



21st Century Museum Professionals

Sample Application 21MP-259779-OMS-26

University of Montana

Amount awarded by IMLS: \$500,000

Amount of cost share: \$500,000

The University of Montana Biodiversity Research Collections (UMBRC) will enhance Montana's museum workforce by creating a robust natural history collections career pathway for students and public audiences. The project supports a natural history collections assistantship program that will provide graduate students with training in curation, digital asset management, mentoring interns, and public programming and outreach. UMBRC will also create a natural history collections pathway within the University of Montana's existing Museum Studies certificate program, by offering coursework specific to natural history collections that will prepare current and future museum professionals to collect, curate, digitize, and database natural history specimens. UMBRC curators and graduate assistants will facilitate a workshop series that addresses collection management for institutions and citizen scientists, researchers, public and private land managers, and amateur naturalists. As a result, the UMBRC will expand its capacity to recruit and train future museum professionals while also providing the public with the knowledge and resources to support reciprocally beneficial collaboration with natural history museums.

Attached are the following components excerpted from the original application.

- Narrative
- Schedule of Completion

When preparing an application for the next deadline, be sure to follow the instructions in the current Notice of Funding Opportunity for the grant program and project category to which you are applying.

Overview

The University of Montana Biodiversity Research Collections (UMBRC) will implement a multipronged strategy for enhancing Montana's museum workforce. The project will build our collections' capacity to recruit and train future museum professionals while also providing researchers, public and private land managers, and amateur naturalists with knowledge and resources to support reciprocally beneficial collaboration with natural history museums. The project will be led by PD Dr. Nathalie Wolfram (UM Broader Impacts Group) in collaboration with UMBRC curators Giovanna Bishop (MONTU Herbarium), Katrina Derieg (Philip L. Wright Zoological Museum), and Kallie Moore (UM Paleontology Center) and evaluator Dr. Beth Covitt.

Project Justification

21MP program goal and associated objective: This project will primarily address Goal 2: Recruit and train future museum professionals and Objective 2.1: Expand pathways into the museum field by adapting higher education programs to be more responsive to the needs of the museum workforce.

Need, problem, or challenge: This project addresses identified need for a more robust workforce development pipeline for natural history collections (National Academy of Sciences, 2020) through targeted enhancements to the University of Montana's (UM's) graduate education opportunities for future and current natural history collections professionals.

Specifically, the project will create:

- 1) A natural history collections pathway within UM's existing Museum Studies graduate certificate program. Museum studies programs provide vital pre-professional and professional development learning for the current and future natural history collections workforce, yet a 2020 survey of the 185 identified museum studies programs nationally found that just 25 offered a natural history collections focus (National Academy of Sciences, 2020). UM currently offers a graduate certificate in museum studies that includes one natural history collections-focused elective taught by UMBRC curator Katrina Derieg and is otherwise heavily grounded in the visual arts. Currently, UM students aiming for careers in natural history museums volunteer their time in the collections to gain experience but lack a formal route for training in this field. Offering robust coursework specific to natural history collections will prepare current and future museum professionals to collect, curate, digitize, and database natural history specimens; locate and mine associated metadata; integrate collections research questions into other research fields; evaluate and critique ethical questions surrounding biodiversity specimens; communicate the importance of collections to the public; and advocate for natural history collections. As the only graduate program of its kind in Montana (American Alliance of Museums, 2026), UM's Museum Studies certificate serves not only full-time UM graduate students, but also current museum professionals located across our geographically large, rural region.
- 2) A graduate student assistantship in the UM Biodiversity Research Collections. The UMBRC graduate assistantship program will fund graduate students, primarily in UM's Division of Biological Sciences and College of Forestry and Conservation, for intensive training and professional experience in curation, mentorship of undergraduate interns, digitization and database management, and public education and outreach. Each of UMBRC's three collections will host one graduate assistant per year (2 semesters) for 20 hours weekly. Applicants with demonstrated interest in museum careers will receive preference, and participating graduate assistants will be encouraged to enroll in the museum studies certificate program as appropriate based on their career goals and academic degree progress. Modeled in part on the University of New Mexico's National Science Foundation-funded Museum Research Traineeship, the UMBRC graduate assistantship will help address unmet needs for aspiring museum professionals at UM and in our region for graduate-level training in natural history collections. The UMBRC curators will oversee and mentor the graduate assistants and will collaborate to promote sense of community across the cohorts.
- 3) A workshop series aimed at broadening and deepening engagement between natural history collections and three significant stakeholder groups: researchers, land managers, and amateur naturalists. Workshops will be customized for these stakeholder groups on the broad theme of "how to collect" and will address topics including collection techniques; relevant local, state, and federal law; citizen science opportunities; and the role of collections in natural history data stewardship. UMBRC graduate assistants will co-facilitate workshops with the UMBRC curators, gaining valuable science communication experience. The workshop series will support the success of the natural history collections pathway in museum studies and the graduate assistantship, as well as the overall vibrancy of UMBRC, by increasing stakeholders' awareness and use of the collections.

