SRI Foundation and University of Maryland Summer Institute in Cultural Resource Management

Program Report 2011

Prepared for:

SRI Foundation
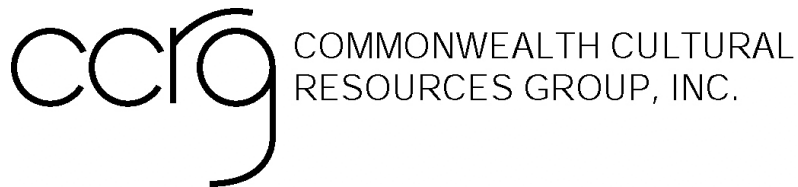
and

UNIVERSITY OF MARYLAND

Prepared by:

Marion F. Werkheiser, JD
Cultural Heritage Partners, LLC
9104 Old Mt. Vernon Road
Alexandria, VA 22309
www.culturalheritagepartners.com

October 2011

Funding for the
Summer Institute in Cultural Resource
Management has been provided by:

UNIVERSITY OF MARYLAND

ALPINE ARCHAEOLOGICAL CONSULTANTS, INC.

ccrg COMMONWEALTH CULTURAL RESOURCES GROUP, INC.

cra cultural resource analysts, inc

DESERT ARCHAEOLOGY, INC.
Tucson | Tempe

SRI Foundation

I.   Introduction and Program Summary

To prepare the next generation of cultural resource management (CRM) professionals, the SRI Foundation together with the Department of Anthropology at the University of Maryland offered for the first time in 2011 a Summer Institute in Cultural Resource Management. After one week of intensive classroom instruction at the University of Maryland's College Park campus just outside of Washington, DC, students were placed in supervised internships for six weeks. Internships were made available with federal, state, local, or tribal government agencies, with private-sector consulting firms, or historic preservation organizations anywhere in the country based on the students' career goals. The Summer Institute in Cultural Resource Management offers an excellent and unique opportunity for graduate and undergraduate students to explore a career in cultural resource management, and to obtain real-world experiences that can be applied to future jobs in CRM.

This report summarizes the 2011 program and results from evaluations completed by students and internship hosts.

II.   History / Need for the Program

SRI Foundation and the University of Maryland leadership recognized the need for increasing the number of young professionals entering the field of CRM. The Summer Institute is the only program of its kind in the country, focusing on CRM as a career choice. Although there are a number of programs that examine one aspect of CRM, such as archaeology or the historic built environment, there are no other programs like the Summer Institute, which provides hands-on experience with all aspects of CRM, including real-world application of historic preservation laws and regulations, and works with the public and descendent communities. Another goal of the program is to increase diversity within the CRM profession.

Undergraduate student intern Carrie Cecil working with archaeological site data at the Massachusetts Historical Commission in Boston, August 2011.

The classroom component of the Summer Institute provides an intensive introduction to the knowledge base, skills, and abilities needed for a career path in CRM. This introduction provides a solid foundation for the internship component, which provides the student with carefully structured and supervised real-world work experience in a federal, state, local, or tribal government CRM program or a private- sector CRM consulting firm.

III. **About the University of Maryland Department of Anthropology and the SRI Foundation**

University of Maryland

The University of Maryland's Department of Anthropology offers a Masters in Applied Anthropology and a Ph.D. in Anthropology. The Department is known for its strong theoretical orientation and it is nationally recognized for being an excellent applied program. The Masters in Applied Anthropology program is designed both for students interested in an anthropology career outside of academia and for those who plan on continuing to a Ph.D. The program has been offered at the University of Maryland since 1984, and graduates have successfully secured employment or pursued doctoral work in a variety of fields, including urban and regional planning and development, community development, conservation and heritage resource development, and cultural resource management. The Department's faculty work with and make connections between local peoples, national governments, non-governmental organizations, inter-governmental agencies, and academic institutions.

The Department of Anthropology coordinated all local logistics associated with establishing the Summer Institute. The Department also provided faculty and adjunct staff to teach some of the course lessons. Faculty members included Dr. Paul Shackel, Department Chair, and Dr. Mark Leone, Professor. Adjunct staff included Dr. Barbara Little, National Park Service Archaeology Program.

SRI Foundation

The SRI Foundation seeks to enrich society by fostering historic preservation. The Foundation achieves this mission by creating an understanding and appreciation of our shared past and by improving the practice of historic preservation through education, training, and best-practices research.

In 1983, Jeffrey Altschul created Statistical Research, Inc. ("SRI"), a for-profit cultural resource management firm headquartered in Redlands, California. Since establishing SRI, Jeff has seen the CRM field grow into a mature discipline, assisting agencies and private companies to comply with federal and state historic preservation laws and regulations. In recent years, however, Jeff observed that CRM efforts could only go so far in advancing our knowledge and appreciation of the past, given limitations in project funding and scope. As a result, data and materials generated by countless CRM projects remain an untapped source of significant information on the past. Jeff also noted that universities and colleges were not sufficiently preparing the historic preservation professionals of the future, and there were few opportunities for current professionals to enhance and improve their own historic preservation expertise. Finally, compliance-related projects have generally ignored the true benefactors of our nation's historic

preservation laws—the public. Jeff recognized the need to more fully engage the public in all aspects of historic preservation.

The key to the future is advancing our knowledge and appreciation of the past, educating and training future and current historic preservation professionals, and engaging and reaching out to the public. Accomplishing these goals is not easy within the confines of the CRM business world. Jeff concluded that only a nonprofit organization could fulfill these goals in a comprehensive and unified manner. So, using funds from his own company, Jeff created in 2001 a nonprofit

Graduate student intern Raffi Andonian repairing a protective fence around the Yellow Jacket site in southwestern Colorado for The Archaeological Conservancy, July 2011.

historic preservation foundation, with the mission to "advance education, training, public outreach, and research in all fields of historic preservation—archaeology, anthropology, history, and historic architecture." Recognizing its origins, this new organization was named the SRI Foundation.

