

**A VISION & ACTION PLAN FOR HIGHER EDUCATION AND
MARYLAND'S HERITAGE
(The IMPART Plan)**

**Issued by the
Higher Education Action Committee**

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Executive Summary

Over the past five years, a group of universities, museums and state agencies in Maryland has collaborated in assessing the problems and potential for heritage and cultural resource studies in the State's higher education system. The consortium has taken the name IMPART (the Institute for Museum, Preservation, and Archaeology Research & Training). It is comprised of six universities and five state offices. IMPART has found that there is a growing job market in Maryland and across the country for students graduating in the heritage disciplines (museum studies, conservation, archaeology, historic preservation, and cultural resource management). The growth is related to factors such as the explosive growth of heritage tourism (the fastest growing segment of an \$8 billion industry in Maryland), increasing interest in the rehabilitation of historic structures, expanding government mandates for cultural resource management, and other trends. At the same time, there is a growing need -- and in fact a shortage of qualified personnel -- for these jobs within the State. Maryland's institutions of higher education are not adequately equipped to train students and professionals to meet these needs.

The typical response to such a gap is an uncoordinated scramble by various institutions to fill it. Working separately, institutions develop redundant and competitive programs, with an inefficient use of scarce funds. The members of IMPART have designed a very different and ground-breaking approach to meeting Maryland's needs. It emphasizes a broad and carefully coordinated partnership, one in which each member builds to its individual strengths in a non-competitive fashion. It stresses the sharing of resources and complimentary programming, rather than redundancy and inefficiency. Furthermore, it uniquely ties the educational partners to state agencies that have expertise and needs in the heritage and cultural resource arena. Students and faculty will work on problems and issues of concern to state programs, while professionals in state offices will collaborate with colleges in teaching and program development.

The individual educational partners and their planned programs may be summarized as follows. The **Anthropology Department** at the **University of Maryland College Park** will develop a PhD program, providing the only full-service Anthropology PhD program in the state. The **School of Architecture** at the **University of Maryland College Park** will expand its program in Historic Preservation, serving multidisciplinary students with a certificate program and providing conventional two-year MA candidates with a new Masters degree in Historic Preservation. **Morgan State University** will establish a Master of Arts degree program in Museum Studies and build on its efforts to bring more African American students into historic preservation. **Salisbury University** will expand offerings in undergraduate anthropology (including a stand-alone archaeology major) and expand the regional efforts of the Nabb Research Center for

Delmarva History & Culture. **St. Mary's College** will establish an archaeology track in the Anthropology major, strengthen collaboration with Historic St. Mary's City and the Jefferson Patterson Park & Museum, and expand cooperative teacher training programs. **Goucher College** will expand its undergraduate program in historic preservation, while strengthening its graduate offerings in that area. Goucher aims its graduate program at mid-career professionals and utilizes distance learning. **Washington College** will develop an MA program in environmental and cultural resource management, emphasizing cross-training for the environmental and cultural resource job markets. Washington College also will develop its new capabilities in marine archaeology.

The leader of the state agency partners for IMPART is the **Maryland Historical Trust**. The Trust will cooperate with partner universities, supervising and benefiting from undergraduate and graduate research, as well as collaborate with faculty on research and the development of new methodologies and technologies. The Trust also will administer grants and an assistantship program for students. **Jefferson Patterson Park & Museum**, with its Maryland Archaeological Conservation Laboratory, will provide a collection studies position and a American Indian/Paleoecology position for work with partners. They also will train students and professionals in museum studies and collections management. These programs will provide a strong complement to the academic museum studies and archaeology programs. **Historic St. Mary's City** will work closely with nearby St. Mary's College and the Jefferson Patterson Park & Museum in both undergraduate training and teacher training. The **Maryland Commission on African American History & Culture** and the **Banneker-Douglass Museum** will develop student work-study programs and other relationships with IMPART academic partners. They will also provide a staff/faculty position to teach museum studies and supervise student research, taking advantage of the museum's collections and unique position within the African American community. The **Reginald F. Lewis Museum of African American History & Culture**, nearing completion in Baltimore, is collaborating with the State Board of Education to provide K-12 curriculum materials on African American topics. The museum will work with academic partners in developing exhibits, educational programming, community outreach, oral history, and research.

The plan outlined in this report was put together over four years and then refined during a year-long study by a Higher Education Heritage Action Committee comprised of leaders in higher education and preservation in Maryland. The report provides specifics for developing each component of the IMPART plan. It discusses the benefits of implementing the plan and outlines the relatively modest investment that will be required to operationalize the plan. The proposed budget has been phased in over three years, beginning with \$100,000 for student assistantships in FY 2005. Increases for FY 2006 and FY 2007 are \$836,700 and \$816,00, respectively. Upon full implementation, the program would have an annual cost of \$1,752,700 for all eleven institutions.

This report provides an action plan for a revolutionary approach to academic and state program development. It maximizes existing resources, creates linkages across state agencies, universities, and private colleges, provides tools for economic development, and promotes efficiencies in state government.

Introduction

A Rich Heritage

Maryland is blessed with a rich heritage. For more than 12,000 years, people have lived, worked, and played in the beautiful lands and waters of the region. Signs of our past are all around us, from archaeological sites of American Indians and early colonists, to domestic, commercial, and religious architecture that crosses four centuries. Museums, small and large, retain objects from every day life and priceless works of art, while state and local archives house an extraordinary array of documentary history. Our older citizens retain a wealth of knowledge about our more recent past and a way of life that is fast disappearing, and local and regional festivals celebrate diverse cultural backgrounds across the state.

Maryland's citizens have long placed great value on this rich heritage, and their stewardship is one of the primary reasons that so much has been preserved. It provides our citizens with a sense of place and of shared values. And in the 21st century, the past is also providing a powerful economic engine for the present, with the explosive growth of heritage and eco-tourism.

A Heritage at Risk

Despite these positive benefits, our heritage resources are under increasing pressure. That pressure takes many forms. Archaeological sites are being lost to development and shoreline erosion, while historic buildings disappear due to neglect or replacement by new construction. Despite the best efforts of local groups to preserve cultural knowledge through oral history, the increasingly fast pace of life makes it difficult to keep up with change. In times of recession or budgetary constraint, museums find it hard to maintain collections.

Yet another threat lays in a growing shortage of well-trained young professionals in the heritage disciplines, from architectural history and archaeology, to conservation, archival science and museum studies. The job market for graduates in these fields is large and expanding. Surprisingly, however, Maryland is one of the few states with no anthropology or archaeology program at the PhD level. Maryland offers few undergraduate or graduate opportunities for the study of architectural history or in the booming field of cultural resource management; opportunity for study of the growing field of maritime archaeology is limited to one or two courses; and no institution of higher education in the state employs specialists in American Indian archaeology. The state has one of the best conservation laboratories in the world, but limited educational opportunities for museum and conservation studies. And although Maryland has perhaps the best state historic preservation office in the country (the Maryland Historical Trust), the able professionals in that office have little opportunity to work with and pass on their skills to students. As a result of these and other gaps, many of Maryland's brightest young students must travel out of state to pursue advanced study in their disciplines. Unfortunately, many do not return, resulting in a drain of talent and energy from the state.

Professionals already at work in the state are similarly deprived of opportunities to study locally and expand their knowledge and skills.

Heritage Education for the 21st Century

If we are to ensure that future generations can continue to care for and benefit from our past, we must train young professionals in the heritage disciplines. We also must provide them with the tools and technologies they will need to carry out their mission. Identifying the gaps in heritage studies at our institutions of higher education -- and identifying cost-effective and innovative ways to remedy the deficiencies -- has been the goal of a consortium of institutions across the state. The partners in this consortium, called the Institute for Museum, Preservation, and Archaeology Research & Training (IMPART), include institutions of higher education, state agencies, and state museums. Its members have been at work for the past five years studying both the problems and the potential for heritage studies in Maryland.