Primary audience: University of Montana graduate students interested in natural history collections careers are the primary intended audience for this project. Graduate students impacted by the project will include:

- 9 doctoral and master's students who will serve as graduate assistants in the collections.
- An estimated 10 students who will complete the Museum Studies certificate with coursework in natural history collections *or* complete selected coursework within the program during the project's 3-year period. These individuals will include enrolled UM graduate students and non-degree-seeking, graduate-level students, typically museum professionals pursuing continuing education. For context, UM's Museum Studies program enrolled 8 students in its courses in the last full academic year; 2 students will have completed by certificate by the end of spring 2026, and 4 will be in progress.

Graduate students currently involved with UMBRC through research, volunteerism, and a limited number of existing paid internships have expressed interest in more robust academic and experiential learning opportunities in the natural history collections field and have provided input into the development of this project concept. Additionally, the associate dean and faculty of UM's Division of Biological Sciences, who serve as primary mentors for graduate students in their department, have provided input on the design of this project (see Letters of Support). The leadership of UM's Museum Studies program were actively involved in the design of the natural history collections pathway (see Letters of Support).

Ultimate beneficiaries will include:

- Natural history collections and museums, particularly in Montana and the Northern Rockies, that will benefit from a more robust workforce pipeline. Locally, these include close UMBRC partner the Montana Natural History Center (see Letters of Support), and regionally, National Park Service museum collections and teaching collections held by other Montana universities.
- Current natural history collections and museum professionals, who stand to benefit from enhanced continuing education and professional development opportunities through both the museum studies certificate and the project's workshops.
- UM undergraduate students, who will receive mentorship from the project's graduate assistants. 52 UM students, mostly undergraduates, volunteered or interned in the collections last fiscal year.
- Researchers, primarily UM faculty, postdocs, and graduate students, who will benefit from greater awareness of the role of natural history collections in biodiversity research and strengthened partnership with UMBRC, including through increased accessioning of specimens and data collected for specific research projects.
- Land managers, including with federal and state agencies and NGOs, who stand to gain greater awareness of UMBRC's resources and opportunities for reciprocally beneficial partnership, such as shared collection and stewardship of species occurrence data for distribution modeling and habitat management planning.
- Amateur naturalists (e.g., participants in the Montana Natural History Center's Master Naturalist Program) and other public audiences, who will gain greater access through the project's workshops and other outreach to engage with and contribute to the science of the natural world around us. Demand for such programming is high in our rural, very sparsely populated state, where enjoyment and appreciation of the outdoors is a near universal cultural value; according to statewide polling data, 71% of Montanans consider themselves conservationists and 87% outdoor recreationists (Headwaters Economics, 2019).

Project Work Plan

Specific activities will include:

Graduate Assistantship (GA): Planning and recruitment will occur in quarter 1 of year 1. The opportunity will be promoted primarily to current UM PhD and master's students in biology, wildlife biology, and geosciences, although any graduate students with relevant academic experience and interests will be eligible to apply. Applicants will be selected by the project team based on interest in museum career pathways (as expressed in a cover letter and interview), relevance of applicants' academic interests and research to natural history collections, faculty mentor endorsement, and additional criteria to be finalized prior to a fall 2026 application due date. One graduate assistant will be recruited for each of the three UMBRC collections, with cohort 1 (3 students) serving in the spring 2027 and fall 2027 semesters. Please see the Schedule of Completion for a full timeline of the GA program (9 students over 3 cohorts).