Since its founding in 2001, the SRI Foundation has worked extensively with federal, state, and local agencies to enhance and streamline their compliance with historic preservation laws and regulations; assisted agencies in their consultation with stakeholders and the public; and conducted a number of national best practice studies to improve the CRM practice. The SRI Foundation has delivered a wide range of historic preservation training to agencies and private-sector firms nationwide. Foundation staff have also organized and facilitated national workshops and conferences on effective ways of balancing historic preservation and project development in the context of federal and state agency programs. In addition, the SRI Foundation annually offers *Dissertation Research Grants in Historic Preservation*. These grants provide Ph.D. candidates opportunities to complete a dissertation that either expands on the scholarly impact of one or more completed historic preservation projects or advances the practice of historic preservation.

The SRI Foundation developed the Summer Institute course curriculum, and organized and supervised the internship program. The primary course instructors were Dr. Lynne Sebastian, SRI Foundation's Director of Historic Preservation Programs, and Mr. Terry H. Klein, the SRI Foundation's Executive Director. Dr. Carla Van West of the SRI Foundation was the internship coordinator.

IV.   Students: the 2011 Class

The inaugural Summer Institute class was comprised of ten students, including seven undergraduates, two graduate students and one college graduate seeking a second career. Of the undergraduates, two students had completed their sophomore year in college, three

had completed their junior year, and two had finished or were in the process of completing their senior year. The students included eight women and two men, with nine being Caucasian and one African-American. All ten students completed the classroom session, and nine students completed the internship session.

Students hailed from eight different home institutions, including the University of Maryland, University of Pittsburgh, Temple University, University of Georgia, Butler University, University of California at Santa Cruz, Whitman College, and George Mason University.

Most of the 2011 students reported that they learned of the Summer Institute via their home university, through their faculty members or university departments. A couple of students found the Summer Institute through Internet searches. Students reported that they were most looking forward to learning about CRM as a career path during the program, especially as an alternative to academia.

V.   Curriculum

Intended for upper division undergraduates and beginning graduate students in Anthropology, History, Architecture, Planning, and Historic Preservation, the Summer Institute in CRM comprises a one-week (six-day) classroom component on the University of Maryland campus. The classroom component of the Summer Institute provides an intensive introduction to the knowledge base, skills, and abilities needed for a career path in CRM. This introduction provides a solid foundation for the internship component, which provides the student with carefully structured and

Undergraduate student Carie Cecil working with archaeological information files at the Massachusetts Historical Society, Boston, August 2011.

supervised real-world work experience in a federal, state, local, or tribal government CRM program or a private-sector CRM consulting firm.

SRI Foundation established multiple learning objectives for the students. Upon completing the classroom component of the Summer Institute, it is expected that students will be able to:

- identify the federal laws mandating consideration and protection of cultural resources as well as the basic requirements and processes for compliance with these laws
- describe the types of cultural resources covered by these federal laws and the information needed to identify and evaluate the significance of these resource types

- evaluate the pros and cons of the different career paths in CRM relative to their academic interests and personal career goals
- identify the key public policy principles of CRM
- articulate the importance of cultural resources to communities, individuals, and descendant populations

Student achievement relative to the learning outcomes was evaluated through a combination of small-group exercises, assigned and student-selected in-class presentations, and a case-study assignment. Students could apply for three undergraduate or three graduate credits from the University of Maryland for the classroom component. Students wishing to receive graduate credit were assigned a second take-home exercise.

Students were provided with a reader containing laws, regulations, guidance documents, and articles as well as recommendations for useful Web-based resources and suggestions for additional reading. Students were asked following the classroom session to recommend topics for inclusion in future iterations of the program. Two students recommended more focus on resumes and interviewing for jobs as well as professional communication, including how to communicate effectively electronically.

The classroom schedule is available as an attachment to this document.

VI.   Internship Component

Students were paired with internship hosts for a six-week, hands-on experience in the CRM industry. Internship hosts included:

- 2 Federal Agencies: National Park Service, Department of Defense
- 1 State Agency: Massachusetts Historical Commission (State Historic Preservation Office)
- 1 County Agency: Fairfax County Park Authority, Virginia
- 1 Tribal Agency: Zuni Tribal Historic Preservation Office
- 2 CRM firms: John Milner & Associates, URS Corporation
- 1 Museum: Indiana State Museum
- 1 Nonprofit Organization: The Archaeological Conservancy

Students could apply for six undergraduate or six graduate credits from the University of Maryland for the internship experience. Eight of the 2011 students received credit for their work.

Undergraduate student intern Sara Coquillat researching legislative history for the National Heritage Area Program of the National Park Service in Washington, D.C., August 2011.

VII.   Evaluation Process and Results

SRI Foundation employed five surveys to gauge the impact of the program. Students completed a pre-program survey, post-classroom session survey, and a post-internship survey. Internship hosts completed a mid-program survey and another at the conclusion of the program. Full text of the surveys is attached to this program report.

Prior to the start of the program, students self-evaluated their level of preparedness related to chief learning objectives. Students ranked on a 10-point scale, with 1 being not prepared at all and 10 being completely prepared, their level of preparedness to:

1. Identify federal laws mandating consideration and protection of cultural resources
2. Identify the basic requirements and processes for compliance with federal laws concerning cultural resources
3. Describe the types of cultural resources covered by these federal laws;
4. Describe the different career paths available in CRM
5. Describe the range of skills needed for a career in CRM, and how these skills are similar and different from the skills needed for a career in Academia
6. Identify the key public policy principles of CRM
7. Articulate the importance of cultural resources to communities, individuals, and descendant communities