After many meetings with the varied constituents for heritage studies, the consortium developed a plan for the future of heritage studies in higher education. The plan provided a model for creating linkages between universities and state agencies, while building to existing strengths and avoiding redundancies in programs. The plan was subsequently reviewed and endorsed by several groups, including a state task force on heritage preservation and the Board of Trustees of the Maryland Historical Trust. In the final stage of development, a group of leaders in Maryland higher education was convened to further refine the plan and assist in its implementation. This Higher Education Heritage Action Committee has recently concluded a year-long study and refinement of the plan.

This report of the Higher Education Heritage Action Committee conveys the resulting action plan for the heritage disciplines in Maryland higher education. It begins with a short review of the history and process of IMPART. It then provides a short summary of the plan, followed by a detailed examination of the role each partner will play, as well as the investments each partner has already made in the larger effort. The plan offers a unique and innovative approach to developing heritage studies in higher education. It maximizes existing resources, creates linkages across state agencies, state universities, and private colleges, provides tools for economic development, and promotes efficiencies in state government. It does so in a fashion that may provide a model for the development of more cost-effective higher education in many other disciplines.

The members and officers of the Higher Education Heritage Action Committee are as follows:

Dr. John Toll, Chair, President of Washington College

Dr. William Destler, Vice-Chair, Provost of University of Maryland College Park

Ms. Anne Budowski, Assistant Secretary, Maryland Higher Education Commission

Dr. Margaret Burke, Executive Director, Maryland Humanities Council

Honorable Michael Busch, Delegate, Maryland House of Delegates
 Dr. Rhoda Dorsey, Past President, Goucher College
 Dr. Steven Hurtt, Dean, School of Architecture, University of Maryland College Park
 Honorable Mac Middleton, Senator, Maryland State Senate
 Dr. Jane Margaret O'Brien, President, St. Mary's College
 Dr. Timothy O'Rourke, Dean of Fulton School, Salisbury University
 Dr. Cecil Payton, Director Assistant to the President, Morgan State University
 Mr. Sanford J. Ungar, President, Goucher College
 Dr. John Wiseman, Department of History, Frostburg State College

IMPART: Identifying the Problems and Developing a Plan

IMPART began in 1998, when a group of educators and professionals in the historic preservation field met informally to discuss some of the challenges they were seeing in their disciplines. The discussions quickly revealed some common concerns and a general sense that a concerted and cooperative effort would be needed to solve these problems. The group was expanded to ensure a broad representation of both disciplines and institutions, and representatives from each institution met on a regular basis to discuss the challenges they faced. Out of these meetings emerged a detailed and innovative strategy for developing higher education in the heritage arena. The program this group envisioned was labeled the Institute of Museums, Preservation, Archaeology Research and Training, or IMPART.

Rather than a physical location or facility, IMPART is seen as a collaboration. It is a collaboration not only of institutions of higher learning, but also of state agencies and museums. It provides a framework within which we can avoid duplication, build to existing strengths, and leverage our resources.

Impart Partners

IMPART is comprised of eleven partners. Six are universities or colleges, while five are state agencies. The university and college partners of IMPART are:

1. University of Maryland College Park
2. Morgan State University
3. Salisbury University
4. St. Mary's College
5. Goucher College
6. Washington College

The state office partners are:

7. Maryland Historical Trust's main offices in Crownsville
8. Jefferson-Patterson Park & Museum
9. Historic St. Mary's City

10. Maryland Commission on African American History & Culture and the Banneker-Douglass Museum
11. Reginald F. Lewis Maryland Museum of African American History & Culture Corporation

Academic & State Agency Needs

During the initial meetings of the consortium partners, a variety of concerns emerged. Some of these, the threats to Maryland's heritage, have been outlined above. At the heart of IMPART's discussions, however, was a concern for the supporting roles that higher education and state agencies can and should take in heritage studies and historic preservation. Some of the following observations on current academic offerings came out of the early IMPART meetings:

- Given the impressive array of heritage resources in Maryland and the state's long record of stewardship, there is a surprising lack of opportunity for heritage studies in higher education -- these gaps include:
 - At the graduate level, only one institution (Goucher) offers an MA in historic preservation, while another (University of Maryland College Park) offers a certificate program (since IMPART began, this has evolved into an MA program);
 - Few courses in historic preservation are available at the undergraduate level;
 - Course or degree work, especially at the graduate level, is very limited in ethnohistory, African American history and American Indian studies;
 - No institutions in Maryland offer a degree program in museum or conservation studies (Morgan State University tried to initiate such a program a decade ago, but was unable to secure adequate funding);
 - Relatively few undergraduate programs in Anthropology offer a track in archaeology;
 - Offerings in the growing field of marine archaeology or maritime heritage are limited to a single course at each of two institutions;
 - No degree programs exist and little advanced training is available in cultural resource management, a fast growing field fueled by federal, state and local cultural resource laws -- cultural resource management in the private and public sectors is the largest employer of architectural historians, archaeologists and historians;
 - Maryland's flagship campus at College Park does not offer a PhD in Anthropology, the parent discipline for archaeology and cultural heritage studies.

With regard to cooperation between state agencies and institutions of higher education, the following points emerged:

- State agencies such as the Maryland Historical Trust and various state-operated museums have staff members with exceptional abilities and real-world experience -- these professionals and their agencies could benefit from:

- Opportunities to work with faculty at institutions of higher education on Maryland's heritage -- in defining problems, developing new methodologies and technologies, and in conducting research critical for resource management and economic development;
- Opportunities to work with students in various research projects;
- Sharing data and improvements in technology with faculty and staff at institutions of higher learning.
- Higher education institutions and their students could benefit greatly from interaction with the professional staff at state agencies, both in teaching and research.
- There is overlap and duplication of effort between and among institutions of higher education and state agencies -- the potential for duplicated effort grows as institutions attempt to grow.
- There are great opportunities for sharing and integration of data between all IMPART partners, through efforts such as Web-based cooperatives and integrated Geographic Information Systems (GIS).
- There is the potential to create an integrated consortium of state agencies, museums, colleges, and universities, in which each partner builds to its own strengths, where slender resources are highly leveraged, and where both data and teaching can be shared through GIS, distance learning and similar technologies.
- A modest but carefully targeted investment of state and private funds could create a synergy with tremendous impact statewide.

Developing & Refining A Plan

Out of these observations, a plan for creating a formal consortium was developed in 2000. Each partner developed a specific plan for developing its programs, and the whole was reviewed for consistency and with an eye toward integration. A modified version of that plan will be articulated below.

Over the five years in which IMPART has been discussed, a number of other organizations, commissions, and institutions have assessed the state of heritage and preservation in Maryland. Many have come to conclusions very similar to those outlined above; some have reviewed the plans proposed by IMPART and endorsed them as an important step forward.

In 1999, for example, a Governor's Task Force on the Preservation and Enhancement of Maryland's Heritage Resources was convened. Education and public involvement in heritage became a central concern of the Task Force. It concluded in its report that opportunities for learning about heritage should ideally extend across a lifetime, but it is critical that they be available in our institutions of higher education. It was clear to the Task Force that Maryland's colleges and universities have an important leadership role. They must provide Marylanders with the knowledge and skills needed to appreciate, to preserve and to sustain our heritage professions. It also is clear that we must attract and retain the best and brightest minds to the heritage professions. Not only

do we lose our best students to programs in other states, but state agencies, private firms, and non-profit involved in heritage management typically hire candidates from outside the state. The final report of the Task Force endorsed IMPART's efforts, stating that it should be a priority of the state to "develop formal agreements among colleges, universities, museums, preservation offices and other heritage institutions, which will result in integrated research and learning."

