

ITEM 122-1001-R0104 Proposal

I. Objectives and Need

1. Description of Program: The Department of Anthropology proposes a four-year program of graduate study leading to a Doctorate of Philosophy degree in Anthropology, with a specialization in Cultural Heritage Studies and Historical Anthropology. Although the Department of Anthropology emphasizes all five fields of anthropology in undergraduate and master's graduate education, the department plans to train doctoral students who focus on cultural heritage studies, with a niche focus on cultural resource management and historical anthropology. The doctorate caters to students who wish to study cultural heritage and related issues as an academic subject, and those who wish to apply those skills in a broad range of non-academic employment opportunities.

The doctorate program in Cultural Heritage Studies and Historical Anthropology aims at producing the next generation of leading academic scholars and professionals. It will incorporate a regional focus on the greater Northwest and Native North America, but with a strong comparative focus beyond the region. The primary theoretical orientation will be on issues of common concern to anthropologists, cultural resource managers, applied ethnographers, ethnohistorians, and others who engage in cultural heritage research and activities.

Cultural heritage encompasses the practical and theoretical aspects of the wide arena heritage studies. Heritage is a complex system that reflects a socially and personally important set of cultural, linguistic, and biological attributes that have developed through historical processes, and which have social and legal meanings as well as consequences. The concept also includes the primary principles of unity and diversity in that all people share a common human heritage, but also includes diverse ethnic and cultural perspectives.

The doctorate will train students in the practical aspects of cultural heritage studies and historical anthropology. Over the course of study, doctoral students will acquire knowledge of cultural resource management, the management of cultural heritage sites, social impact assessment, the legal and ethical issues relating to cultural heritage sites and artifacts, the biological dimensions of human variation, efforts to preserve and promote the cultural, biological, and linguistic diversity (Appendix 1).

The target objectives of the doctorate are to enable students to (1) understand heritage as a cultural and biological construction; (2) appreciate how different anthropological sub-disciplines and related academic disciplines contribute to theoretical and methodological understanding of cultural heritage; (3) debate the contested nature of cultural heritage; and most importantly, (4) apply those skills to understand and implement the legal, ethical, and cross-cultural mechanisms to protect and manage cultural heritage sites and artifacts.

The program will benefit from the special strengths of the anthropological faculty in cultural resource management and heritage, applied research, the culture history of

Native North America, human variation, and indigenous language retention and preservation studies. In addition to in-depth theoretical exploration, students will be given professional training in cultural resource management, social impact assessment, documentary archaeology, qualitative and quantitative methods, data-management, basic curatorial practices, and ethnohistorical methods. The purpose is to produce an innovative scholar with applied anthropological skills. These skills are critical if cultural resource and heritage scholars are going to make significant contributions beyond documenting historically significant sites.

The proposed doctoral program parallels The University of Montana's central mission to provide "...unique educational experiences through the integration of the liberal arts, graduate study, and professional training with international and interdisciplinary emphases." The doctorate in Cultural Heritage and Historical Anthropology also accomplishes the university's mission by offering "...basic and applied research, technology transfer, cultural outreach, and service benefiting the local community, region, state, nation and the world."

The University of Montana--Missoula, is a doctoral level university committed to program diversity through a balance between a liberal arts education in combination with professional preparation. The University continues to respond to the needs of the citizens of Montana and this is "particularly strong in those areas in which The University has been assigned exclusive professional or graduate programmatic responsibility within the system." The proposed doctorate degree in cultural heritage and historical anthropology is consistent with this Role and Scope. The program will facilitate new knowledge through graduate instruction, contribute to the economic development of Montana, provide employment and research training opportunities for graduate students, and increase interaction of undergraduate students with faculty and doctoral graduate students. The program will allow them to participate in ongoing research. Furthermore, students will have the opportunity to advance their training in state with a doctoral education, rather than seeking out-of-state graduate training. The doctorate in Cultural Heritage and Historical Anthropology enhances the above-stated missions of The University of Montana.

