers a wide range of courses taught by a large group of renowned full-time and adjunct professionals. Students are encouraged to focus their work and to acquire depth in at least one area of specialty: Conservation, Design, History and Theory, and Planning and Policy.

Cornell University – *Master of Arts in Historic Preservation Planning:* Cornell University offers a 60-credit Master of Arts in Historic Preservation Planning through its College of Architecture, Art and Planning. During their first year, students take six core classes and complete a workshop taking them into the field to conduct a historic resources survey. In the second year, students must complete a master's thesis in historic preservation.

Goucher College – *Master of Arts in Historic Preservation:* Goucher College offers an online Master of Arts in Historic Preservation program founded in 1995. The nation's first limited-residency graduate program in the field is designed for students who cannot attend traditional on-campus programs. Courses are conducted electronically and by telecommunication during traditional fall and spring semesters. On-campus residency requirements are limited to two-week summer sessions. The program consists of required and elective courses including a thesis and takes between three to five years to complete.

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Goucher College – *Master of Arts in Cultural Sustainability:* Goucher also offers what the institution describes as a "unique" master's in Cultural Sustainability that focuses on teaching students "how to work closely with individuals and communities to identify, protect, and enhance their important traditions, their ways of life, their cherished spaces, and their vital relationships to each other and the world." The 42-credit program is a limited residency hybrid format that includes an on-site component accompanying online courses. The curriculum includes 21 credits of electives in Cultural Sustainability (12 credits) and also Management (9 credits).

Savannah College of Art & Design – *Master of Arts in Historic Preservation:* Savannah College of Art & Design offers a 45-hour Master of Arts in Historic Preservation completely online via eLearning. The program is offered along with the College's on-campus program and prepares students to enter the field of preservation.

Stony Brook University – *Master of Arts in Cultural Studies:* Stony Brook offers a 30-credit M.A. in Cultural Studies "designed for students whose interests cut across traditional modes of study in the Humanities and Social Sciences. Areas of emphasis include popular and mass culture, minority and diasporic cultures, visual culture, media and technology, cultural production, cross-cultural and transnational/global formations, as well as the study of elite, dominant, and national cultures." The curriculum is largely theory-based and concentrates on understanding and improving cross-cultural communication, and students are required to demonstrate competency in a single primary foreign language or two secondary languages. In order to graduate, students must complete a graduate thesis or pass a comprehensive final exam. The institution also offers a graduate certificate program.

University of Massachusetts Amherst – *Master of Science in Design & Historic Preservation*: The Master of Science in Design and Historic Preservation at the University of Massachusetts Amherst & Hancock Shaker Village is a unique opportunity for advanced study in historic preservation theory, practice and public policy. The program uses Hancock Shaker Village, as a primary study site to teach students construction, restoration, town planning, as well as historic site management while working closely with leading preservationists in the state and region.

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Harvard Extension School – *Master of Liberal Arts in Museum Studies:* Harvard Extension School offers a Master of Liberal Arts in Museum Studies aimed to teach students twenty-first-century museum operations, including program development and evaluation; collections care and research; fundraising; marketing, and legal issues through eight courses – at least two taken on campus – and an internship and a capstone. The on-campus requirements can be fulfilled through fall- or spring-semester courses that meet on campus, courses that combine weekly online classes with an intensive weekend on campus, three-week January on-campus courses and three-week or seven-week summer courses based on campus, and active learning weekends.

INTERNATIONAL:

Deakin University – *Master of Cultural Heritage:* Deakin University in Victoria, Australia, offers an online Master of Cultural Heritage. The program requires 6 core units and offers three configurations to complete the remaining 10 credit points to fulfill the 16 credit point requirement split between research projects, Cultural Heritage and Museum Studies electives and research training.

North Umbria University – *Master of Cultural Heritage Management:* North Umbria University located in the United Kingdom offers an online Master of Cultural Heritage Management which "explores contemporary cultural and social relationships with the past." The program has several modules including a 60-credit dissertation and offers optional non-credit courses to build English skills for academic purposes.

University of Leicester – *MA/MSc of Museum Studies:* University of Leicester offers an online 24-month MA/MSc Museum Studies program for those already working in the sector. The program is aimed to teach students both philosophical approaches and practical methods and skills needed to become a creative and effective museum and gallery professional. A version of the program is also offered in association with Hong Kong University School of Professional and Continuing Education for students in Hong Kong, China and East Asia.

Newcastle University – *Master of Art in Heritage Management:* Newcastle University offers a 24 month Master of Art in Heritage Management and Tourism through its online E-learning platform. The program requires students to take 6 compulsory modules in sequences and includes a substantial research assignment in the form of a dissertation. The program begins twice a year in either October or April and requires approximately 15 hours per week.

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Chinese University of Hong Kong – *Master of Arts in Comparative and Public History:* The Chinese University of Hong Kong offers a Master of Arts program in Comparative and Public History which strives to help students to learn about the history and culture of Hong Kong and China through both Chinese and global perspectives. The program is offered in a biliterate (Chinese and English) environment and offers daytime, evening and Saturday courses. The program also requires fieldwork and provides opportunities for conducting field research in Hong Kong, mainland China, or overseas.

List of Common Topics offered in Master's programs in Historic Preservation:

- Theory and Practice of Historic Preservation(1 or 2 courses)
- American Architectural History (1 or 2 courses)
- Building Conservation
- Preservation Planning and Management
- Historic Preservation Research Methods/Techniques
- Laws/Politics of Preservation
- Historic Preservation Documentation
- Preservation Technology
- Environmental Conservation
- Historic Methods and Materials of Construction
- Urban Studies/Anthropology/Preservation or Rural Culture/Architecture/Landscape
- Cultural Resource Management/Assessment
- Studio

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IX.   Appendix

This section includes museum visit and staffing information for 20 European countries: Austria, Belarus, Bulgaria, Croatia, Czech Republic, Denmark, Estonia, Finland, Germany, Greece, Hungary, Latvia, Luxembourg, Norway, Poland, Portugal, Slovenia, Spain, Switzerland, and The Netherlands.

European Museum Visits and Paid Staff by Country:

Number of Visits Austria

Number of Paid Staff Austria

Number of Visits Belarus

Number of Paid Staff Belarus

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Number of Visits Bulgaria

Number of Paid Staff Bulgaria

Number of Visits Croatia

Number of Paid Staff Croatia

Number of Visits Czech Republic

Number of Paid Staff Czech Republic

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Number of Visits Denmark

Number of Visits Estonia

Number of Paid Staff Estonia

Number of Visits Finland

Number of Paid Staff Finland

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Number of Visits Germany

Number of Visits Greece

Number of Visits Hungary

Number of Paid Staff Hungary

UPCEA

Number of Visits Latvia

Number of Paid Staff Latvia

UPCEA

Number of Visits Luxembourg

Number of Paid Staff Luxembourg

Number of Visits Norway

Number of Paid Staff Norway

UPCEA

Number of Visits Poland

UPCEA

Number of Visits Portugal

Number of Paid Staff Portugal

Number of Visits Slovenia

Number of Paid Staff Slovenia

UPCEA

Number of Visits Spain

Number of Paid Staff Spain

UPCEA

Number of Visits Switzerland

Number of Paid Staff Switzerland

UPCEA

Number of Visits The Netherlands

Number of Paid Staff The Netherlands

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