Following the classroom session, students answered these questions again. The following chart compares the average response in the pre-classroom survey to the average response in the post-classroom survey:
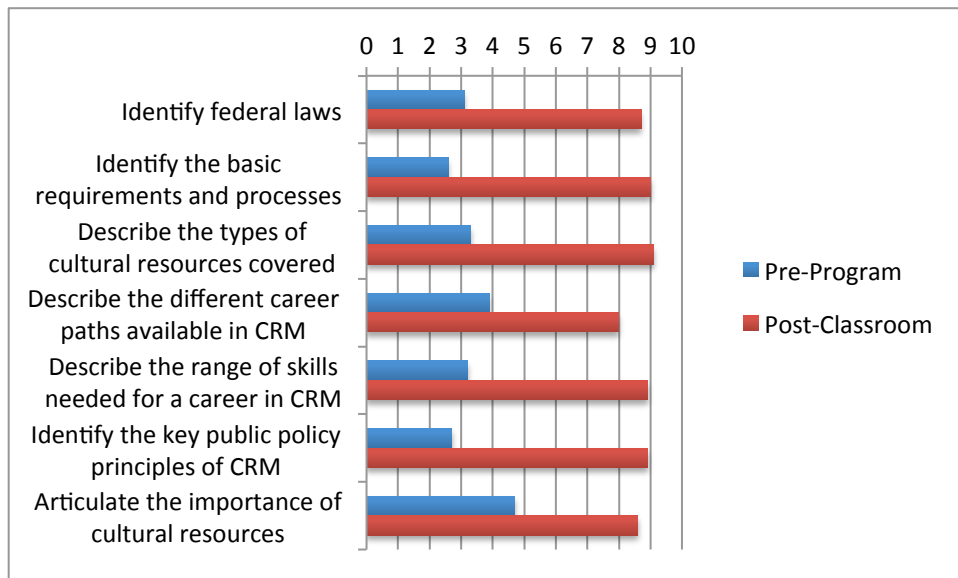
The classroom session was clearly successful in moving students from a baseline level to much higher level of preparedness. The effects of the internship session, however, were less clear:
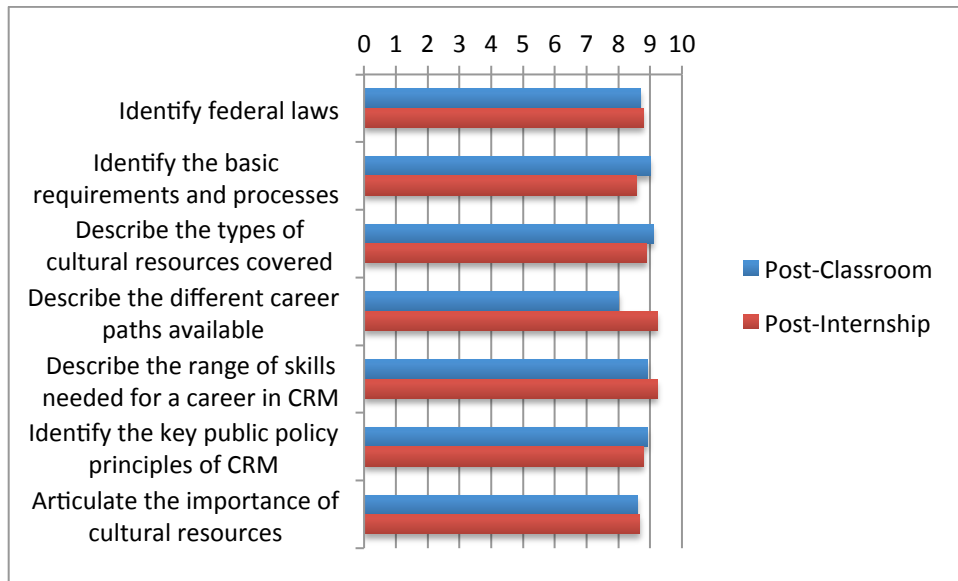
Students appeared to gain the most sense of preparedness in describing the different career paths available in CRM as a result of their internship. Impacts on other learning objectives were negligible, and, in some cases, students ranked their sense of preparedness lower at the end of the internship program than they did at the end of the classroom program. This difference may be explained by the students' appreciation of the realities of CRM in practice following the internship program, which may have tempered their own sense of preparedness following the classroom session.

Students also ranked their level of understanding of federal laws relevant to CRM. Students began the program with a baseline level of knowledge, which increased dramatically as a result of the classroom session. Again, the internship program seemed to decrease the students' perception of their level of understanding just slightly. A plausible explanation for this decrease could be that students realized more of the complexities of the laws once they experienced them in practice.
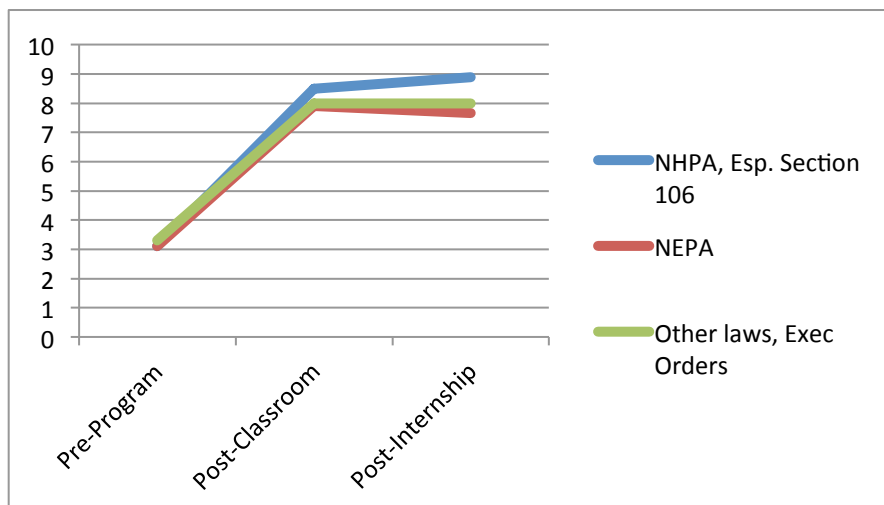
Students also ranked their level of knowledge of various aspects of cultural resource management. Students ranked their knowledge on a 10-point scale, with 1 being no knowledge and 10 being expert. Students evaluated their knowledge of how to:

- Identify a cultural resource
- Evaluate the significance of a cultural resource
- Assess the effects of a development project on a significant cultural resource
- Avoid, minimize or mitigate adverse effects on a significant cultural resource
- Manage the archaeological collections and records resulting from a CRM investigation
- Communicate effectively using technical writing
- Consult with descendant communities (e.g., Indian tribes, Native Alaskans, Native Hawaiian Organizations)
- Engage the public effectively

