

Preservation Practice Partnership

Symposium of Preservation Education

Monday, September 24, 2007

National Mining Hall of Fame and Museum

Leadville, CO

The Preservation practice partnership held the “Symposium of Preservation Education”, on September 24, 2007 at the National Mining Hall of Fame and Museum in Leadville, CO. The following individuals attended the meeting: Sara Adams (City of Aspen), Mary Therese Anstey (Office of Archaeology and Historic Preservation), Judith Bergquist (Colorado Center for Community Development, UCDHSC), Cynthia Neely (Historic Georgetown, Inc.), David Cockrell (City of Pueblo), John Albright (Fort Collins), Nan Rickey (State Historical Fund), Ron Anthony (City of Manitou Springs), Lysa Wegman-French (National Park Service), James Stratis (State Historical Fund), Janet Ore (Colorado State University), Nan Anderson (Andrews and Anderson Architects), Mark Wolfe (State Historical Fund), Alyson McGee (State Historical Fund), Bob Ogle (Colorado Mountain College), Kris Christensen (UCDHSC), Chris Koziol (UCDHSC), and Kat Vlahos (UCDHSC).

The Symposium began with welcome remarks by John Marin, Dean of CMC. Dean Marin turned the meeting over to Bob Ogle who gave an overview of preservation education in the region and nationally. His remarks were followed by presentations from: the University of Colorado at Denver and Health Sciences Center (Kat Vlahos, Kris Christensen, and Chris Koziol), Colorado State University (Janet Ore) and Colorado Mountain College (Bob Ogle). Representatives from each institution provided an update detailing the current status of their programs.

A short and informative discussion followed focusing on preservation programs throughout the country and Colorado. Changes in personnel at various institutions and the impact of those changes in programs at those institutions and other University programs were discussed.

At lunch time participants reorganized into smaller focus groups based on the variety of disciplines involved in preservation: history, planning, architecture, landscape architecture and technical/construction. The focus of the breakout session was to determine the skill sets that are/should be required in the preservation field from our graduates. The groups addressed two sets of questions:

1. What is your ultimate expectation for a recent graduate? Articulate the skills and knowledge needed for your profession at each level of education (high school, associates, bachelors, graduate, and doctorate). What do you expect or need from a potential employee? What duties or tasks do you expect them to be able to perform at each level of education upon graduation now? What skills will they need in the future?
2. How do we involve practitioners in the historic preservation field in course development and in our institutions?

Expectations of Graduates

There were several common themes in the response from the 4 groups regarding the expectations of graduates. Most common was the knowledge of Code Requirements: building and planning, zoning, and regulatory impact. Business skills were next: bookkeeping, budget, economics, marketing and policy. Then followed: communication skills, creativity, ethics, project management and coordination, and construction methods. There was singular mention of Green strategies, preservation theory, field survey, National Register (methods), adaptive reuse, and knowledge of the process of deterioration.

2 Year Associate Degree

Students achieving a 2 Year Associate Degree should receive the basic core curriculum and have the ability to learn while working. Credits need to be able to transfer on to other schools.

4 Year Degree

The most common curriculum requirements for a 4 year degree were in history: art history, U.S. history, the history of conservation law. Several other requirements followed: anthropology/archaeology, math, ethics/philosophy, chemistry, writing/business writing, geography, public speaking and communication. Of singular mention were: introduction to business, economics, physics, English, conservation, and environmental design.

Of additional importance is that credits should transfer and that there should be flexibility among various tracks with an interdisciplinary approach. Mentoring and internships focused on job placement are very important.

Master's Degree

The common theme echoed from all the groups for the Master's Degree was the idea of a broad interdisciplinary approach that eventually narrows the field of study and goes deeply into the areas of preservation. The team experience becomes critical as a part of involvement outside of academia. Sponsored and private sector project experience including internships and mentorship should be aimed at employability.

Several courses in history were recommended by the groups: American history of buildings, architecture history, building technology history, history of city planning, history of program management and community development, historic materials and building methods, core history, and preservation theory. Regulations, policy, standards, and law become increasingly important.

Professional Practitioners

CoPR should nurture the knowledge base of the Historic Preservation discipline through cross collaboration and research.

A specific response from the breakout discussions follows.

Group 1 – Contractor Group: Ron Anthony, Alyson McGee, Bob Ogle, and James Stratis.

- Expectations of Graduates
 - Knowledge of Green building strategies
 - Knowledge of liability/safety from building codes
 - Code requirements that impact historic preservation
 - Able to apply historic preservation solutions creatively
 - Traditional means and methods of building construction
 - Understand project management
 - Understand budget
 - Understand comprehensive project coordination
 - Basic business
 - Basic Communications skills
 - Ready to go to work
 - Curriculum should expose students to a variety of ideas, ethics, and preservation standards
- 2 Year Associate Degree
 - Start with a specialization and then transfer to hands on skills at another school.
- 4 Year Curriculum
 - Credits should transfer from one organization to another
 - Flexibility among various tracks
 - Coordinated for credit with the AIA (architects) historic preservation class requirements currently being developed
 - Practical internships with a focus on job placement
 - Partnership based projects with the for profit private sector in materials and construction with mentoring goals
 - Bachelors degree derived from 2 years in historic preservation from CMC, then 2 more years at CSU or C
 - Needs to be a common language between institutions of higher education regarding historic preservation
- Masters Degree
 - Co-listed projects based transferable credits
 - History 1 & History 2
 - Cultural landscape
 - Global inter-disciplinary fields
 - Geography
 - Archaeology
 - Architectural styles
 - Planning and city building
 - Sponsored and private sector project experience
 - Lecturers from all areas academic, public, private
 - Internships experience
 - Mentorship – directly related to study and to increase employability
 - Exposure to federal system for written or drawn documentation requirements