2. Documented Need for the Program: Several years ago, the department underwent a critical external review. After interviewing faculty, students, and academic officers, the reviewer observed that

The department appears to be committed to the development of a very innovative focused graduate program. As it is currently constituted, the CRM program could act as powerful integrative programmatic focus, capitalizing on the strengths of a relatively small faculty. It would support most of the current research directions for individual faculty. It would be very attractive to students in the region (and outside), and could provide a critical source of external funding opportunities for the department. It might also provide an identity for the department that would allow them to distinguish themselves from more generic MA programs in the Rocky Mountain region, to the advantage of the both the department and the university...(Trotter).

After the review, a faculty committee conducted a program needs assessment. The assessment survey polled professional archaeologists and cultural resource managers, employed by Montana State and Federal agencies to solicit input about their academic needs in the “real world.” The committee recognized that practicing professionals would possess insights into the skills required in training students to work in various academic and non-academic capacities.

The survey asked specific questions about employment opportunities, ranked importance of areas of anthropological training, and had an open-ended question concerning the development of a cultural heritage program. Seventy-three percent of the questionnaires were returned to the committee for analysis. On a one-to-five scale, respondents felt that future employment opportunities for students trained in cultural heritage would be above average (3.86). Employment opportunities for Native Americans and other ethnic minorities rose to 4.77. Respondents felt that any student trained in cultural resource management would be better qualified and have promising employment prospects (average 4.27). Ninety-eight percent of the qualitative responses viewed the development of the proposed program as extraordinarily strong, seeing the program as a positive step for The University and the State of Montana.

The survey also inquired about specific training areas that should be present in a curriculum. They are, on a 1-to-5 scale, from lowest to highest: museology (2.5), historical architecture (3.3), artifact analysis (3.4), research methods (3.5), theory (4.0), regional prehistory (4.2), research design (4.3), historical archaeology (4.5), and legal and administrative issues (4.5). Faculty concludes from these results that three areas of training are critically important. First, the curriculum must instill a solid cultural knowledge base that includes include prehistoric, historical, biological, ethnological and linguistic data to serve as a foundation for comprehending the nature of cultural resources. Specific training also includes skills and knowledge of Northwestern Plains/Northern Rocky Mountain prehistoric and historical archaeology, regional Native American ethnology, and knowledge of contemporary Native American rights and issues. Second, students must acquire a working knowledge of anthropological techniques and theories that allows them to meld scholarly aims with real world practice. Foremost, is a comprehensive knowledge of the legal and administrative system that professional anthropologists working in the field must master as cultural resource practitioners. Cultural heritage research and management involves the mastery of a breadth of expertise. The faculty used these data in defining the direction and scope of the proposed doctorate program (Appendix II).

Recent published assessments about graduate anthropological training by the American Anthropological Association and Society for American Archaeology, note that it is central that students develop a broad blend of specific skill sets. Surveys assessing the future academic needs and challenges of anthropological graduate education in cultural heritage and management studies emphatically note that graduate studies must engage students in theory, data, and applied skills in association with real world problem solving. The Society of American Archaeology persuasively argues that the value of cultural heritage lies in its ability address “real-world concerns” surrounding the rapid

destruction of heritage sites on human society, recognition of protection of cultural diversity, as well as the promotion of sound cultural resource protection and stewardship. A 1997 survey of Anthropology doctorates found that applied anthropology is a "growth industry" as "Ph.D. students "seek admission to programs which have some applied anthropologists on board." Further, "there is no discernible ceiling or cap...for Ph.D. anthropologists targeting nonacademic employment." Cultural heritage studies, we predict, will become an increasingly central course of study. In Teaching Archaeology in the Twenty-first Century, Fagan argues that a major component of cultural resource management (the core of heritage studies) is the comprehension of ethnic and cultural diversity, especially as it exists in Native North America.