The development of IMPART has been watched carefully by other organizations, such as the Maryland Heritage Alliance, the Council for Maryland Archaeology, and the Board of Trustees for the Maryland Historical Trust. The latter group carefully reviewed both the Task Force recommendations of 2001 and the IMPART plan in its earlier form. The Board unanimously endorsed the IMPART plan and recommended that the Maryland Historical Trust and the Department of Housing and Community Development appoint and convene a Higher Education Heritage Action Committee to review, plan for, and promote the implementation of the plan. That Committee was convened in the summer of 2002 and carefully studied the state of heritage-related higher education in Maryland, assessed the needs of various academic programs and state offices, and revised the IMPART plan to make it more cost effective and practical.

The IMPART Plan

The strategy for developing higher education in the heritage arena carefully considers the individual strengths and goals of each of the eleven partners. With the assistance of the Higher Education Action Committee, each institution or organization has articulated a development plan, and the partners have worked closely to avoid overlap and duplication in program development. The goal instead has been to develop different individual strengths and to encourage each institution to act as a real partner, through the sharing of data and resources, through the sharing of staff, and through distance learning between different campuses and facilities.

Each of the IMPART institutions brings specific strengths and goals to the consortium. The best way to understand the collaboration is to first examine each of the partners individually, reviewing existing programs, the new initiatives planned under IMPART, and the investments that each institution has made toward these goals since IMPART began. These investments demonstrate the commitment that each partner has already made toward fulfilling this ambitious and innovative plan.

University of Maryland College Park

The **University of Maryland College Park** has two units involved in IMPART, Anthropology and Architecture.

The **Anthropology Department** currently offers BA and MA degrees in Anthropology. Faculty provide research and training in community health, managing community resources, archaeology in the public interest, and applied human biology. The department's Archaeology in Annapolis program is a model for public archaeology, working on sites around the capital doing research-oriented work, as well as archaeology

mandated by cultural resource laws. Its archaeologists have worked on major historical sites such as the William Paca House and the Anne Arundel County Courthouse, and they also have illuminated the lives of African Americans and other diverse segments of the population. Although anthropology is increasingly sought after as a degree and as a tool for understanding our multicultural world, no university in Maryland currently offers a "full-service" PhD in the discipline, with options in archaeology, cultural anthropology, biological anthropology and linguistics. Recently, Catholic University closed its archaeology Ph.D. major with the retirement of William Gardner. The Johns Hopkins Ph.D. program focuses on cultural anthropology.

Proposed Programs: IMPART envisions the establishment of an Anthropology PhD program at College Park. Specialists will be added in resource management, Native American archaeology, human genetics and public health. The Center for Heritage Resources Studies, created in FY 2001, will link the Anthropology program with the Departments of Architecture and Geography, as well as other programs at the University. Building on current contract relations with the National Capital Region of the National Park Service, the Anthropology Department will pursue additional cooperative agreements with other federal programs.

Investments Toward IMPART: The University recently approved the Center for Heritage Resources Management and has a director to oversee the development of the Center. The Center focuses on the use of historical archaeology as a way for the public to learn about scholarly advances on understanding the cultural heritage of the Chesapeake Bay region. The Center will build on existing off-campus relationships, such as the 22-year partnership with Historic Annapolis Foundation to conduct archaeological research in Annapolis. A 12-year partnership continues with the Banneker-Douglass Museum with recently completed archaeology work on the expansion lot and plans for an exhibit on those discoveries to correspond with the opening of the new expansion in 2004. A twenty-year relationship with the National Park Service has developed new projects, with students involved in research at the Monocacy Civil War National Battlefield. New opportunities for international studies are being developed with programs on heritage tourism with Belgium and China. Perhaps most important, University Provost William Destler has stated his commitment to establishing the Ph.D. program and praised the efforts to date to advance the program goals.

The **School of Architecture** at College Park has long had a flourishing certificate program in Historic Preservation. This program is multidisciplinary, drawing faculty and students from a wide variety of disciplines. Participants in the Certificate Program receive the certificate in conjunction with an advanced degree in another discipline.

Proposed Programs: The IMPART plan envisioned the flowering of the certificate program into an MA in Historic Preservation, and the University has already brought it into being. Under IMPART, that program will continue to develop and be fully engaged with the other partners. When fully developed, classes of 12 students will be admitted each year for the two-year Masters program, while another 20 students are expected each year in the Certificate program. This steady-state number of students is dependent on

hiring a second full-time faculty member. It is expected that this position will be filled by the fall of 2003. A final additional faculty position is planned for 2006.

Investments Toward IMPART: Since IMPART began, the University hired Dr. Randy Mason to lead the Historic Preservation Program and secure certification for a Masters program in Historic Preservation in the School of Architecture. That program has been approved and implemented. The Graduate Program in Historic Preservation now has focus areas in:

- public policy
- economics of historic preservation
- the interpretation of historic sites, buildings, and monuments
- community heritage studies; design and development in historic environments
- preservation of historic landscapes
- methods of building and site analysis

Eleven candidates are currently are enrolled in the MA Program in Historic Preservation; the Graduate Certificate has an additional 14 students enrolled (drawn primarily from Architecture and American Studies). The first masters program students completed their degree requirements in the spring of 2003.

The new program has undertaken a study of the Modern Movement in Architecture through a grant from the Maryland Historical Trust. This has allowed the program to (1) partially fund several graduate students with assistantships; (2) train these students in research and applied preservation work; and (3) advance the scholarly resources and research devoted to historic preservation, which historically have lagged.

Morgan State University

Morgan State University has a Ph.D. program in History and African American Studies, a masters program in landscape architecture, and an undergraduate program in Sociology/Anthropology. It also has exceptional facilities, such as the \$40 million Morgan Fine Arts Center, opened in 2001. The James E. Lewis Museum of Art maintains a collection of over 3,000 pieces, including African, African-American and European art work. The Beulah Davis Room in Soper Library holds a collection of rare books and other memorabilia associated with local, national and global Africana history and culture. Morgan receives more applications from African American high school students than almost any institution in the country, and an above-average percentage of Morgan's undergraduates continue with graduate studies.

Proposed Programs: Morgan is building toward reinstatement of the Museology program and toward re-establishing itself as a regional leader in historic preservation and museum studies, as well as a cultural center in the Northeast corridor of Baltimore. Over a decade ago, Morgan approved its Master of Arts Degree Program in Museum Studies but could not implement it due to a lack of funding. The administration has approved a plan to

implement the program with two new faculty positions, graduate fellowships and assistantships. In addition, the Maryland Historical Society is collaborating with the University to provide students with internships. Goucher College and the History Department of Morgan have been approached by the National Park Service to develop improved classes that will bring more African American students into historic preservation, archaeology and public interpretation programs.

Investments Toward IMPART: The Center for Museum Studies applied for federal Title III funds to implement the program over five years. Funds were approved for \$59,000 a year to hire an assistant director and secretary for the Center. Those positions have been filled. State funding for two faculty positions is proposed for when the federal grant expires in 2006. Due to the great demand for African American professionals in the field of Museum Studies, the University's administration has agreed to the reestablishment of the Center and its future growth. The Center is working in active partnership with the Banneker-Douglass Museum, the Lewis Museum of African American History and Culture Corporation and the Consortium of African and African American Museums. The fine arts program, of which the Center is a part, has 50 undergraduate students. Increasingly, students from the Ph.D. program in history at the University are interested in taking museum studies courses. In cooperation with the history program, the Center plans to enroll 10 graduate students next year with a focus on museum studies.