Group 2 - History Group: Cindy Neely, Lysa Wegman-French, Mark Wolfe, John Albright, Mary Therese Anstey, Janet Ore, Nan Rickey

- The National Council of Preservation requires Core Courses at all levels. The 2 year and the 4 year degrees require the same core classes.
- Expectations of Graduates
 - Core Set of knowledge about the Historic Preservation field so that there is a common language
 - Standards & system
 - Technology
 - Building codes
 - Social guidelines
 - Creativity
 - Business Skills
 - Communication
 - Bookkeeping
 - Marketing
 - Project management
- High School
 - Can now take classes at the community college level
 - Marketing
 - Basic Craft exposure: flexibility & a range of techniques
- Associate Degree
 - Do not need to duplicate the other levels, but need to take Core Curriculum
 - Need basic knowledge and the ability to learn while working.
- 4 Year Curriculum: interchangeability of 4 year curricula between colleges/institutions.
 - Historic Preservation – initially. Then interdisciplinary
 - Students exposed to all aspects of Historic Preservation
 - Understanding ethics, history
 - System J.A.
 - Economics
 - U.S. History
 - Math
 - Chemistry
 - Anthropology
 - Art History
 - Writing
 - Public Speaking and communication
 - Geography
 - Ethics and responsibility
 - Conservation
 - Experience
 - History of Conservation Law

- Master's Degree
 - Study goes more deeply into the field
 - National Register
 - Federal system
 - Preservation law
 - Team experience – cross disciplines, multidisciplinary
 - Deeping into building. As Built – public and private
 - Involvement outside of academics
 - Hire ability – mentorship, internship
 - Zoning regulations
 - Deterioration
 - Preservation theory since 1966
 - Economics
 - Public Policy
 - Writing
 - Drawing
- Questions?
 - Where are the following issues taught?
 - Ethics
 - Standards
 - Historical Research & Writing
 - Cultural Landscape

Group 3 - Architecture Group: Judith Bergquist, Kris Christensen, Nan Anderson, Chris Koziol

- Expectations of Graduates.
 - The Ability to observe and decipher the process of deterioration
 - As Builts
 - Policy
 - Zoning Regulations
 - Planning Code
 - Adaptive Reuse (vacant – occupied)
 - Regulatory Impact (zone, code, land use)
 - Preservation Theory since 1966
 - Survey (field)
 - Theory (practice)
 - National Register (methods)
 - Economics of Preservation
 - Incentives & Disincentives
 - LEED

- 4 Year Curriculum: B.A. – B. S. – Liberal Arts Core – feed into Architecture/Planning – Bachelor of Design Studies
 - US History
 - Basic Chemistry
 - Basic Anthropology or
 - Intro to Archaeology
 - Art History
 - Writing or
 - Business Writing
 - Public Speaking – Public Communication
 - Intro to Business
 - Geography **
 - Philosophy
 - Ethics
 - Physics
 - Math
 - English
- Master’s Degree - Preservation Curriculum – Core Competencies
 - American History of Buildings
 - Architecture History – Survey (early to modern)
 - Building Technology History (materials 1850-1950)
 - Styles (terminology, lexicon)
 - Standards of National Historic Buildings
 - History of City/Building Planning
 - Business Core – leadership training
 - Planning – Technology (materials)
 - Cultural Resource – zoning
 - History – Program management
 - Community Development
 - Policy Regulations
 - Preservations Practice – Cap Stone – internship in a Center (CoPR)

Group 4 – Planning: Sara Adams, David Cockrell, Kat Vlahos

- 2 Year Associate Degree
 - CMC – Administrative Technology
- 4 Year Curriculum
 - Liberal Arts degree – associated with Historic Preservation but not specific
 - History
 - Environmental Design

- Masters Degree
 - Drawn from other disciplines not specifically Historic Preservation
 - Specific to discipline
 - Interpretation of the history of plans
 - Historic Materials and Building Methods
 - Preservation Law
 - Core History and Preservation Theory
 - Understanding deterioration
 - General History
 - Research Methodology
 - Broad introduction then specialization
 - In depth, practical information, hands on
 - Thesis driven degree – professional project.
 - Apprenticeship – internships
- Professionals
 - CoPR should nurture the knowledge base of the Historic Preservation discipline through research. Professionals can come, share, and learn.
 - Cross collaboration.

Bob Ogle ended the symposium with his thank you to everyone who attended. He commended the group for their hard work, support and collaboration. This group is very unique in Colorado and the nation.

11/3/2008