There are major cultural and economic benefits to Montana and the region. Increased employment and acquisition of federal funding will result from having the doctorate program. Doctoral students are critical to the creation of such opportunities that includes involving undergraduates. A doctoral program also will enhance a number of cooperative ventures between departments, universities, federal, state, and tribal agencies.

There are no Anthropology Ph.D. programs in the region that offer such a specialization. Thus we would command a large market, with the potential to attract a broad spectrum of students, including Native American and ethnic minority students. Moreover, the program will enhance Montana's multi-ethnic heritages. By explicating the depth and breadth of Montana's diversity, the program will contribute positively toward situating diversity as an integral component of Montana's past, present, and future.

3. Additional Courses and Course Requirements

- Doctoral Admission Requirements:**
- a) Applicants are admitted to graduate standing in the Fall term only. Applicants, excluding foreign applicants, may enter as graduate specials in the Spring term, or use the Spring term to make up coursework deficiencies, pending approval of their application to the program.
 - b) Applicants must have an overall grade point average (GPA) of at least 3.0 (in a 4.0 system) for all undergraduate and graduate coursework.
 - c) Applicants must have a Master's degree in anthropology or a related field. Applicants must furnish official proof of receipt of a Master's degree, prior to matriculation.
 - d) The general Graduate Record Examination (GRE) must have been taken prior to application to the program. Scores cannot be older than five years from the date of application. No minimum combined score is required, given recent changes in the analytical section of the GRE.
 - e) In addition to the GRE, foreign applicants for whom English is a second language must have taken the TOEFL (Test of English as a Foreign Language) with a minimum score of 500. TOEFL scores must be less than two years old and sent directly from ETS (Educational Testing Service).
 - f) Under exceptional circumstances, applicants without an adequate anthropology background or who do not meet minimum GPA/GRE requirements may be admitted to provisional standing. Applicants approved for provisional standing must complete two consecutive semesters of full-time graduate study in a program approved by the

department. Those students who successfully complete the two semesters, with a grade of "B" or better in each course, will be qualified to apply for graduate standing.

A successful doctoral student will complete the core area. Students also will select in consultation with their advisor a course plan, which will comprise additional coursework in anthropology and other cognate disciplines. In addition to the acceptable learning plan, students will successfully complete their written examination, their dissertation, and oral review. Students must maintain a 3.0 or better GPA in all course work. The student advisor and committee will administer a written examination after successful completion of the approved course work. Students who fail the exam will be permitted to retake the exams. Within two weeks of passing the written examination, the student's committee will administer an oral examination. All professors on the committee must pass the student.

Student must present a proposal for dissertation topic, which is approved by the student's dissertation committee. After writing the dissertation, which must be a significant contribution to the field and of sufficient quality to merit potential publication, the student will be administered an oral defense.

Required Courses: At least 33 credits in Anthropology courses, including the required core courses.

Elective Courses: Elective courses are chosen in consultation with the student's advisor and committee. These courses can be in an approved related cognate discipline or, area of specialization.

Research, Dissertation: ANTH 697/699: Research/Dissertation. A minimum of nine dissertation/research credits must be taken, but no more than 20 dissertation/research credits can be taken for the doctorate degree.

Total Doctorate Credit Requirements: A minimum of 60 credits is required for the completion of the doctorate beyond the BA or BS degree.

Core Courses: Cultural Heritage and Resource Management: The core courses are a required cluster of four classes for all enrolled doctoral students.

ANTH 600: Issues in Cultural Heritage	3 credits
ANTH 587: CRM Method and Theory	3 credits
ANTH 586: Proposal Preparation, Evaluation, and Contract Management	3 credits
ANTH 601: Documentary Anthropological Research Methods	3 credits

Proposed New Courses:

ANTH 600: Issues in Cultural Heritage	Staff
ANTH 601: Documentary Anthropological Research Methods	Staff
ANTH 602: Archaeological Methods and Material Culture Analysis	Staff
ANTH 603: Curatorial and Archival Management	Staff

ANTH 604: Cultural Resource Interpretation

Staff

The majority of core and elective courses are offered under the current curriculum structure.