Students reported significant results in their level of knowledge as a result of the program:
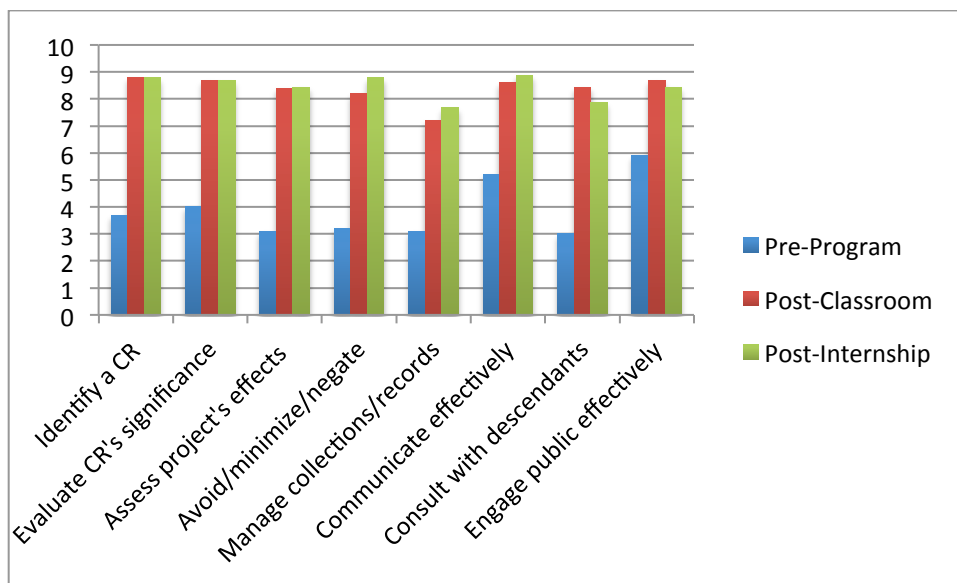
One of the chief goals of the Summer Institute is to increase the number of young professional entering the CRM field. We asked students what percentage of their career they planned to spend in CRM. At the start of the program, seven of the students did not know how much of their careers they planned to spend, while two intended to spend 91–100% of their career in CRM, and one student planned to spend 81–90%. By the end of the program, only one student was still unsure of how much time he or she planned to spend in CRM, and all of the other students planned to spend more than half their careers in CRM.

We then asked students how confident they were in their ability to locate and secure a job in CRM. At the start of the program, only two students ranked their confidence level above a 5 on a 10-point scale. By the end of the program, every student ranked his or her confidence level at a 7 or above. The program clearly familiarized the students with career paths in CRM and increased their confidence in their ability to secure a job in the field.

Internship Session

Six of the nine students who completed the post-internship survey ranked the level of engagement of their internship sponsors at a 10 out of 10 (10/10). Only one student ranked their sponsor at less than an 8/10.

Students indicated they were given rigorous work (8.67/10) in high quality internship facilities (9/10). They believed that the internship work was relevant to their career objectives (8.56/10) and their classroom learning (8.33/10). Students also noted there was value in the daily journaling of their internship experience (8.33/10). The most highly rated aspect of their internship experience was the quality of contacts they made in the CRM field. In fact, all students expected to receive positive recommendations from their internship host for future employment.

Undergraduate student intern Mary Jachetti assisting with excavations at the Woodburn House in Dover, Delaware for John Milner & Associates, July 2011.

Sample student feedback from the internship component:
- *"It could not have been better."*
- *"I loved the internship component, I think it was a perfect fit!"*
- *"For my internship, I would say that the most shocking part was that it was a baptism by fire. But I don't think it should be any other way, that aspect of it was what helped me understand the tribal community work with CRM."*

A couple of students suggested that their experiences could have been enhanced with more preparation from the internship sponsor and more guidance in choosing an appropriate placement. Eight out of nine students would recommend their placement to future students.

SRI Foundation also surveyed internship sponsors, who echoed the positive experience of the students. Internship sponsors were impressed with students' preparation for the experience, work ethic, and professionalism. They were exceptionally pleased

with the quality of the students' work products (6 of 9 sponsors ranked their students as a 10/10) and the overall internship experience (6 of 9 sponsors ranked the experience as a 10/10).

All of the 2011 internship sponsors expressed a desire to host interns from the program again in the future. Comments included:

- *"[Our student] was a complete joy to host this summer as part of your internship program."*
- *"I think the program is terrific and am so glad that you all are taking such an organized and thorough approach to introduce and train students in cultural resource management. Thank you!"*

Internship sponsors also affirmed the importance of communication about expectations for the experience with the SRI Foundation and the students in advance of and during the program.

VIII. Conclusion

Students unanimously reported that they would recommend the Summer Institute to future students:

- *"I loved this course. The instructors were wonderful and really made the material fun and interesting. I would recommend this course to anyone who is deciding where to take their degree in anthropology."*
- *"Yes, and enthusiastically yes. I thought the course was fantastic in teaching the many aspects of CRM and their applicability to so many different types of projects and careers. It was taught incredibly well, and it was engaging. The content and the teachers were great!"*
- *"I would absolutely recommend SI! Not only did I gain factual knowledge of preservation law, and an overview of the CRM profession (which I needed but did not know it), but I benefited immeasurably by having spent so much time with instructors of such high caliber listening to their accounts of working in the field of CRM."*
- *"This was one of the best experiences of my college career."*

Attachment A

Classroom Schedule

Day 1 (Monday, June 20th)
Lesson 1. What is Cultural Resource Management (CRM)?
       Introduction to the kinds of places that are considered cultural resources
       Introduction to why and how we preserve cultural —What is preservation? What
        are the tools?

Class exercise: Why do cultural resources matter?
Assignment: read essay "Places of the Heart"

Lesson 2. Career paths in CRM – Panel Presentations and Discussion
       Land-managing agencies – federal, state, local, and tribal
       Funding, permitting, and reviewing agencies
       Collections and information managers – curation, research, and records
    management
       CRM private sector firms and CRM divisions within architectural and engineering
    firms

Assignment: read "National Register Bulletin 15"

Day 2 (Tuesday, June 21st)
Lesson 3. What are cultural resources?
       Archaeology
       Traditional cultural properties
       Historic built environment
       Challenging resource types

Lesson 4. How do we know which cultural resources matter?
       The National Register of Historic Places
       Other ways of thinking about the importance of cultural resources

Assignment: read "Introduction to Section 106 of the National Historic Preservation
    Act"
Distribution of case study assignments

Day 3 (Wednesday, June 22nd)
Lesson 5. Considering the Past: Section 106 of the National Historic Preservation Act
       What is the purpose of Section 106?
       What does the law say?
       Who is involved in the Section 106 process?
       How does Section 106 work?
       How does Section 106 relate to careers in CRM?