Salisbury University

At **Salisbury University**, the Department of History currently provides a B.A. and M.A. in History and is home to an Anthropology track in the Interdisciplinary Studies B.A. In 2002, the History Department held a successful archaeological field school at one of the earliest plantations on the Lower Eastern Shore of Maryland. Museum studies technologies and an archaeology laboratory exist at the Edward H. Nabb Research Center for Delmarva History and Culture, which is fostering relationships with the University of Maryland Eastern Shore. Salisbury University also has a strong GIS program in the Department of Geography and Geosciences, which supports heritage research across the Eastern Shore.

Proposed Programs: Salisbury University would expand undergraduate courses in cultural anthropology and archaeology to allow for a stand-alone Anthropology major. Further staff would also be added to the Nabb Center to serve their growing collections and clientele in both the research and public communities.

Investments Toward IMPART: A revitalized anthropology track has six majors and ten minors, and some 148 students are being reached each year in anthropology classes. The first field school, in 2002, had 14 students. In collaboration with the Library of Congress, the Nabb Center and the Ward Museum's folklife program has established a summer folklife training institute. The Nabb Center's mission includes archaeology, folklore and history. With the Ward Museum now affiliated with the University, expanded museum studies classes are planned, the only ones available on the Eastern Shore.

St. Mary's College

St. Mary's College of Maryland was founded as Maryland's "Monument School" -- a living monument to St. Mary's City as Maryland's first colonial settlement, its tolerant "act concerning Religion," and its role as the original capital of the state. The college has emerged as a premier public liberal arts college for undergraduates, and in 1992 the Maryland legislature designated it as Maryland's "public honors college." The college recently established a Center for Democracy as part of its Maryland Heritage Project. The purpose of the Center is to sponsor scholarship and education on the evolution of democracy and civil society in 17th and 18th century Maryland, and to explore and advocate its relevance to civil society today. Today St. Mary's College students have remarkable opportunities to contribute to our understanding of Maryland's past through established programs in archaeology in the Department of Anthropology and Sociology, and colonial history in the Department of History. Agreements with Jefferson Patterson Park and Museum and Historic St. Mary's City have formalized the roles of archaeologists and historians at these institutions to serve as adjunct faculty at the college.

Proposed Programs: The Department of Anthropology and Sociology is in the process of establishing an archaeology track in the major. Plans also call for collaboration between the College's Department of Anthropology and Sociology and History Department, Historic St. Mary's City, and Jefferson Patterson Park and Museum to explore programs in Public History and Museum Studies. IMPART would provide additional faculty in colonial history and archaeology to strengthen these programs as they are formalized. Teacher training programs in cooperation with Jefferson Patterson Park and Museum and Historic St. Mary's City will be expanded as well.

Investments Toward IMPART: The last three years have seen increased coordination between Jefferson Patterson Park and Museum (JPPM), St. Mary's College (SMC) and Historic St. Mary's City (HSMC). Faculty adjunct positions have been established for SMC for staff from both HSMC and JPPM. These include M. Sullivan, H. Miller, S. Hurry and J. King. The museums' staff complements the anthropology classes taught by D. Ingersoll. In addition, Michael and Terry Kline have been hired by HSMC to lead a new folklife project in cooperation with the Maryland Historical Trust. They have focused on WWII veterans and African American experiences. Andrea Hammer in the English Department has focused on maritime and tobacco culture and other topics. Some students have helped establish the GIS database for archaeological sites at St. Mary's City, while others have helped establish a teaching type collection based on artifacts from the Maryland Archaeological Conservation Lab at JPPM. Last year SMC hired a colonial historian to assist in the undergraduate history degree program. There are currently 30 students in the undergraduate major, of which two-thirds focus on anthropology and one-third focus on sociology.

Goucher College

In 1980, **Goucher College** founded the state's first undergraduate major in historic preservation, and in 1992 it founded the first continuing education program in the field. In 1995, the College's Master of Arts in Historic Preservation program, the first and so far only distance learning graduate preservation program was started. With an enrollment of 45 students located across the country and abroad, and a nationally recognized faculty, the MAHP Program is designed for mid-career professionals seeking to increase their knowledge and skills in the field and for adults wishing to move into preservation as profession. The master's program uses virtual classrooms and e-mail to maintain contact between faculty and students. Among its graduates are the director of the George Marshall House, the preservation transportation engineer for the state of New Jersey, and a board member of the Frank Lloyd Wright Conservancy. The historic preservation certificate program targets adults with an advocacy interest in preservation, drawing students from Maryland, Northern Virginia and the District of Columbia.

Proposed Program: Goucher has approved a three-year plan to expand the number of students in the undergraduate program from 5 per year to 25 per year. Expanded faculty and a revised curriculum are planned to improve the undergraduate, graduate and certificate programs. Permanent faculty positions under IMPART would be 50% state and 50% Goucher funded since Goucher is not part of the state university system.

Investments Toward IMPART: Goucher has embarked on a three year plan to integrate historic preservation with the College's theater and American History degree programs. The research part of the program has expanding alliances with businesses such as law and architecture firms, and public programs at all three levels of government. Efforts are also underway to make historic preservation learning opportunities available to minority students. This has been aided by the completion of an undergraduate curriculum guide funded by the National Park Service for distribution to 100 African American colleges across America. The historic preservation program utilizes the excellent library at the University of Maryland College Park, including historic preservation references of the National Trust for Historic Preservation. The College has hired a part time director for the undergraduate program in historic preservation.

Washington College

Washington College, the first college established in the new nation (1782), is a small liberal arts college in Maryland's Eastern Shore. The College has received increasing national attention for its growth in academic excellence and its use of regional resources to support academic programs. An undergraduate major in anthropology was approved in 1999 with an emphasis on archaeological research and training. In the same year, the College established a Center for Environment and Society to focus on the interdependence of cultures and the environment of the Eastern Shore over time. Archaeology at the College works closely with the Center for Environment & Society in environmental archaeology and underwater archaeology. The latter effort includes development of protocols for collecting both cultural and natural resource data in a single

marine survey. African American archaeology projects such as the search for the Harriet Tubman birthplace are a collaborative effort between Anthropology and the new C.V. Starr Center for the American Experience. These synergies have been enhanced by locating the Public Archaeology Laboratory and the two centers in the newly renovated Custom House on Chestertown's waterfront.

Proposed Programs: Under IMPART, the College plans to further strengthen its undergraduate offerings in Anthropology, to develop new capabilities in marine archaeology, and to develop an M.A. program in environmental and cultural resource management. Students pursuing careers in environmental services or cultural resource management job markets gain a distinct competitive advantage through such a cross-training approach. Plans call for adding faculty to operate the program, provide expanded archaeology expertise and provide adjunct positions to service the curriculum needs. Faculty positions will be funded on a 50% state and 50% college cost share basis since Washington College is not part of the state university system.

Investments Toward IMPART: Five years ago Washington College only taught one course on an occasional basis in historic preservation and no courses in archaeology. With support from the Maryland Historical Trust, ten courses in historic preservation and archaeology are now offered, a major in Anthropology has been established, and the program is growing rapidly (currently with 42 majors and reaching more than 200 students per semester at a campus of 1200). Archaeology at the College has been successfully linked to the Center for Environment and Society, allowing undergraduate and graduate training in skills critical to success in heritage and eco-tourism, CRM and other fields that utilize the talents of archaeologists. The plan to develop a Masters degree in resource management has been approved by the various departments involved. Faculty, staff and students at the College are preparing a Heritage Tourism Management Plan for the four upper counties on the Eastern Shore, operationalizing the link between heritage disciplines and heritage tourism. The College has invested heavily in equipment and technology to support these initiatives, including GIS, acquisition of both marine and terrestrial remote sensing instruments, and development of a state-of-the-art distance learning classroom.