II. Adequacy, Accreditation, and Assessment Issues

1. Adequacy of Present Faculty, Facilities, Equipment, and Library Holdings: All members of the anthropology faculty are active teachers and researchers with advanced degrees from major institutions of higher learning. Current faculty are:

Professors/Academic Areas

Gregory R. Campbell: Cultural anthropology, Native Americans, ethnic studies, ethnohistory, applied ethnography, traditional cultural properties, museum studies.

John Douglas: Archaeology, Greater Southwest/Mesoamerica, computer field methods, regional systems and exchange, social change, archaeological methods and techniques, laboratory analysis of material culture.

Thomas A. Foor: Archaeology, historic preservation, Northern Plains, public policy, museum curation, architectural history, quantitative methods, archaeological field methods, NAGPRA compliance.

Anthony Mattina: Linguistics, Native American linguistics, Greater Northwest, indigenous language preservation and retention, linguistic field methods.

Randall R. Skelton: Physical anthropology, human evolution, forensic anthropology, biological heritage, primatology, bone chemistry.

Steven Greymorning: Political/linguistic anthropology, comparative indigenous sovereignty, contemporary Native American issues, language preservation and retention.

Gretchen Weix: Social anthropology, Southeast Asia/Northern Plains, ethnographic field methods, gender, feminist theory, economic anthropology.

Kelly J. Dixon: Historical archaeology, western North America, public archaeology, forensic archaeology, African American archaeology, industrial archaeology, environmental archaeology, architectural history, cultural landscapes.

Kimber Haddix-McKay: Cultural anthropology, Africa/Asia/Northern Plains, human behavioral ecology, demography, quantitative and qualitative methods, human family systems.

William Prentiss: Archaeology, Northwest North America, cultural heritage, cultural resource management, method and theory, lithic technology, federal and state historic preservation law, proposal writing, managing cultural resources.

Noriko Seguchi: Biological anthropology, modern humans, human variation, DNA extraction, dental anthropology, human genetics, osteology.

Tully Thibeau: Linguist, generative grammar, second language acquisition, attentional resources, grammatical development, TESOL, cross-linguistics variation.

Affiliated Faculty:

Richmond Clow: History, Native Americans, Northern Plains, ethnohistory, indigenous legal issues, archival research methods, cultural resource management.

Janet L. Finn: Social work/social anthropologist, American West/South America, social action, international social work, community organization, comparative research on mining communities.

Christine Whitacre: Cultural resource specialist, cultural resource management, grants and contracts, archival methods, historical preservation laws.

Library Resources: A review of the current breadth and depth of library holdings indicate that there exists a solid resource baseline, covering human biology and evolution, archaeology, cultural resource management, ethnology, and anthropological linguistics. Particular strengths in ethnology and linguistics lie in literature about Native Americans of North America, with secondary strengths in Pacific Rim, Asia, and Africa. Thus there is a firm infrastructure necessary to conduct holistic, comparative, diachronic research.

Any deficiencies in holdings are currently being addressed by several mechanisms of electronic-access devices. Access to vital resources is further enhanced by interlibrary loan for graduate and faculty research. Finally, we would like to subscribe to the Human Areas Relations Files, a critical cross-cultural resource and reference database. Any other minor deficiencies can be addressed by the reallocation of current resources.

Facilities and Equipment: To implement the proposed doctorate requires no special clinical, laboratory equipment. Each faculty office is provided with a computer that is replaced on a three-year rotational cycle. The department operates and maintains five archaeological research and teaching laboratories, a collections facility, a cultural heritage ethnohistory laboratory, a physical anthropology and forensics laboratory, a biological heritage laboratory, and a linguistics laboratory. The department has adequate faculty, facilities, equipment, and library holdings to maintain a successful doctorate. Space for physically housing all the staff, faculty, and teaching assistants is at capacity, but adequate for current needs.