Day 4 (Thursday, June 23rd)
Lesson 6. Other tools for preserving the places that matter
      Archaeological Resource Protection Act, Native American Graves Protection and
      Repatriation Act, and other laws involving cultural resources
      The National Environmental Policy Act (NEPA) – cultural resources and
      environmental planning

Lesson 7. Applied vs. academic
      Similarities and differences
      The role of research and public benefit
      Skill sets for CRM careers
      The business of CRM
      Our product is information – technical writing for CRM

Class exercise: ethics and CRM

Day 5 (Friday, June 24th)
Lesson 8. Working with the many "publics" of CRM
      Section 106 consulting parties
      NEPA stakeholders and public involvement
      Tribal consultation and the special status of tribes
      Public engagement
      Maximizing the public benefit

Afternoon: *Presentations and discussions of case studies*
Assignment: read "The Technical Writing Handbook."

Day 6 (Saturday, June 25th)
Lesson 9. CRM – The Big Picture
      What we preserve and manage and why we do it
      Lessons learned from the case studies
      The opportunities and challenges of a CRM career
      The future of CRM

In-class essays – sharing what we have learned
Wrap-up and course evaluation

Attachment B

Survey Summaries

Pre-Program Survey of Students

SurveyMonkey

1. Please Enter Your Identification Number

	Response Count
	10
answered question	**10**
skipped question	**0**

2. Are you participating in both the class and the internship components?

		Response Percent	Response Count
Yes		**100.0%**	**10**
No		0.0%	0
		answered question	**10**
		skipped question	**0**

3. How prepared do you feel currently to do each of the following? Rank on a scale of 1 to 10, 1= completely unprepared, 10 = completely prepared

	1	2	3	4	5	6	7	8	9	10	Rating Average	Response Count
a. Identify federal laws mandating consideration and protection of cultural resources	22.2% (2)	**33.3% (3)**	22.2% (2)	0.0% (0)	11.1% (1)	0.0% (0)	0.0% (0)	0.0% (0)	11.1% (1)	0.0% (0)	3.11	9
b. Identify the basic requirements and processes for compliance with federal laws concerning cultural resources	20.0% (2)	**50.0% (5)**	10.0% (1)	0.0% (0)	10.0% (1)	10.0% (1)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	2.60	10
c. Describe the types of cultural resources covered by these federal laws	10.0% (1)	**30.0% (3)**	**30.0% (3)**	0.0% (0)	20.0% (2)	0.0% (0)	10.0% (1)	0.0% (0)	0.0% (0)	0.0% (0)	3.30	10
d. Describe the different career paths available in CRM	10.0% (1)	0.0% (0)	**30.0% (3)**	**30.0% (3)**	20.0% (2)	0.0% (0)	10.0% (1)	0.0% (0)	0.0% (0)	0.0% (0)	3.90	10
e. Describe the range of skills needed for a career in CRM, and how these skills are similar and different from the skills needed for a career in Academia	20.0% (2)	0.0% (0)	**50.0% (5)**	10.0% (1)	10.0% (1)	10.0% (1)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	3.20	10
f. Identify the key public policy principles of CRM	10.0% (1)	**60.0% (6)**	0.0% (0)	10.0% (1)	20.0% (2)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	2.70	10
g. Articulate the importance of cultural resources to communities, individuals and descendant communities	0.0% (0)	0.0% (0)	20.0% (2)	**40.0% (4)**	10.0% (1)	20.0% (2)	0.0% (0)	10.0% (1)	0.0% (0)	0.0% (0)	4.70	10
										answered question		**10**

4. Rank on a scale of 1 to 10 your knowledge of the following laws related to cultural resource management (1= I don't know anything; 10 = I am expert):

	1	2	3	4	5	6	7	8	9	10	Rating Average	Response Count
National Historic Preservation Act, especially Section 106 of the Act	**30.0% (3)**	20.0% (2)	20.0% (2)	0.0% (0)	10.0% (1)	10.0% (1)	10.0% (1)	0.0% (0)	0.0% (0)	0.0% (0)	3.10	10
National Environmental Policy Act	**30.0% (3)**	20.0% (2)	0.0% (0)	20.0% (2)	20.0% (2)	10.0% (1)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	3.10	10
Other laws, Executive Orders, and ordinances that protect cultural resources	**30.0% (3)**	20.0% (2)	10.0% (1)	0.0% (0)	20.0% (2)	10.0% (1)	10.0% (1)	0.0% (0)	0.0% (0)	0.0% (0)	3.30	10
									answered question			10
									skipped question			0

5. Rank on a scale of 1 to 10 your knowledge of the following aspects of cultural resource management (1= I don't know anything; 10 = I am expert):

	1	2	3	4	5	6	7	8	9	10	Rating Average	Response Count
a. How to identify a cultural resource	20.0% (2)	**30.0% (3)**	0.0% (0)	10.0% (1)	10.0% (1)	20.0% (2)	0.0% (0)	10.0% (1)	0.0% (0)	0.0% (0)	3.70	10
b. How to evaluate the significance of a cultural resource	0.0% (0)	20.0% (2)	**40.0% (4)**	0.0% (0)	20.0% (2)	0.0% (0)	20.0% (2)	0.0% (0)	0.0% (0)	0.0% (0)	4.00	10
c. How to assess the effects of a development project on a significant cultural resource	20.0% (2)	**30.0% (3)**	20.0% (2)	0.0% (0)	10.0% (1)	20.0% (2)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	3.10	10
d. How to avoid, minimize or mitigate adverse effects on a significant cultural resource	20.0% (2)	**30.0% (3)**	10.0% (1)	0.0% (0)	**30.0% (3)**	10.0% (1)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	3.20	10
e. How to manage the archaeological collections and records resulting from a CRM investigation	10.0% (1)	**30.0% (3)**	**30.0% (3)**	10.0% (1)	10.0% (1)	10.0% (1)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	3.10	10
f. How to communicate effectively using technical writing	0.0% (0)	0.0% (0)	10.0% (1)	10.0% (1)	**50.0% (5)**	10.0% (1)	20.0% (2)	0.0% (0)	0.0% (0)	0.0% (0)	5.20	10
g. How to consult with descendent communities (tribes, Native Alaskans, Native Hawaiian Organizations)	**30.0% (3)**	20.0% (2)	10.0% (1)	10.0% (1)	20.0% (2)	10.0% (1)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	3.00	10
h. How to engage the public effectively	0.0% (0)	0.0% (0)	10.0% (1)	**20.0% (2)**	**20.0% (2)**	10.0% (1)	10.0% (1)	**20.0% (2)**	10.0% (1)	0.0% (0)	5.90	10
										answered question		**10**
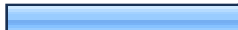
6. How would you classify your familiarity with career paths in cultural resource management? Rank on a scale of 1 to 10, with 1 being not familiar at all to 10 being expert.

