

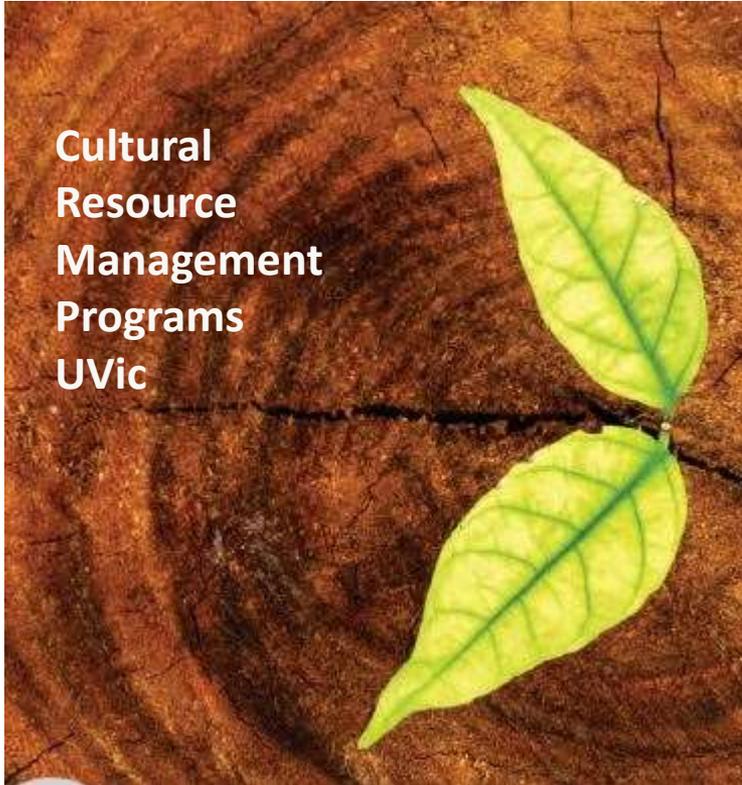


Shifts in Heritage Education

Changes and Trends in Heritage
Education and Audiences

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A little bit about...



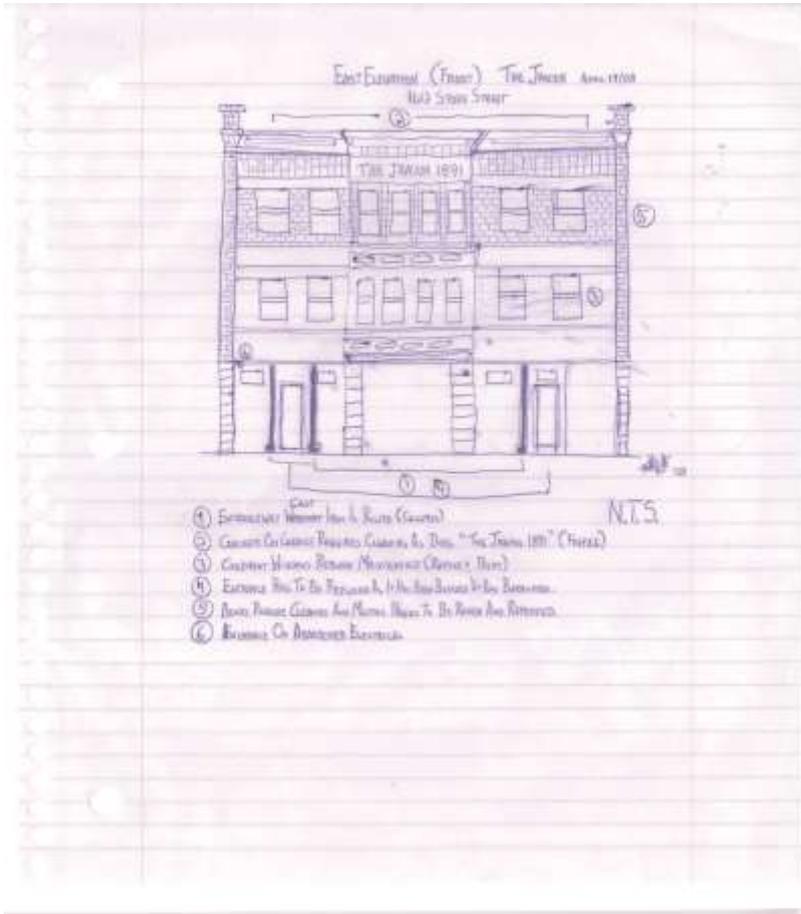
- Developed in 1982 for cultural heritage professionals to develop and maintain theoretical knowledge and practical skills in museum, heritage conservation, and cultural management
 - Diploma, Certificate, and Graduate Professional Certificate programs, as well as credit or non-credit professional development courses
 - Current research supports program rationale, identifies cross-sectoral needs (management & leadership skills, new technologies, succession planning, respond to globalization, demographic changes)
- Disclaimer