Each graduate assistant's experience will include:

- Curatorial training and experience: Graduate assistants will be matched with projects that align with their interests as well as the needs of the collection. Opportunities include digitization training, how to curate and collect natural history specimens, updating collection filing systems, and educational outreach through tours and exhibits. For example, a graduate student might oversee a project rehousing specimens and implementing an object tracking system integrated with the collections management database.
- Mentorship of undergraduates: Graduate assistants will co-supervise undergraduate interns and volunteers (many of whom are fulfilling required experiential learning hours for related majors), building their own mentorship skills while enhancing undergraduates' learning experience.
- Outreach, public education, and science communication. Graduate assistants and their curator-mentor will identify activities that align with their interests and existing opportunities, including K-12 and adult tours, exhibit and signage design for UMBRC's public exhibit cases, outreach programming with UMBRC partners such as UM's spectrUM Discovery Area and the Montana Natural History Center (see Letters of Support). All GAs will co-facilitate the project's workshops with the UMBRC curators.
- Conference presentations at GradCon, UM's annual graduate research conference. GAs will additionally be encouraged to consider submitting proposals to present at the Society for the Preservation of Natural History Collections and to apply for conference travel funding through UM's Experiential Learning Scholarship Fund.
- Optional but encouraged enrollment in UM's Museum Studies graduate certificate. Graduate assistants considering museum careers will be especially encouraged to enroll, but participation will be determined by each student's interests, their faculty mentor's support, and feasibility within their current academic program. Each GA will have the option to complete 4 of the certificate program's 12 required credits at no cost.



Figure 1 - GAs will build science communication and role model engagement experience through facilitation of outreach events and tours, such as this middle school field trip to the Paleontology Center.

The UMBRC curators will provide direct oversight and mentorship to the GAs in all of the above activities.

Creating new natural history collections options within UM's Museum Studies graduate certificate: In addition to the currently offered Natural History and Scientific Collections course, this project will create one new course, Taxonomy and Nomenclature, to be team-taught by the three UMBRC curators. In collaboration with the Museum Studies Program, natural history collections experiences and content will be woven into existing courses, and additional existing UM courses—such as mammalogy and Rocky Mountain flora—will be cross-listed to satisfy credit requirements for the certificate. Although UM's graduate certificate programs do not offer formal tracks, additional credits developed through this project will create an informal pathway for students specifically interested in natural history collections careers. Please see Supporting Documents for a description of requirements for the existing, 12-credit museum studies graduate certificate and the proposed natural history collections pathway, as well as a letter of support from the Museum Studies Program. These enhancements to the museum studies certificate will be promoted through the program's website and course listings, in the UM course catalog, by UMBRC through our websites and social media pages, and at the annual conference of the Museums Association of Montana.



Figure 2 - Students in the Natural History & Scientific Collections course learned specimen prep in UMBRC's zoological collection.

Workshop Series: Each collection will offer one workshop in the fall and one in the spring for each project year (18 workshops total), organized around the broad theme of "How to Collect." Please see Supplementary Documents for a proposed schedule with workshop descriptions.

Each collection and curator already regularly leads workshops and other talks and public events that are well attended and in demand among our intended audiences. This project will engage graduate assistants as co-facilitators while providing resources to significantly expand these outreach offerings and reach wider audiences.

Who will plan, implement, and manage the project? Project director **Dr. Nathalie Wolfram** will lead the project and facilitate collaboration across the UMBRC collections and with partners within and beyond UM. Wolfram directs UM's Broader Impacts Group, part of the university's Office of Research and Creative Scholarship focused on strengthening public engagement with research. In this role, Wolfram oversees UMBRC and played an instrumental role in bringing the three collections together to form UMBRC and develop a shared strategic plan. She oversees an array of other UM programs and grant projects that build reciprocal partnerships between UM's research sector and community partners.

Supported by the project director, the UMBRC curators will directly implement the three project prongs: recruiting and mentoring graduate assistants, designing and teaching museum studies coursework, and planning and co-facilitating workshops.