		Response Percent	Response Count
1		20.0%	2
2		0.0%	0
3		0.0%	0
4		**30.0%**	**3**
5		**30.0%**	**3**
6		10.0%	1
7		10.0%	1
8		0.0%	0
9		0.0%	0
10		0.0%	0
	answered question		10
	skipped question		0

7. How much of your professional life do you plan to spend in CRM?

		Response Percent	Response Count
0-10%		0.0%	0
11-20%		0.0%	0
21-30%		0.0%	0
31-40%		0.0%	0
41-50%		0.0%	0
51-60%		0.0%	0
61-70%		0.0%	0
71-80%		0.0%	0
81-90%		10.0%	1
91-100%		20.0%	2
Do not know at this time		70.0%	7
	answered question		10
	skipped question		0

8. How confident do you feel in your ability to locate and secure a job in CRM? Rank on a scale of 1 to 10, 1 being no confidence, 10 being complete confidence

	Response Percent	Response Count
1	0.0%	0
2	10.0%	1
3	0.0%	0
4	20.0%	2
5	20.0%	2
6	0.0%	0
7	10.0%	1
8	0.0%	0
9	10.0%	1
10	0.0%	0
Do not know at this time	30.0%	3
	answered question	10
	skipped question	0

9. What aspect of the course are you most looking forward to?

	Response Count
	10
answered question	10
skipped question	0

10. How did you learn about the Summer Institute?

	Response Count
	10
answered question	10
skipped question	0

Post Classroom Survey of Students

1. Please Enter Your Identification Number

	Response Count
	10
answered question	10
skipped question	0

2. Are you participating in both the class and the internship components?

		Response Percent	Response Count
Yes		100.0%	10
No		0.0%	0
	answered question		10
	skipped question		0

3. How prepared do you feel currently to do each of the following? Rank on a scale of 1 to 10, 1= completely unprepared, 10 = completely prepared

	1	2	3	4	5	6	7	8	9	10	Rating Average	Response Count
a. Identify federal laws mandating consideration and protection of cultural resources	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	10.0% (1)	0.0% (0)	**30.0% (3)**	**30.0% (3)**	**30.0% (3)**	8.70	10
b. Identify the basic requirements and processes for compliance with federal laws concerning cultural resources	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	10.0% (1)	10.0% (1)	**50.0% (5)**	30.0% (3)	9.00	10
c. Describe the types of cultural resources covered by these federal laws	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	20.0% (2)	**50.0% (5)**	30.0% (3)	9.10	10
d. Describe the different career paths available in CRM	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	**40.0% (4)**	20.0% (2)	**40.0% (4)**	0.0% (0)	8.00	10
e. Describe the range of skills needed for a career in CRM, and how these skills are similar and different from the skills needed for a career in Academia	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	10.0% (1)	0.0% (0)	10.0% (1)	**50.0% (5)**	30.0% (3)	8.90	10
f. Identify the key public policy principles of CRM	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	**40.0% (4)**	30.0% (3)	30.0% (3)	8.90	10
g. Articulate the importance of cultural resources to communities, individuals and descendant communities	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	20.0% (2)	20.0% (2)	**40.0% (4)**	20.0% (2)	8.60	10
									answered question			**10**

4. Rank on a scale of 1 to 10 your knowledge of the following laws related to cultural resource management (1= I don't know anything; 10 = I am expert):

	1	2	3	4	5	6	7	8	9	10	Rating Average	Response Count
National Historic Preservation Act, especially Section 106 of the Act	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	**50.0% (5)**	**50.0% (5)**	0.0% (0)	8.50	10
National Environmental Policy Act	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	**40.0% (4)**	30.0% (3)	30.0% (3)	0.0% (0)	7.90	10
Other laws, Executive Orders, and ordinances that protect cultural resources	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	20.0% (2)	**60.0% (6)**	20.0% (2)	0.0% (0)	8.00	10
									answered question			10
									skipped question			0

5. Rank on a scale of 1 to 10 your knowledge of the following aspects of cultural resource management (1= I don't know anything; 10 = I am expert):
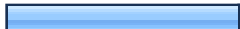
	1	2	3	4	5	6	7	8	9	10	Rating Average	Response Count
a. How to identify a cultural resource	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	30.0% (3)	**60.0% (6)**	10.0% (1)	8.80	10
b. How to evaluate the significance of a cultural resource	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	40.0% (4)	**50.0% (5)**	10.0% (1)	8.70	10
c. How to assess the effects of a development project on a significant cultural resource	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	20.0% (2)	30.0% (3)	**40.0% (4)**	10.0% (1)	8.40	10
d. How to avoid, minimize or mitigate adverse effects on a significant cultural resource	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	10.0% (1)	10.0% (1)	30.0% (3)	**50.0% (5)**	0.0% (0)	8.20	10
e. How to manage the archaeological collections and records resulting from a CRM investigation	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	20.0% (2)	10.0% (1)	20.0% (2)	**30.0% (3)**	20.0% (2)	0.0% (0)	7.20	10
f. How to communicate effectively using technical writing	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	10.0% (1)	30.0% (3)	**50.0% (5)**	10.0% (1)	8.60	10
g. How to consult with descendent communities (tribes, Native Alaskans, Native Hawaiian Organizations)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	22.2% (2)	22.2% (2)	**44.4% (4)**	11.1% (1)	8.44	9
h. How to engage the public effectively	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	10.0% (1)	20.0% (2)	**60.0% (6)**	10.0% (1)	8.70	10
									answered question			**10**
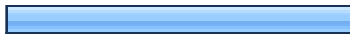
6. How would you classify your familiarity with career paths in cultural resource management? Rank on a scale of 1 to 10, with 1 being not familiar at all to 10 being expert.