Each of IMPART's academic partners' goals reflect their own special tracks and they are consciously designed to minimize duplication and avoid competition. IMPART envisions inter-institutional programming through video-conferencing and distance learning technologies. Given the fiscal realities of program development, no individual partner could hope to soon offer all of the possible sub-disciplines or specialty courses that individual students might desire or need. But within a collaborative framework, students at St. Mary's College or Salisbury, for example, could take a course in architecture at College Park or historic preservation at Goucher without physically commuting from place to place. Washington College would offer specialized courses in resource management or marine archaeology, while Morgan could provide exceptional opportunities for African American history and museum studies. The framework provides the solid grounding students need at the undergraduate level, the professional Masters level training required for real-world employment, and fills a deep void in the

state through the opportunity for PhD level work in Anthropology at College Park. The participation of the state agency partners significantly strengthens these benefits.

Maryland Historical Trust

Leading the state agency partners in IMPART, the **Maryland Historical Trust** is a national leader in policy and management of Maryland's architectural and archaeological resources. Trust staff members, on an individual basis, give lectures at university classes. Although these relationships have been highly successful and welcome, such opportunities have been limited. The Trust has accepted college work-study students and interns in the past.

Proposed Program: The Trust would add faculty positions of a maritime archaeologist and an information technology manager who will teach courses in cooperation with participating universities. The new faculty will supervise work-study, graduate students, and grants, research and publication efforts. The Trust also would administer research and museum project grants. IMPART students and faculty will be encouraged to apply for these grants to support research and training opportunities.

Investments Toward IMPART: The State partners have had less flexibility in investing in the goals of IMPART, particularly given the budgetary constraints of the past few years. Nevertheless, some significant contributions have been possible. The Maryland Historical Trust has provided extensive staff support for the development of IMPART. In addition, it has provided grant funds to partner institutions, allowing them to begin movement toward the goals of IMPART. Staff from the Trust have increased their collaboration with faculty at the partner institutions and provided increased opportunities for students. The Trust has administered the only component of IMPART to yet receive state funding, a highly successful program for Student Assistantships in Historic Preservation; some students have worked on assistantship projects with Trust staff.

Jefferson Patterson Park & Museum

Jefferson Patterson Park & Museum is the official state repository for archaeological collections from throughout Maryland, which are housed in the state-of-the-art Maryland Archaeological Conservation Laboratory. The Museum has entered into a formal Memorandum of Agreement with St. Mary's College for Museum staff to serve as faculty in the Anthropology program at the College. The College and the Museum have offered highly successful lab courses on archaeological collection conservation and management at the college level, and provide higher level training for professionals.

Proposed Programs: The IMPART plan calls for adding faculty positions to the staff in American Indian/paleo-environmental studies and in museum studies. IMPART would allow for a significant strengthening in training for professionals in the museum studies, collections management and archaeology preservation communities.

Investments Toward IMPART: Staff members have increased collaboration with faculty and students of partner institutions to the extent that their other responsibilities allow. The Maryland Archaeological Conservation Laboratory has initiated a successful summer program for college students in conservation and museum studies. Jefferson Patterson Park & Museum also has put on-line an extensive encyclopedia of historic artifacts that is used by partner institutions. Jefferson Patterson Park & Museum has developed a summer K-12 teacher training course in archaeology and historic preservation.

Historic St. Mary's City

Historic St. Mary's City is the site of the state's first capital and earliest town. It has one of the longest running field schools in the nation for historical archaeology. The City's professional archaeologists are adjunct faculty at St. Mary's College, and the two institutions run a joint archaeological field school.

Proposed Programs: St. Mary's City will continue to work jointly with St. Mary's college to expand opportunities for undergraduate studies in colonial history, historical archaeology and museum studies. Opportunities for teacher training would be expanded in cooperation with Jefferson Patterson Park and Museum. Plans call for adding full time research archaeologists and full time colonial archaeologists, making this one of the strongest programs in colonial history and archaeology in the country.

Investments Toward IMPART: St. Mary's City recently worked with students and faculty at St. Mary's College to establish a GIS database for archaeological sites in the park. St. Mary's City staff has provided expertise and advice to several partner institutions, while also providing behind-the-scenes tours to students. St. Mary's City's joint field school in archaeology with St. Mary's College provides valuable field experience for students from partner institutions. St. Mary's City continues to offer a K-12 teacher training course on colonial history and archaeology during the summer.

Maryland Commission on African American History and Culture

The **Maryland Commission on African American History and Culture** has been responsible for the statewide collection and preservation of African American history and culture since 1969. Its collections are presently housed at Jefferson Patterson Park and Museum's MAC Lab; programs and exhibitions are offered at the Banneker-Douglass Museum (BDM) in Annapolis. Commissioners and museum staff work collaboratively with African American communities across the state to document and preserve their heritage. The museum's current facility is now being renovated and expanded, and by 2004 will have doubled its exhibit and office space. The new BDM will offer the only permanent exhibit treating African American history in the state's capital. Over the last two years, a variety of work-study opportunities for college students have been developed.

Proposed programs: Plans call for further development of work-study opportunities, followed by more cooperative relationships with academic institution when capital improvements are completed in late 2004. One Assistant Curator's position is planned as

shared faculty for instruction in museum studies and for the supervision of college assistantships and fellowships on-site.

Investments Toward IMPART: The Banneker-Douglass Museum has worked closely on research projects with several partner institutions, particularly the Archaeology in Annapolis project of the Anthropology Department at the University of Maryland College Park. The museum has exhibited artifacts from Archaeology in Annapolis digs, while their archaeologists have assisted with BDM's summer camp units introducing children to the discipline. In addition, student assistants have worked on museum program planning, organization of research resources, and documentation and organization of BDM collections. BDM also hosts a summer seminar for K-12 teachers and school administrators to introduce them to principal issues and concepts in African American history and culture.

Reginald F. Lewis Museum of Maryland African American History and Culture

The final partner in IMPART is **the Reginald F. Lewis Museum of Maryland African American History and Culture**, located in Baltimore. Upon completion, the museum will be a place to experience culture, embrace diversity, remember struggle and celebrate accomplishment -- a beacon of pride and inspiration for all people. The Museum's mission is to be the premiere experience and best resource for information and inspiration about the lives of African American Marylanders. The Museum seeks to realize its mission by collecting and preserving, interpreting, documenting, exhibiting and creating a climate for the appreciation and promotion of the rich contributions of African American Marylanders from the state's earliest history to the present and the future. The current focus of the Corporation is on facility and permanent exhibit design and construction, along with endowment and facility fund-raising efforts. Staff in major program areas has been added, and the museum is moving toward completion.

Proposed Programs: The Corporation Museum has a need for college assistantships after the Museum opens to help with the development and execution of changing exhibits, education programming, community outreach, oral history projects and research efforts. The new Museum comes on line in late 2004. This will advance opportunities for research and learning in the areas of minority studies, museum studies, and history.

Investments Toward IMPART: The Museum is still under construction, and its completion will make available a remarkable resource for partner institutions with a focus on African American history and culture. The Corporation staff is working closely with the Maryland Department of Education to develop expanded K-12 curriculum and lessons on the contributions of African Americans to Maryland's history, science, economy, culture and education.