Information/Data Collection

- Targeted student and instructor surveys – 2011, 2013, 2014
- Course evaluations
- Student record systems
- Email, phone, and in-person inquiries/conversations
- Journals, websites, listservs, conferences, etc.



What current issues and emerging trends do heritage students face?...



- An increasing diversification of the qualifications for positions, along with an increase in competition for jobs and decrease in funding for jobs is leading to the disappearance of the specialist and a move to a collaboration/intersection of skill sets and knowledge – the multi-abled every(wo)man
- Knowledge of sector, theories, principles, history, and cultural and societal issues
- Practice in or knowledge of hands-on trades and practice-based skills
- Collaboration with other specialists, working across disciplines
- General planning skills more important than ever - succession planning of the industry (building younger generation, improving technical knowledge, etc.), strategic planning, financial planning, project management
- Specialized planning - emergency/disaster planning, policy and legislation development/comprehension
- More focus on collaborative efforts involving many stakeholders and facets of the community
- Digital competencies and social media skills

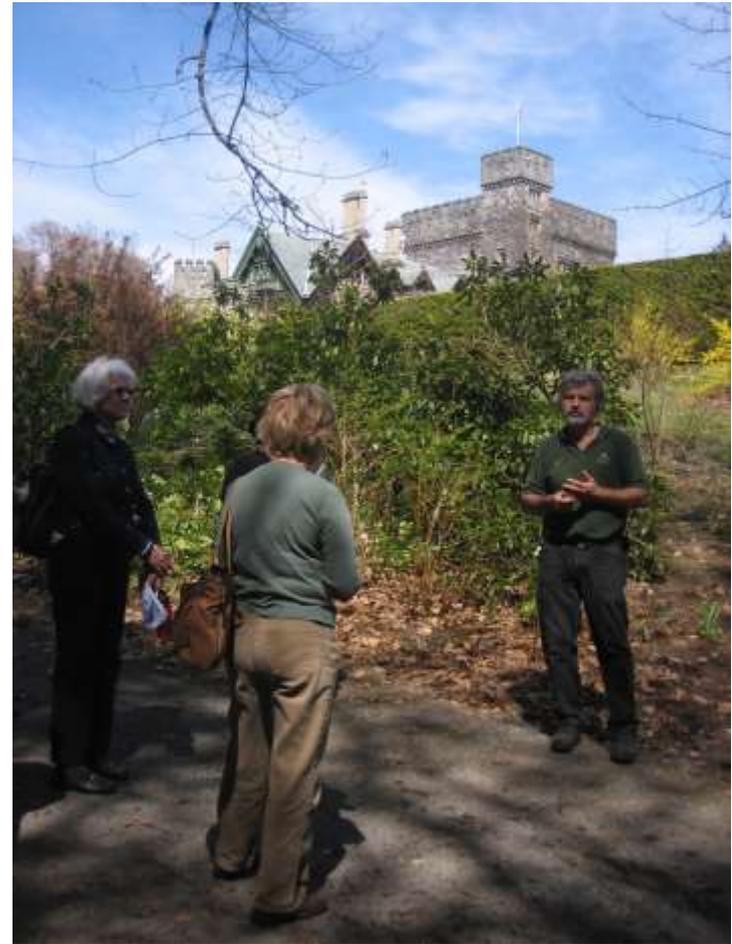
Sustainability



- Sustainability, urban densification and rural development
- Climate change
- Adaptive reuse