Giovanna M. Bishop (MONTU Herbarium Curator/Collections Manager) holds an M.S. in biology and a B.A. in environmental science. Taxonomically, she studies lichens and bryophytes, two highly understudied groups that are often underrepresented in herbaria. At Harvard University Herbaria, she was formally trained in vascular plant mounting, cryptogram curation, specimen digitization, and nomenclatural updates. Her accomplishments since joining MONTU Herbarium in 2023 include competing databasing projects for UM's lichen, bryophyte, and algal collections and beginning work on non-Montana vascular plants (over 13,000 specimens total) and implementing a new imaging station and workflow for vascular plant digitization. She has created several opportunities for students, including a Friends of the Herbarium undergraduate internship and an undergraduate research course in which students earn credit by working in the herbarium. She co-developed a new exhibit at the Montana Natural History Center on Herbaria and their importance and is currently the Montana representative for the Consortium of Pacific Northwest Herbaria database.

Katrina Derieg (Philip L. Wright Zoological Museum curator) is a mammalogist and museum professional who has served as curator of the UMZM since January 2025. She received her B.S. and M.S. in Biology from the University of New Mexico, where she began working with collections at the Museum of Southwestern Biology. She was previously the collections manager of vertebrates at the Natural History Museum of Utah. Her approach to curation is holistic; she has collected and/or prepared over 1,800 mammal specimens and is a vocal advocate for the "extended specimen" network. She currently serves on the Systematic Collections Committee for the American Society of Mammalogists, helping shape best practices for natural history repositories nationwide. During her time in the museum profession, Katrina has led public programs like "Behind the Scenes" tours to make scientific collections accessible to the local community. Additionally, she has mentored over a dozen undergraduate and graduate students on a variety of projects involving natural history collections. Her work is driven by a mission to preserve the biological heritage of the American West and train the next generation of museum professionals.

Kallie Moore (UM Paleontology Center Curator) is UM's "Fossil Librarian." She preserves and organizes the collection, supervises students and volunteers, creates and updates exhibits, manages loans, and oversees outreach. In 2017, she became a co-host and content consultant for PBS *Eons*, a YouTube channel that explores the history of life on Earth. Her debut children's book, *Tales of the Prehistoric World*, was released in 2022 from Neon Squid Books.

Dr. Beth Covitt, Head of Science Education Research & Evaluation with University of Montana's Broader Impacts Group, will conduct project evaluation. Covitt has served as evaluator, PI, or Co-PI on over a dozen federally funded projects (Dept. of Ed., Dept. of Labor, EPA, IMLS, NASA, NOAA, NSF, USDA). She has extensive experience in K-12, post-secondary, and informal/public education research and program evaluation and has collaborated with rural, urban, and Indigenous partner communities in Montana and across the country.



Figure 3 - The project's workshops will build on popular current offerings such as Herbarium Nights, which bring together faculty, students, and non-UM researchers for interactive botany workshops. Above, Herbarium curator Giovanna Bishop leads a Moss Night.

What time, financial, personnel, and other resources will be needed to carry out the activities? Please see the Budget, Budget Justification, and Schedule of Completion.

Participant recruitment: Recruitment of graduate assistants and museum studies students is described above. Workshop participants will be recruited as appropriate for the target audience through email promotions to UMBRC's contact lists, announcements in UM's internal Research & Creative Scholarship newsletter, and through cross-promotion by partner organizations such as spectrUM Discovery Area and the Montana Natural History Center (see Letters of Support).

What are the risks to the project, and how will you mitigate them? Risks and mitigation strategies include:

- The risk of poor integration across the project's three prongs. The project's graduate assistantships, museum studies pathway, and workshops are designed to be cohesive, with common themes, project personnel, students, partners, and other resources fostering community across the disciplines and sectors engaged with natural history collections. While each prong has a distinct audience and purpose, we anticipate and are designing for overlap across those audiences. For example, graduate students who apply for or are hired as graduate assistants will be encouraged to complete natural history collections coursework or the full graduate certificate in museum studies; currently, many graduate students who interact with the collections enroll in existing natural history collections courses and have expressed interest in further academic options. UMBRC's strong UM and community partnerships will also help mitigate this risk through opportunities to cross-promote. For example, the Montana Natural History Center, which regularly holds meetings and outreach events in UMBRC's zoological museum classroom, is standing by to promote workshops oriented towards public audiences within their active Master Naturalist community (see Letters of Support).
- The risk of low participant recruitment or attrition. Participants' interest and sustained engagement are essential to the success of this project. To promote retention and success of the graduate assistants, the project team will recruit graduate students with demonstrated interest in natural history collections and expressed interest in relevant careers; foster a supportive sense of cohort through effective mentorship practices such as regular check-ins and informal networking opportunities across the cohorts; and be responsive to students' unique interests and capacities, for instance partnering with students to identify curatorial projects related to their graduate research and engaging them in outreach opportunities with audiences they are excited to reach. Project evaluation (described below) will also be an important tool for iterative improvement to ensure that all deliverables are responsive to participants' needs and feedback.