The Potential Benefits of IMPART

Building on Successful Programs

The collaboration between educational institutions and state agencies at the level proposed by IMPART is a novel and innovative suggestion. The inclusion of state offices enhances and strengthens the IMPART initiative in a number of very powerful ways. First, these institutions provide a pool of exceptionally talented and experienced professionals who can teach courses at partner educational institutions, work with students, and collaborate with academics in research and applied areas. Second, state professionals have real-world experience and can provide both insights and real-world work opportunities to students in the system. Also, these state agencies provide unique resources and facilities to IMPART:

- The Maryland Historical Trust is perhaps the best state historic preservation office in the country with extensive archives and inventories of sites and buildings;
- Jefferson Patterson Park and Museum has not only a superb interpretive program, but a state-of-the-art conservation lab and collections facility, perhaps the best in the country;
- The Banneker-Douglass Museum and the Reginald F. Lewis Museum of Maryland African American History and Culture provide extraordinary opportunities for studying and interpreting African American heritage;
- Historic St. Mary's City offers the resources of one of the longest-standing and most comprehensive historical and archaeological investigations of 17th century colonial America;
- Staff in State heritage offices comprises a pool of talented professionals with experience and real-world skills.

The separate listing of these state offices obscures the fact that they are much more than the sum of their parts. When combined with the various resources of the academic partners of IMPART, it is clear that Maryland has the materials for an extraordinarily broad and powerful program in historic preservation and heritage studies. And national institutions in Washington, D.C., such as the Smithsonian Institution, the National Archives, Library of Congress, National Trust for Historic Preservation, and National Park Service, provide an even greater depth of opportunity. Other academic institutions around the state may participate in IMPART through student assistantships, some of which will be earmarked for such partners, as well as through distance learning and collaborative research. If implemented, IMPART will provide a model for heritage education in the United States.

Educational Benefits

The potential educational benefits of IMPART should be self-evident; the plan provides a model for moving heritage studies at Maryland's institutions of higher learning forward into the 21st century. The plan allows for the development of all components

and disciplines necessary for a flourishing of heritage studies. It also provides for a sharing of resources among partners, for maximizing scarce resources and an avoidance of duplication and unproductive competition.

To date, one element of the initiative has received state funding, the Assistantship Program for Historic Preservation. The results of these internships can be seen in Appendix I. The Assistantships in Historic Preservation have involved students in a wide variety of activities and learning situations, from interpreting the past to visitors to recording cemeteries, from analyzing data to helping design museum exhibits. They have taken place in museums, laboratories, in the field and on the water. They provide a wonderful example of the impact that a modest level of support can provide. Funding for this program was eliminated in FY 2004 to meet across the board reductions but a request for its restoration will be submitted in FY 2005 as the economy and resultant revenues to the state improve.

Although the partner institutions and other organizations, such as the Board of Trustees of the Maryland Historical Trust and the Task Force on the Preservation and Enhancement of Maryland's Heritage Resources have enthusiastically endorsed the plan, some obstacles remain to full implementation of the IMPART plan. The principle hurdle is financial. Although each of the partner institutions has made such investments as its finances allow, additional investment will be required. These investments are modest given the potential results, but they are of sufficient size that they can only come from the State of Maryland.

Economic Benefits

Any proposed investment requires a careful consideration of the costs and benefits. Some of the benefits of a concerted effort to expand heritage studies in Maryland are hard to quantify. These include the sense of place and sense of identity that the preservation and study of our past gives to Marylanders. The state's heritage resources contribute substantially to the quality of life that we enjoy, to the environment that makes this an attractive place to work and live. An understanding of these resources and of the past also is of great value to students at all levels. It is impossible to put a price tag on these benefits.

Other benefits, however, can be more readily measured, and the growing economic importance of our heritage makes it imperative that we train professionals to encourage and manage this growth. Visitors, for example, increasingly come to Maryland to see its heritage resources, both cultural and natural. This has become one of the fastest growing segments of the economy, making heritage a powerful economic engine.

- ◆ Tourism is a growing business worldwide, and the fastest growing components are heritage and ecotourism.
- ◆ Heritage tourists stay longer and spend more money than other visitors.
- ◆ In 2001, domestic travelers spent more than \$8.1 billion in Maryland.

- ◆ In 2001, payroll income generated by domestic travel in Maryland exceeded \$2.5 billion.
- ◆ Domestic travel directly resulted in 104,900 jobs in Maryland during 2001 - on average, every \$80,350 spent on travel created one job in the state.
- ◆ Tourism also generated \$1.8 billion in tax revenue for federal, state and local governments.

The World Tourism Organization estimates that tourism revenue internationally will quadruple by 2010. If heritage tourism is planned for carefully, it provides clean and manageable economic growth. The key, however, is careful planning, management, and the preservation of the very resources that visitors come to see -- this requires trained professionals in all of the heritage disciplines.

Marylanders have accepted that another key to preserving our quality of life is avoiding sprawl, concentrating new development in existing growth areas and rehabilitating historic properties wherever possible. This too can be seen as economic development, but it requires trained heritage professionals.

- ◆ Properties within historic districts appreciate on average 29% faster than those in similar, adjacent areas. This generates greater tax revenue for state and local governments, while the protected properties serve as a basis for heritage tourism.
- ◆ Rehabilitation of historic properties creates significantly more jobs than new construction.
- ◆ Studies indicate that \$1 million spent in rehabilitating a historic building in Maryland results in:
 - 16.3 construction jobs and 15.4 jobs elsewhere in the economy;
 - a \$761,300 increase in family income; and
 - 3.2 more jobs than the same amount spent in new construction.
- ◆ Businesses flourish in historic districts as alternatives to the homogeneity of shopping malls -- these businesses keep small towns and town centers alive economically.
- ◆ Heritage programs such as the Historic Preservation Tax Credit over the last two years created some 2500 jobs and brought an additional \$20 million in public revenues.

To round out the potential benefit of stimulating heritage training it is worth considering the role that museums and arts organizations play in both preservation and economic development.

- ◆ There are more than 300 historical and cultural museums in Maryland, many of them under-staffed.
- ◆ These museums attract over three million people annually and serve over 275,000 school visitors per year.
- ◆ History museums have annual operating budgets of over \$19 million and payrolls totaling more than \$10 million.

- ◆ Maryland's non-profit heritage and arts industry directly contributes over \$350 million to the State's economy each year.
- ◆ Local history museums often serve as a catalyst for broader redevelopment and revitalization efforts.

It is clear that real economic benefits come to Maryland from its heritage resources, in addition to the intangible benefits that they provide. Capitalizing on this potential, however, and maintaining the resources upon which these benefits are based, requires an educational structure that trains and equips young Marylanders for professional careers in this arena. Without access to these tools and training, our heritage resources and the enormous benefits they provide are at risk. IMPART will make a major contribution toward this goal, while at the same time developing the infrastructure for more profitable heritage tourism.

Summary of Impart

IMPART can provide an important stimulus for preservation, smart growth, and economic development through heritage tourism and historic preservation. IMPART provides the state with the well trained professionals who are required manage these programs and our heritage resources. As the situation now stands, we have some of the national leaders in historic preservation here in Maryland, and we have nationally important resources. We do not have the educational and professional training resources or opportunities that we need. When we look at Maryland students, we are losing our best prospects -- they are going to places like Virginia, where heritage tourism and heritage training are important state priorities. IMPART is a way for us to change that.

At the same time, IMPART provides a forum and framework for vital intellectual exchange and collaboration between academics, professionals, students and the public. The connection between state agencies and educational institutions makes the State's heritage more available to people who live and work in Maryland.