Cultural and Intangible Heritage

- Shift away from traditional built heritage
- Language preservation
- Living/practiced culture and heritage
- Cultural landscapes
- Place-making, place-branding, and place-based cultural tourism are three noteworthy trends



Social and Community Engagement

Biggest emerging trend by far. Comments include that there needs to be:

- Changing government/community understanding of/support for heritage and culture, living/practiced culture and heritage, multi-stakeholder environments
- Lack of education and appreciation for heritage conservation
- Awareness of value
- Community curating
- Stakeholders and community members' involvement in the cultural sector (not limited to 'experts')
- A shift towards a ground up approach where the community takes initiative to organise projects and the heritage sector assist them
- Innovative ways to engage the entire community in both understanding and safeguarding our cultural heritage
- A general lack of understanding its impact in society at many levels. The public mostly sees the heritage sector as a frill
- With respect to built heritage, an appreciation of heritage within a much larger cultural, social, and economic context -- i.e. within a context of sustainability (as usually defined).

Shift in Educational Priorities

- Shift to proactive approach to learning rather than reactive
- Outcomes focussing on practical needs and workplace/project-based activities and assignments that have real applications and offer an impetus for taking on new challenges in a supportive environment:
- Using an integrated approach to heritage education
- Focused approach that fosters the growth and development of networks and communities of practice
- Informal training within a formal environment
 - Formal = “training offered by universities or colleges in a cumulative format ending with recognition”
 - Informal = “instructional and stand alone resources accessed however learner wishes”

Traditional Courses/Topics of Interest

1. Determining Significance of Heritage Resources
2. Heritage Resource Management
3. Conserving Historic Structures
4. Heritage Conservation Planning
5. Heritage Conservation in Context
6. Cultural Landscapes
7. Cultural Tourism
8. Studies In Building Conservation Materials
9. Studies in Building Conservation

Recent Courses/Topics of Interest

1. Social Engagement/Visitor Experiences/Public Programming
2. Determining Significance of Heritage Resources
3. Heritage and Environmental Sustainability
4. Cultural Heritage Stewardship and Sustainability
Social Media
5. Conserving Historic Structures
6. Cultural Landscapes
Revitalizing Downtowns
7. Heritage Conservation Planning
8. Emergency/Disaster Planning
Heritage Conservation in Context
9. Strategic Planning
10. Facilities Management
11. Practical Building Conservation
12. Heritage Interpretation
13. Industrial Heritage
14. Intangible Heritage