2. Accreditation Status: There are no accrediting agencies identified that currently would have particular concerns with the program herein proposed. The American Anthropological Association and Society for American Archaeology are learned societies in which anthropologists belong specializing in cultural heritage, resource management, and historical anthropology. The proposed doctorate program fits their standards of professional training in these fields.

3. Assessment Issues: Student assessment measurements are discussed above in section I.3. The department will use a variety of tools to measure the degree of program success. Recruitment and completion of the program are the critical points to measure program success. The department will track the number of applications as well as the number of students who accept admission. Of the entering students, the average GPA, GRE scores, as well as qualitative criteria will be used to assess program excellence. Full time doctoral students also will be tracked using average course work GPA, competence on exams, and other criteria to monitor program quality. The department also recognizes that student retention rates are an indicator of program health. Accordingly the department will track the number of matriculating graduate students along with the number that graduate, withdraw, or are pursuing their degree objectives. Successful employment of graduates will also be tracked.

Assessment results are reported to the faculty via the department's annual report and in faculty planning meetings. Based on these data, the graduate committee faculty will make suggestions for changes to the faculty.

III. Impact on Faculty, Costs, Students, and Other Departments and Campuses

1. Additional Faculty Requirements: The addition of a historical archaeologist, along with the merging of the linguistics program into the Anthropology Department make it possible for core and elective courses central to the Cultural Heritage doctorate program to be offered with no current new faculty resources.

2. Impact on Facilities: Aside from the Human Areas Relations Files subscription, the proposed program will have no immediate adverse effect on the College of Arts and Sciences, but will require administrative department adjustments. The department chair, apart from current duties, will serve as the major recruitment contact for the graduate program. Under the new proposal the department chair will need to assume a more administrative role in recruiting and retaining students to the doctoral program. These increased administrative duties will require a re-structuring of current obligations. Support staff is adequate, given the current number of faculty, teaching assistants, students, and other departmental activities.

3. Cost Analysis

NEW EXPENDITURES

<u>YR/05</u>	<u>YR/06</u>	<u>YR/07</u>	<u>YR/08</u>	<u>Yr/09</u>
<u>FTE COST</u>	<u>FTE COST</u>	<u>FTE COST</u>	<u>FTE COST</u>	<u>FTE COST</u>

A. New Personnel Costs:

	2	4	4	4	4
Teaching Assistantships*					
Stipend	\$28,000.00	\$56,000.00	\$56,000.00	\$57,960.00	\$59,988.00
Other (tuition & fees)	\$20,000.00	\$40,000.00	\$40,000.00	\$41,400.00	\$42,849.00
Total Personnel FTE/Cost	\$48,000.00	\$96,000.00	\$96,000.00	\$99,360.00	\$99,360.00

	<u>YR/05</u>	<u>YR/06</u>	<u>YR/07</u>	<u>YR/08</u>	<u>Yr/09</u>
	<u>COST</u>	<u>COST</u>	<u>COST</u>	<u>COST</u>	<u>COST</u>

B. Operating Expenditures:

Travel**	\$4,000.00	\$7,000.00	\$7,000.00	\$7,245.00	7,245.00
Total Expenditures	\$4,000.00	\$7,000.00	\$7,000.00	\$7,245.00	7,245.00

C. Capital Outlay

Library Resources	\$2500.00	\$2500.00	\$2500.00	\$2,588.00	\$2,588.00
Total Capital Outlay	\$2500.00	\$2500.00	\$2500.00	\$2,588.00	\$2,588.00

D. Physical facilities

Construction or Major Renovation	0	0	0	0	0
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E. Indirect Costs

(Overhead)	0	0	0	0	0
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Total Expenditures	\$54,500.00	\$105,500.00	\$105,500.00	\$119,026.00	\$119,026.00
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NEW REVENUES