How will you track progress toward achieving your intended results? Please see the evaluation plan in Project Results below.

What are your project's intended results and how will they address the need, challenge, or problem you have identified? Please see the logic model in Supporting Documents for a complete list of short, medium, and long-term intended impacts on each of the project's intended participant groups. Broadly, the project aims to create a robust natural history collections career pathway at UM, serving our state and region that do not currently have such an option. Museums nationwide report an approximately 24% increase in staff size, demonstrating a projected need for more trained museum professionals (American Alliance of Museums, 2025). Specific, shorter-term metrics towards this outcome are documented in the logic model and will be tracked in partnership with project evaluator Dr. Beth Covitt.

Evaluation Plan

The evaluation will employ collaborative, participatory, and culturally responsive approaches in coordination with project leadership (Frechtling et al., 2010; Hood et al., 2015; LaFrance & Nichols, 2008; Rodrigues-Campos & Rincones-Gomez, 2012). Collaborative approaches immerse evaluators in the project, systematically engage stakeholders, and facilitate the co-creation of a more complex understanding of a project (O'Sullivan, 2004). Techniques include identification of evaluation needs, co-development and review of instruments, and stakeholder review of findings. The evaluator will work with project leadership on evaluation design, data collection, and reporting and will collaborate with leadership, partners, and participants to ensure valid interpretation to highlight program strengths, identify challenges, and reveal unexpected outcomes. As the American Evaluation Association (2011) notes, ethical practices include using approaches suited to the cultural context, making findings accessible to stakeholders, and considering unintended consequences when reporting findings.

Efforts will emphasize timely, iterative, formative evaluation to inform project refinements and summative evaluation aimed at summarizing, documenting, and reporting project effectiveness (United States Government

Accountability Office, 2012). Evaluation will use a mix of data collection methods including surveys; discussions; document review; and observations with personnel, partners, and participants to gather information and insights related to activities, resources, and impacts as well as suggestions for improvements. The evaluator will provide reports as timely (e.g., after key activities) and annually and will meet with leadership to discuss how evaluation information can support project responses to perceived strengths and weaknesses. The logic model summarizes key inputs, outputs, and outcomes/impacts and will inform the design of evaluation data collection and reporting.

Formative and summative evaluation will address the following questions:

1. In what ways and to what extent do project leaders, participants, and partners report/perceive that the project is achieving its objectives identified in the logic model through project activities?
2. What strengths and weaknesses do project leaders, participants, and partners report/perceive with respect to how the project is working to accomplish its objectives?
3. What interests, insights, and suggestions do partners and participants offer for sustaining the project's positive impacts into the future?
4. What "lessons learned" can the project share with other communities and organizations interested in achieving similar outcomes and impacts?

To address the evaluation questions, mixed methods in data collection and analysis will be utilized. Data collection and measurement tools will be both qualitative (e.g., observations, open-ended survey questions) and quantitative (survey items requesting Likert scale type responses and tracking numbers/demographic characteristics of participants; completion of activities; number of project-related presentations and publications, etc.). Evaluation will, as appropriate, utilize items developed and refined in other projects to measure constructs such as self-efficacy for pursuing project-related careers (e.g., Covitt et al., 2024). Evaluation surveys will generally be implemented using a census approach (i.e., inviting all relevant individuals—rather than a sample—to complete a survey). Triangulation of evidence (collecting evidence on the same construct from different groups) will yield robust insights into how the project is functioning from diverse perspectives. Box 1 lists the anticipated data collection tools that will be used to collect evaluation and performance measure data.