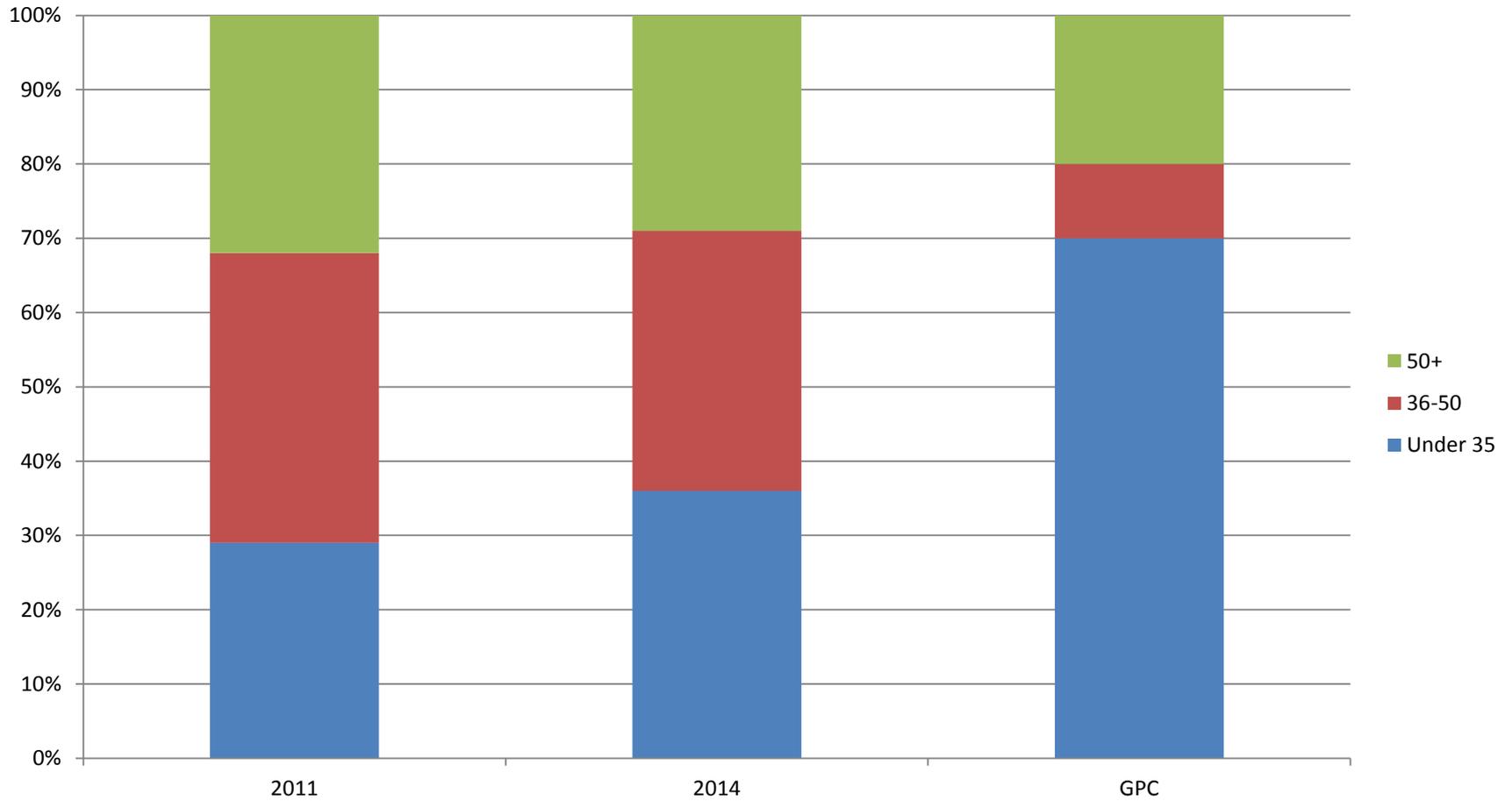
Demographics Holding Strong

- Diverse educational backgrounds, career paths, geographic locations
- Participants juggling professional, personal and community demands
- Mid-career professionals working with heritage resources in public (municipal, provincial, federal) private (development, architecture, planning, engineering), and not-for-profit settings, wishing to develop capacity to address emerging issues and take on new challenges within the workplace and enhance career progression

New Demographics

- Broader participant audience than before: Architects, Archaeologists, Urban Planners, Landscape Architects, Engineers, Museum and Cultural Centre workers, Tradespeople and Contractors, Real Estate Professionals, Civic workers
- Recognition of partnership between traditional museum studies and traditional heritage conservation
- Concurrent graduate students (History, Engineering, Tourism, Anthropology, Architecture)

- Demographic shift from 36-50 year olds to 22-35





- Women
 - 85% of course and program participants in 214
 - 10% change from 2011



Shifts in Delivery

- Distance
 - Development of shorter online courses and workshops
- Providing practical on-demand site-based learning opportunities and field schools
 - Studies in Building Conservation, Macdonald and Lawrence Timber Framing Ltd.
- Practicums
 - *“I think internships are absolutely essential for students to get hands on experience. I think as things get more competitive, only the students with experience will get the jobs.”*
- Partnerships:
 - Cole Island: BC Heritage Branch/Cultural Resource Management Program/Macdonald and Lawrence Timber Framing Ltd.



Future Shifts

- Engage with and give more value to the trades
- Engage with non-traditional audiences and foster need for understanding and collaboration across disciplines
- Engage the community at large and recognize the scope and meaning of heritage in contemporary society
- Funding challenges for students, organizations, departments
- Integration of our program with complimentary or supplementary programs
- Get graduates into the workforce
- What *is* “the sector”?

Conclusion: Shift Happens!

- Students taking a more proactive approach to improve knowledge and skills in anticipation of future roles
- Cross-discipline knowledge between more traditional museum studies and heritage studies audiences
- Changing demographics