		Response Percent	Response Count
	1	0.0%	0
	2	0.0%	0
	3	0.0%	0
	4	0.0%	0
1	5	10.0%	1
	6	0.0%	0
2	7	20.0%	2
8	8	**60.0%**	**6**
1	9	10.0%	1
	10	0.0%	0
		answered question	10
		skipped question	0

7. How much of your professional life do you plan to spend in CRM?

		Response Percent	Response Count
0-10%		0.0%	0
11-20%		0.0%	0
21-30%		0.0%	0
31-40%		0.0%	0
41-50%		0.0%	0
51-60%		20.0%	2
61-70%		0.0%	0
71-80%		0.0%	0
81-90%		20.0%	2
91-100%		20.0%	2
Do not know at this time		40.0%	4
		answered question	10
		skipped question	0

8. How confident do you feel in your ability to locate and secure a job in CRM? Rank on a scale of 1 to 10, 1 being no confidence, 10 being complete confidence

		Response Percent	Response Count
1		0.0%	0
2		0.0%	0
3		0.0%	0
4		0.0%	0
5		10.0%	1
6		0.0%	0
7		**50.0%**	**5**
8		10.0%	1
9		30.0%	3
10		0.0%	0
Do not know at this time		0.0%	0
		answered question	**10**
		skipped question	**0**

9. Please rate the following on a scale of 1 to 10, 1 being lowest and 10 being highest:

	1	2	3	4	5	6	7	8	9	10	Rating Average	Response Count
Pace of the course (1=too slow, 10=too fast)	0.0% (0)	0.0% (0)	0.0% (0)	12.5% (1)	**25.0% (2)**	**25.0% (2)**	0.0% (0)	**25.0% (2)**	12.5% (1)	0.0% (0)	6.38	8
Preparation of instructors	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	25.0% (2)	**75.0% (6)**	9.75	8
Quality of classroom sessions	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	12.5% (1)	37.5% (3)	**50.0% (4)**	9.38	8
Relevance of assigned readings to classroom instruction	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	12.5% (1)	12.5% (1)	12.5% (1)	**62.5% (5)**	9.25	8
Quality of facilities	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	**37.5% (3)**	**37.5% (3)**	25.0% (2)	8.88	8
Value of the classroom component to your career objectives	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	12.5% (1)	12.5% (1)	**75.0% (6)**	9.63	8
Overall enjoyment of the classroom session	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	12.5% (1)	**87.5% (7)**	9.88	8
										answered question		8
										skipped question		2

10. Were there any topics that were not covered, but should be in future years?

	Response Count
	10
answered question	10
skipped question	0

11. Please share any recommendations for improving the quality of the classroom instruction.

	Response Count
	10
answered question	10
skipped question	0

12. Would you recommend the Summer Institute to others? Why or why not?

	Response Count
	10
answered question	10
skipped question	0

Post Internship Survey of Students

1. Please Enter Your Identification Number.

	Response Count
	9
answered question	9
skipped question	0

2. How prepared do you feel currently to do each of the following? Rank on a scale of 1 to 10, 1= completely unprepared, 10 = completely prepared

	1	2	3	4	5	6	7	8	9	10	Rating Average	Response Count
a. Identify federal laws mandating consideration and protection of cultural resources	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	33.3% (3)	**55.6% (5)**	11.1% (1)	8.78	9
b. Identify the basic requirements and processes for compliance with federal laws concerning cultural resources	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	**55.6% (5)**	33.3% (3)	11.1% (1)	8.56	9
c. Describe the types of cultural resources covered by these federal laws	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	22.2% (2)	**66.7% (6)**	11.1% (1)	8.89	9
d. Describe the different career paths available in CRM	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	11.1% (1)	**55.6% (5)**	33.3% (3)	9.22	9
e. Describe the range of skills needed for a career in CRM, and how these skills are similar and different from the skills needed for a career in Academia	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	22.2% (2)	33.3% (3)	**44.4% (4)**	9.22	9
f. Identify the key public policy principles of CRM	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	33.3% (3)	**55.6% (5)**	11.1% (1)	8.78	9
g. Articulate the importance of cultural resources to communities, individuals and descendant communities	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	11.1% (1)	**33.3% (3)**	**33.3% (3)**	22.2% (2)	8.67	9
										answered question		**9**

	skipped question	0

3. Rank on a scale of 1 to 10 your knowledge of the following laws related to cultural resource management (1= I don't know anything; 10 = I am expert):
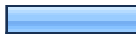
	1	2	3	4	5	6	7	8	9	10	Rating Average	Response Count
National Historic Preservation Act, especially Section 106 of the Act	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	22.2% (2)	**66.7% (6)**	11.1% (1)	8.89	9
National Environmental Policy Act	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	**44.4% (4)**	**44.4% (4)**	11.1% (1)	0.0% (0)	7.67	9
Other laws, Executive Orders, and ordinances that protect cultural resources	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	22.2% (2)	**55.6% (5)**	22.2% (2)	0.0% (0)	8.00	9
									answered question			9
									skipped question			0

4. Rank on a scale of 1 to 10 your knowledge of the following aspects of cultural resource management (1= I don't know anything; 10 = I am expert):

	1	2	3	4	5	6	7	8	9	10	Rating Average	Response Count
a. How to identify a cultural resource	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	**55.6% (5)**	11.1% (1)	33.3% (3)	8.78	9
b. How to evaluate the significance of a cultural resource	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	**44.4% (4)**	**44.4% (4)**	11.1% (1)	8.67	9
c. How to assess the effects of a development project on a significant cultural resource	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	11.1% (1)	33.3% (3)	**55.6% (5)**	0.0% (0)	8.44	9
d. How to avoid, minimize or mitigate adverse effects on a significant cultural resource	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	33.3% (3)	**55.6% (5)**	11.1% (1)	8.78	9
e. How to manage the archaeological collections and records resulting from a CRM investigation	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	11.1% (1)	0.0% (0)	22.2% (2)	**44.4% (4)**	22.2% (2)	0.0% (0)	7.67	9
f. How to communicate effectively using technical writing	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	22.2% (2)	**66.7% (6)**	11.1% (1)	8.89	9
g. How to consult with descendent communities (tribes, Native Alaskans, Native Hawaiian Organizations)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	11.1% (1)	**33.3% (3)**	22.2% (2)	22.2% (2)	11.1% (1)	7.89	9
h. How to engage the public effectively	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	**33.3% (3)**	11.1% (1)	**33.3% (3)**	22.2% (2)	8.44	9
									answered question			9
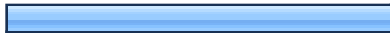
5. How would you classify your familiarity with career paths in cultural resource management? Rank on a scale of 1 to 10, with 1 being not familiar at all to 10 being expert.