	First Year/05	Second Year/06	Third Year/07	Third Year/08	Fifth Year/09
A. Source of Funds:					
1. Student Tuition	\$16,090.00	32,180.00	\$45,052.00	\$45,052.00	\$45,052.00
2. Federal Funds***	\$75,000.00	\$75,000.00	\$75,000.00	\$77,625.00	\$80,342.00
Total Source of Funds	\$91,090.00	\$107,180.00	\$120,052.00	\$122,677.00	\$125,394.00

B. Nature of Funds:

1. Recurring	\$16,090.00	\$32,180.00	\$45,052.00	\$45,052.00	\$45,052.00
2. Non-Recurring	\$75,000.00	\$75,000.00	\$75,000.00	\$77,625.00	\$80,342.00

Grand Total Revenues	\$91,090.00	\$107,180.00	\$120,052.00	\$122,677.00	\$125,394.00
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Revenues - Expenditures	\$36,590.00	\$1,680.00	\$14,552.00	\$3,651.00	\$6,368.00
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* The Office of the Provost committed one stipend/fee waiver. Other financial support will be generated through the ongoing campus re-allocation process, external funding sources, and research projects.

** Travel is required to attend various national and international conferences, meetings, and symposia to attract highly qualified students through recruitment efforts.

*** The Department of Anthropology has generated an average of \$ 196,809.00 for operations and outside sponsored programs for cultural heritage activities in the past three years. We anticipate that this figure will increase with the development of a doctorate program. In addition, we have over \$200,000.00 in funding proposals pending for the current year of which we have received \$184,376.00 to date. In spite of these high values, we have conservatively projected these revenues to be \$75,000.00 for the first three years of the program.

4. Enrollment Impact: Planned Student Enrollment

	<u>First Year/05</u>	<u>Second Year/06</u>	<u>Third Year/07</u>	<u>Third Year/08</u>	<u>Fifth Year/09</u>
	<u>FTE Headcount</u>	<u>FTE Headcount</u>	<u>FTE Headcount</u>	<u>FTE Headcount</u>	<u>FTE Headcount</u>
A. New Enrollment	5	7	4	4	4

B. Shifting Enrollment	2	7	14	14	14
Total Enrollment	7	14	18	18	18

5. Relationship to Other Campus Programs

The Anthropology Department currently collaborates with Native American Studies, Sociology, Geography, History, Social Work, and the Division of Biological Sciences. The department also works closely with African American, Asian Studies, Latin American, and Women Studies program. We expect that faculty from other departments and disciplines will participate in the doctorate in various capacities. Further contributions from other departments will be sought to enhance the depth and breadth of doctorate training. The Department of Anthropology also seeks to expand our relationships with off-campus academic programs.

6. Relationship to Other Institutions: There is no doctorate of Anthropology currently offered within the Montana University system or at any of Montana's private or tribal colleges. There are ten universities in the Pacific Northwest and four in adjoining states that offer graduate education in anthropology. Idaho has two institutions that offer terminal Master's degree programs. One Oregon University, The University of Oregon, offers a doctorate. In Washington, only The University of Washington and Washington State University grant doctorates with specializations in archaeology, bio-cultural anthropology, environmental anthropology, and socio-cultural anthropology.

The University of Wyoming now offers a doctorate with a narrow specialization in paleo-archaeology. No institutions in South or North Dakota have a doctorate program. There are no institutions in the greater Pacific Northwest or states adjacent to Montana that offer a doctorate in anthropology, specializing in cultural heritage and historical anthropology. Thus, the Cultural Heritage and Historical Anthropology doctorate will occupy a unique niche.

IV. Process Leading to Submission of Proposal

This proposal has been reviewed and approved by the Department of Anthropology, the Dean of the College of Arts and Sciences, the Graduate Council for the Senate, the Dean of the School of Graduate Studies, the Provost and Vice President for Academic Affairs, and the Faculty Senate of The University of Montana. No outside consultants were employed for the development of this proposal. However, national trend data from the American Anthropological Association was used in the proposal development.

APPENDIX 1

Educational Topics Under Cultural Heritage Studies