Maryland has unique qualifications and a location uniquely suited to the effort - the range of heritage institutions, agencies and resources in the state is enormous, and our proximity to the seat of Federal government and its archives and resources is a great advantage. Our institutions will be integrated so that every level of training, from on-the-ground experience for BAs, to continued training for mid-level professionals, to the Ph.D., will be offered to students and professionals in Maryland.

IMPART provides us with a unified vision of the future of heritage study and management in Maryland, and it is built on the premise of efficiency, of collaboration, synergy, and the leveraging of resources. In short, the goal is to make the most of our resources, in a cooperative approach. Through the Heritage Assistantships created by the Maryland Historical Trust, our eleven institutions have proven the efficiency of mutual collaboration. The substantial investments made by each partner are already paying dividends, and they illustrate the partners' deep commitment, as well as the potential of IMPART.

Our model is unique, is spread between our institutions, does not require a new home, and can become a national model for training heritage professionals. Finally, our initiative is not closed, but is open to other institutions through shared student internship opportunities, collaborative research, and distance learning.

In addition to the many potential benefits outlined above, we believe that this program will provide a model for collaboration and the more efficient use of resources in other academic disciplines in Maryland and elsewhere. It can also provide a model for allying state agencies with academic institutions and developing programs with clear social and economic benefits.

Moving IMPART Forward - Specific Goals and Objectives

Individual partner objectives have been described above, and the specific programmatic needs and associated costs are listed in the accompanying budget for IMPART. Given the fiscal realities facing Maryland, this budget has been carefully examined and substantially reduced from earlier drafts. It calls for an initial allocation of \$100,000 in the first year of implementation (suggested for FY 2005) to restore the highly successful assistantship program for college students to all participating institutions. This includes \$28,000 designated for assistantships outside of the primary IMPART partners, as a means of engaging institutions elsewhere in the state.

Although the program has a cost, it is important to note that these costs will be substantially offset in future years through savings in program development and through the stimulative effect that these investments will have on the state's economy. The savings in future program development will be realized through avoidance of duplicated effort and competition, through sharing of resources, and through greater efficiencies in the state offices involved. Economic stimulus comes through training Maryland's students for jobs, through the growth of high quality heritage tourism as an economic engine, and through the creation of the jobs and revenue associated with so many aspects of historic preservation. The three year total requested increase for the IMPART plan for the period of FY 2005-2007 is \$1.763 million dollars combined for all eleven participating institutions (see the attached Summary Budget for a breakout of these cost).

The following goals and objectives were developed using Maryland's Management for Results framework. They provide a means to monitor progress toward the implementation of IMPART.

Goal 1 To provide high quality and diverse higher education opportunities in the heritage fields.

Objective 1.1 By 2010, the number of students enrolled in high quality heritage programs will increase by 100%.

Strategy 1.1.1 Develop formal agreements among colleges, universities, museums, preservation offices and other heritage institutions which will result in integrated research and learning.

Strategy 1.1.2 Establish cooperative relationships to maximize the benefits of Maryland's proximity to national museums, federal programs, and national archives to enhance opportunities for student and professional training and enrichment.

Strategy 1.1.3 Develop internship, work study, graduate assistantship and mentoring programs that encourage recruitment of, participation by, and retention of a diverse student body.

Strategy 1.1.4 Implement information technology and distance learning systems for participating institutions to allow for interactive learning and to maximize unique areas of expertise of institutions.

Goal 2 To provide high quality and diverse opportunities for lifetime learning in the heritage fields for practicing professionals, volunteers, and interested citizens.

Objective 2.1 By 2006, increase by 25% the number of enrichment and training opportunities for heritage resource professionals.

Strategy 2.1.1 Develop partnerships with colleges, universities, history museums, preservation offices, lead heritage organizations, federal programs, and national archives to enhance opportunities for professional enrichment and training.

Objective 2.2 By 2006, increase by 25% the number of enrichment and leadership training opportunities for heritage resource volunteers and interested citizens.

Strategy 2.2.1 Create and disseminate a resource list for volunteer opportunities relating to archaeology, historic preservation, history museums, and related resources.

Strategy 2.2.2 Create partnerships among community colleges and heritage organizations to coordinate educational, enrichment, and certification programs, and symposia, field sessions, leadership training, and celebratory activities.

**APPENDIX I:
Summary of IMPART Assistantships for 2001-2003**

The IMPART Assistantship program, administered by the Maryland Historical Trust, was funded as a result of recommendations of the Governor's Task Force. Starting in 2000, the General Assembly annually approved \$50,000 for the program through FY 2003. The Maryland Historical Trust provided an additional \$10,000 per year. Funds are divided equally among ten participating IMPART partners. In addition, the National Park Service Minority Internship program has awarded four of twenty nationwide Internships to four of the IMPART members in 2001 and 2002. A sample of assistantships demonstrate the diversity of benefits that have been received by both students and mentoring institutions.

GOUCHER COLLEGE

Date: 2002-2003

- The student will work at The Commission for Historical and Architectural Preservation in Baltimore City assisting with the project review process and cataloging records and documents
- Two students will work at the Hampton Historic Site to develop an interpretive program based on historic research and to research and upgrade collections at this National Park Service site.

Date: 2001-2002

- Edith Wallace worked at the Antietam-National Battlefield to develop an interpretive booklet for interpreters based on historical research using a variety of sources.
- Dwayne Samuel worked at the Maryland State Archives to review original records and newspaper accounts to document evidence of escaped slaves for the period from 1830 to 1860's. The results were saved on Microsoft database.

Date: 2000-2001

- Alena Ruffner was based at the Commission for Historical and Architectural Preservation. She documented the condition of 124 historic markers in Baltimore City. A current conditions report was completed.
- Bridget Butler worked with Hampton Historic Site by researching records at the Maryland Historical Society on the Ridgely's family and also serving as a tour guide at Hampton Historic Site.
- Donna Gosney had a variety of tasks at the Hampton Historic Site; collections accession list development, photograph collections organization and producing on AutoCAD measured room drawings.
- Jamila Thompson conducted woman history research at Hampton Historic site, documenting a number of woman associated with the property.

Department of Anthropology, University of Maryland College Park

Date: 2001-2002

- Brandon Bies conducted a field survey of a particular encampment at Monocacy National Battlefield. He discovered the actual location of the encampment and collected all of the primary documents associated with a particular regiment. The results of his assistantship will produce a better interpretation of the battlefield sponsored by the National Park Service.
- Jennifer Babiarz collected large amounts of documentary information on the African-American communities in the 18th and 19th centuries in Queen Anne's and Talbot counties. Because the African-American community associated with the Paca and Bordley families who owned Wye Island were dispersed, the information collected by Babiarz will help provide a more sound interpretation of the people of African descent connected to these and surrounding plantations. The work enhances an ongoing archaeology project.

Date: 2000-2001

- Sara Rivers gathered primary and comparative documentation on the Best Farm owned by the Vincendiere family in the 18th and 19th centuries, and now part of the Monocacy National Battlefield. The National Park Service intends to interpret the plantation where dozens of slaves worked for the Vincendiere family after they left their sugar plantation operation in Haiti. The assistantship assembled the documents needed to interpret the archaeology and standing architecture of the farm.
- Mary Ruiz gathered and catalogued primary and secondary information on a regiment active during the battle fought at the Monocacy National Battlefield. For the National Park Service, she catalogued the position, number of men, action of the artillery, and consequences of the battle. The purpose of the work was to enhance interpretation of the battlefield.