	Response Percent	Response Count
1	0.0%	0
2	0.0%	0
3	0.0%	0
4	0.0%	0
5	0.0%	0
6	0.0%	0
7	11.1%	1
8	**44.4%**	**4**
9	33.3%	3
10	11.1%	1
answered question		9
skipped question		0

6. How much of your professional life do you plan to spend in CRM?

		Response Percent	Response Count
0-10%		0.0%	0
11-20%		0.0%	0
21-30%		0.0%	0
31-40%		0.0%	0
41-50%		0.0%	0
51-60%		11.1%	1
61-70%		0.0%	0
71-80%		11.1%	1
81-90%		**33.3%**	**3**
91-100%		**33.3%**	**3**
Do not know at this time		11.1%	1
		answered question	**9**
		skipped question	**0**

7. How confident do you feel in your ability to locate and secure a job in CRM? Rank on a scale of 1 to 10, 1 being no confidence, 10 being complete confidence

		Response Percent	Response Count
1		0.0%	0
2		0.0%	0
3		0.0%	0
4		0.0%	0
5		0.0%	0
6		0.0%	0
7		33.3%	3
8		**44.4%**	**4**
9		11.1%	1
10		11.1%	1
Do not know at this time		0.0%	0
		answered question	9
		skipped question	0

8. Please respond on a scale of 1 to 10, 1=lowest, 10=highest:

	1	2	3	4	5	6	7	8	9	10	Rating Average	Response Count
Engagement of your internship host	0.0% (0)	0.0% (0)	0.0% (0)	11.1% (1)	0.0% (0)	0.0% (0)	0.0% (0)	22.2% (2)	0.0% (0)	**66.7% (6)**	8.89	9
Rigor of work completed during internship	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	11.1% (1)	22.2% (2)	0.0% (0)	22.2% (2)	**44.4% (4)**	8.67	9
Quality of contacts made as a result of internship	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	22.2% (2)	0.0% (0)	11.1% (1)	**66.7% (6)**	9.22	9
Relation of internship experience to career objectives	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	33.3% (3)	0.0% (0)	0.0% (0)	11.1% (1)	**55.6% (5)**	8.56	9
Relevance of what you learned in classroom component to the internship experience	0.0% (0)	0.0% (0)	0.0% (0)	11.1% (1)	0.0% (0)	0.0% (0)	11.1% (1)	22.2% (2)	22.2% (2)	**33.3% (3)**	8.33	9
Quality of internship facilities	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	33.3% (3)	0.0% (0)	0.0% (0)	**66.7% (6)**	9.00	9
Value of daily journaling	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	11.1% (1)	11.1% (1)	**33.3% (3)**	22.2% (2)	22.2% (2)	8.33	9
										answered question		9
										skipped question		0

9. Do you expect to receive recommendations from your on-site internship supervisor for future employment opportunities?

		Response Percent	Response Count
Yes		**100.0%**	9
No		0.0%	0
		answered question	9
		skipped question	0

10. Please share any recommendations for improving the quality of the internship component.

	Response Count
	9
	answered question	9
	skipped question	0

11. Would you recommend your internship placement for future students? Why or why not?

	Response Count
	9

	answered question	9
	skipped question	0

12. Would you recommend the Summer Institute to others? Why or why not?

	Response Count
	9

	answered question	9
	skipped question	0

Internship Host Survey

1. Please Provide Your Name.

	Response Count
	9
answered question	**9**
skipped question	**0**

2. 2. How many students did you supervise?

	Response Count
	9
answered question	**9**
skipped question	**0**

3. Please rank on scale of 1 to 10 (1=lowest, 10=highest):

	1	2	3	4	5	6	7	8	9	10	Rating Average	Response Count
a. Communication with SRI Foundation Summer Institute staff prior to the program	0.0% (0)	0.0% (0)	0.0% (0)	11.1% (1)	22.2% (2)	0.0% (0)	0.0% (0)	22.2% (2)	0.0% (0)	**44.4% (4)**	7.78	9
b. Communication with SRI Foundation Summer Institute staff during the program	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	22.2% (2)	11.1% (1)	0.0% (0)	22.2% (2)	11.1% (1)	**33.3% (3)**	7.89	9
c. Preparation of student prior to the internship	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	22.2% (2)	11.1% (1)	11.1% (1)	0.0% (0)	0.0% (0)	**55.6% (5)**	8.11	9
d. Student's work ethic	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	11.1% (1)	0.0% (0)	22.2% (2)	**66.7% (6)**	9.44	9
e. Student's communication with your organization during the internship	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	11.1% (1)	0.0% (0)	0.0% (0)	0.0% (0)	22.2% (2)	**66.7% (6)**	9.22	9
f. Student's professionalism	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	11.1% (1)	0.0% (0)	0.0% (0)	0.0% (0)	11.1% (1)	**77.8% (7)**	9.33	9
g. Quality and appropriateness of student's work product	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	11.1% (1)	0.0% (0)	0.0% (0)	11.1% (1)	11.1% (1)	**66.7% (6)**	9.11	9
h. Overall satisfaction with the internship experience	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	11.1% (1)	0.0% (0)	0.0% (0)	0.0% (0)	22.2% (2)	**66.7% (6)**	9.22	9
										answered question		9
										skipped question		0

4. Do you have recommendations for improving the program in future years?

	Response Count
	9
answered question	9
skipped question	0

5. Would you be willing to host an intern again?

		Response Percent	Response Count
Yes		100.0%	9
No		0.0%	0
	answered question		9
	skipped question		0

6. Other comments:

	Response Count
	9

	answered question	9
	skipped question	0