Box 1. List of anticipated project data collection tools and methods

1. Quarterly update reports from the three UMBRC curators. Reporting on quantitative accomplishments and qualitative reflections concerning:
 - a. Graduate student assistantships
 - b. Museum Studies Certificate Natural History Collections Track (courses and track as a whole)
 - c. Workshops
 - d. Partnerships and partnership activities
 - e. General project functioning and progress
2. Quarterly project leadership meetings (attended by PI, Co-PIs, evaluator) during which project updates, activities, accomplishments, challenges, collected project data, and upcoming tasks are discussed.
3. Project activity tracking to be managed by PI and updated quarterly after UMBRC curator reports are submitted and project status is discussed in a quarterly leadership meeting.
4. End of semester surveys from GAs (2 per GA, mid and end of assistantship experience) implemented by evaluator.
5. "End-of-course" and "end-of-track" surveys for natural history collections-track implemented by evaluator, completed by participants.
6. End-of-workshop participant surveys implemented by evaluator.
7. Three partner input surveys (beginning of project, mid-project, end-of-project) implemented by evaluator.
8. Observation of project meetings and activities and review of project documents by evaluator.

Summative evaluation will draw on all formative evidence, as well as final surveys and discussions with leadership about the project's reach and lessons learned. Summative evaluation reporting will fulfill requirements of IMLS and facilitate leadership's capacity to document and share project outcomes and lessons learned. University of Montana Institutional Review Board approval for the evaluation will be obtained so that findings may be shared as part of project

dissemination. Evaluation findings will be disseminated as deemed appropriate by project leadership, e.g., through channels including professional conferences and publication submissions.

How will the knowledge, skills, behaviors, and/or attitudes of the primary audience change because of your project?

Target changes in the knowledge, skills, behaviors, and attitudes of the primary audience (university students) are enumerated in the “short to medium term outcomes and impacts” column in the logic model and include the following:

- Behaviors: Compared with baseline levels before the project, participating university students will apply for more natural history collections-relevant jobs and internships, present a larger number of conference papers, submit a larger number of scholarly publications as graduate students.
- Knowledge and/or Skills: University student participants will self-report how participation in project activities impacted increased levels in their knowledge, skills, and/or self-efficacy in science communications and public-facing education, natural history collections curation, mentorship, job and internship attainment, and developing and presenting research.
- Attitudes: University student participants will self-report whether and to what extent participation in project activities positively impacted their interests and levels of self-confidence for careers with natural history collections and related activities such as curation, science communication, mentorship, research, and leading education.

What products will result from your project, and how will you make them accessible to the primary audience?

The project will generate:

- A natural history collections pathway within UM’s existing Museum Studies graduate certificate. The project’s graduate assistants will have the option to complete up to 4 of the program’s 12 required credits at no out-of-pocket cost to them. As part of UM’s Extended Credit program, museum studies courses are priced per credit at a flat rate (no difference for in-state and out-of-state) and do not require formal admission to UM.
- One new, 2-credit course, Taxonomy and Nomenclature, to be offered through the certificate program. All UM course syllabi are made available publicly through UM’s ScholarWorks repository.
- Conference presentations by each of the 9 graduate assistants disseminating research, outreach, and/or curatorial practice in the natural history collections. Posters and select oral presentations from GradCon, UM’s graduate student conference, are made publicly available through ScholarWorks.
- Conference presentations by the UMBRC project team on this project’s innovations, experiences, and approaches at the Montana Association of Museums and at the Society for the Preservation of Natural History Collections.
- Curriculum for the project’s workshops, which will be retained internally by the project team to be iterated on and offered in the future.

How will you sustain the benefits of your project beyond the conclusion of the period of performance?

After an initial investment in development, the natural history collections track of museum studies is designed to be self-supporting through tuition revenue to support ongoing course offerings beyond the project period. Similarly, after development, the project’s workshops will be incorporated into UMBRC’s ongoing outreach programming.

Sustaining the graduate assistantships will require more significant capital. The National Science Foundation’s Research Traineeship Program presents one funding opportunity to scale up this project’s model and potentially deepen integration between the graduate assistantships, the graduate museum studies certificate, and complementary programming. UMBRC will additionally continue fundraising with private donors to support paid internships and assistantships in the collections.

References

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