Morgan State University

Date: 2002-2003

- Two assistantships will work with records, photographs and memorabilia associated with the Lillie Carroll Jackson Museum that is administered by Morgan State University. A detailed inventory will be developed of all records and artifacts.

Date: 2001-2002

- Lisa Claxton worked at Morgan State University documenting historic 20th century records of Morgan Institution. She prepared those records for the planned opening of the Morris Soper Library.
- Jonathan Scott identified, documented and prepared a report on architectural drawings, photographs and historical information about the buildings of the Morgan State University Campus. A report on the findings was produced.

Salisbury University

Date: 2002-2003

- The student will work with the Nabb Research Center and Pemberton Historical Foundation to produce a video production of 17th century objects identified in estate inventories from the Eastern Shore.
- The Assistantship will continue the creation of a geospatial database of Pemberton Historical Park in Salisbury to document existing and historical feature, buildings and other evidence of past use of the property.

Date: 2001-2002

- Brownyn Haden located, identified and cataloged the archaeological and remote sensing research collections of the late Dr. Peter Lade and scanned the slides for easier identification and reference.
- Stacy Weisner created a geospatial database for Pemberton Historical Park in Salisbury and confirmed the location of existing features using a Global Positioning System (GPS) receiver.

Banneker-Douglass Museum

Date: 2002-2003

- Assistantship funds will be used to match a grant for National Park Service Cultural Resources Diversity Initiative Internship. The student will assist in public programming and planning for the 2004 year of celebration for 20th anniversary.

Date: 2001-2002

- Sheena Williams of St. Mary's College assisted with research and inventory of the photographs of the Banneker-Douglass Museum. She prepared a display for the Kunta Kinte festival in Annapolis.
- Two Morgan State University assistantships researched and taught classes on African American history to the summer camp programs of Woodside Gardens, Boys & Girls Club and the Stanton Community Center.

Jefferson Patterson Park and Museum

Date: 2002-2003

- St. Mary's College student will be trained to upgrade, label and catalog materials in the MAC Lab at the Jefferson Patterson Park and Museum.
- St. Mary's College student will work assist in conservation of archaeological artifacts and records at the MAC Lab at the Jefferson Patterson Park and Museum.

- St. Mary's College student will join team of professionals funded by a National Endowment for the Humanities grant to upgrade and computerize the inventory for 31 of Maryland's most significant archaeological sites.

Date: 2001-2002

- Carolyn Staiger and Ama Mills-Robertson of St. Mary's College assisted in upgrading and inventory of significant archaeological collections from Maryland. Collections from three sites were brought up to modern museum standards at the MAC Lab at the Jefferson Patterson Park and Museum.
- Kelly Brookhart from St. Mary's College reviewed, inventoried and did conservation assessments on the type collections in the archaeology range of the MAC Lab at the Jefferson Patterson Park and Museum.
- Susan Hutchins from St. Mary's College assisted in the National Endowment for the Humanities funded computer cataloging and collections upgrade project at the MAC Lab of the Jefferson Patterson Park and Museum.

Historic St. Mary's City Commission

Date: 2002-2003

- Student will work with the study archaeological collections to record data about the artifacts and computerize the data. The collections will be repackaged in stable conditions.
- Artifacts from the St. Mary's Female Seminary will be inventoried and an interpretive exhibit prepared about the early history of the College for display at the College.
- William Nuthead 17th century printing shop artifacts will be studied to quantify and analyze the collections to improve the catalog of the site.
- A second year of Geographic Information System computer mapping will incorporate existing features, historical data, and archaeological data which will be used in developing interpretation and exhibits of the sites.

Maryland Historical Trust

Date: 2002-2003

- The assistantship will research and develop a training manual for use by local governments in developing County and Baltimore City based historic preservation, archaeology and museum programs at the local level.
- Second Assistantship to be determined for spring term.

Date: 2001-2002

- Josh Murray of the Department of Anthropology of UMCP conducted background research and archaeological field survey of a portion of Wetipquin Creek in Wicomico County. He produced an archaeological report of this work.
- Nancy Huskey worked at the Maryland Historical Trust for two assistantships, resulting in the processing of over 1750 artifacts bags from the 1993

excavations of the Stephen Steward Shipyard Site in Anne Arundel County
Her work upgraded the collections and completed a new inventory to museum standards.

Washington College

At Washington College, the awards are called “IMPART Assistantships in Archaeology & Historic Preservation.” Funds were divided to create four assistantships, each with an award of \$1,250 for an academic semester or the equivalent. The assistantships were awarded on a competitive basis and continue to be highly sought after by students.

Date: 2003

- Brynn Torelli worked in the Washington College Public Archaeology Laboratory in the historic Custom House. Working with Lab Director Elizabeth Seidel, She processed and catalogued artifacts and records from a variety of regional archaeological sites, learning lab methodologies in the process. She also directed tours of the lab facility for visitors and tourists.
- Jenny Hoffman worked with Dr. Julie Ernstein and the director of Eastern Shore Heritage, Inc., Elizabeth Watson. Her position was as a researcher for the four county region incorporated by Eastern Shore Heritage, Inc.: Caroline, Kent, Queen Anne's, and Talbot counties. Hoffman prepared bibliographic materials and economic data for use in a management plan for the heritage area, which will be submitted to the Maryland Heritage Areas Authority to gain official certification for the area.
- During the Spring of 2003, Chris Mears assisted in the development of a cultural resource GIS for Kent and Queen Anne's counties. The GIS also includes a predictive model for archaeological site locations on this part of Maryland's Eastern Shore.
- Chris Mears held a second assistantship during the summer of 2003, serving as a teaching assistant and crew supervisor for Washington College's Summer Field School in Archaeology. The project involved survey and excavation at the 18th C. “Poplar Grove” plantation in Queen Anne's County. Mear's work focused on an 18th Slave cabin, one of the few still standing in the region.

Date: 2002

- Shanna Caleb worked in developing and organizing cartographic resources in the Department of Sociology and Anthropology's GIS Lab. Her responsibilities included organization of maps and data sets, development of a cataloguing and meta-data system, and development of new resources. She worked with staff and students in this process and learned about geographic information systems at the same time.
- Leona Dalton assisted in the development and background research for marine remote sensing project on the Chester River. She gained familiarity with the remote sensing instruments and their capabilities, and then conducted background research on natural systems in the drainage. Dalton's research focused on how remote sensing has been used for natural resource

management, and how these techniques might mesh with cultural resource management.

- Jenny Hoffman worked in laboratory analysis of the archaeological assemblage from excavations at the Custom House (18KE348). In addition to cataloguing and analyzing excavated materials, she conducted tours of the lab facility for visitors and tourists

Date: 2001

- Jason Gibson worked with staff archaeologist and adjunct instructor Bonnie Ryan in research on the birthplace of Harriet Tubman, at Bucktown, Dorchester County (18QU963). Gibson conducted background research, worked in field surveys and preliminary excavations, and assisted with analysis of data.
- Fred Chalmers worked with Prof. John Seidel in assembling data for a GIS of the historic district of Chestertown, Kent County. Some of this data was included in a GIS later prepared for Kent & Queen Anne's counties. The bulk, however, will be used in a system designed to help manage applications and track buildings within the historic district. Chalmers' work included meeting with historic district commissioners and town staff to determine system requirements and assess data.
- Kelly Cooper worked on excavation records from excavations at the Custom House (18KE348). Her work focused stratigraphic analysis and on the use of excavated materials for interpretive and educational programs.
- Andrew Miller worked on comparative analysis of remote sensing and GIS techniques for cultural resource management. He assembled a bibliography of projects and literature, contacted other researchers, and created a framework for similar work on the Eastern Shore.