

STEWARDSHIP OF COLLECTIONS: An Introduction

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WELCOME, INTRODUCTIONS & PROGRAM OVERVIEW

Welcome back!



COLL Module Instructors



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Agenda Overview

SCHEDULE

Morning

- Welcome & Introductions
- COLL Module Overview
- Stewardship Duties & Challenges
- Collection Scope

Afternoon

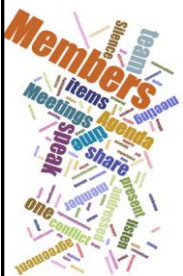
- Collection Significance
- Collections Policy Preview
- Wrap-Up & Assignments
- Mentor Group Break-outs

GOALS FOR TODAY

How to Build a Meaningful Collection

- What is a Scope of Collections
- How a mission statement and collections scope work together to guide collections decisions
- Significance Assessment of objects within your collections
- Importance of a Collections Policy and how it relates to the practice of collections management
- Tools and clarity for next steps

GROUND RULES



- Responsible for your own learning
- Respect confidentiality of the room
- Cell phones – be cool
- Honor other people when speaking
- Honor time limits
- Return from breaks & lunch on time

STEWARDSHIP OF COLLECTIONS MODULE OVERVIEW

Introduction to Collections (COLL)

This module covers:

- Policies
- Management
- Planning
- Institutional archives
- Collections care & preventive conservation
- Conservation treatment & documentation
- Research
- Public access
- Emergency preparedness



Refer to pages 139-185
of your StEPs Workbook

COLL Module Schedule



July 29, 2019

Full-day Workshop | Stewardship of Collections: An Introduction

August 26, 2019

Half-day Skills Lab | Collections Care: When to Call a Conservator

September 2019 (date to be negotiated with Mentor)

Mentor Site Visits | Work on Your Individual Projects

October 28, 2019

Full-Day Workshop | Deeper Dive into Collections Management

COLL Standard 1

The institution owns, exhibits, or uses collections that are appropriate to its mission.

A. Are the collections appropriate to the institution's mission?

EXAMPLES:

The Natural History Museum of Utah illuminates the natural world and the place of humans within it.

The Utah Museum of Fine Arts inspires critical dialogue and illuminates the role of art in our lives.

COLL Standard 2

The institution legally, ethically, & effectively manages, documents, cares for, & uses the collections.

A. Does the institution have a written, governing authority-approved collections policy?

B. Are staff and volunteers aware of laws and regulations with regard to collections?

C. Does the institution recognize the role of professional ethics regarding collections?

D. Are there designated staff (paid or unpaid, part- or full-time) responsible for collections?

E. Does the institution allocate financial resources for collections care and management?

COLL Standard 2 – continued

The institution legally, ethically, & effectively manages, documents, cares for, & uses the collections.

F. Are there written criteria for accepting and refusing collections?

G. Can staff locate artifact and archives items in the collections?

H. Is there a filing system for collections records?

I. Are there written procedures for acquiring, borrowing, and lending collection items?

J. Are there written procedures for deaccession and disposal of collection items?

K. Is there a formal system for numbering & describing collections?

L. Does the institution have an institutional archives?

COLL Standard 2 – and there's more

The institution legally, ethically, & effectively manages, documents, cares for, & uses the collections.

- M. Does the institution take appropriate measures to ensure the safety and security of artifacts and archival items in its care?*
- N. Are there designated artifact and archives storage areas?*
- O. Does the institution use preventive conservation measures to provide a safe and stable environment for collections?*
- P. Does the institution use methods and materials for storing and exhibiting collections that promote their preservation?*
- Q. Does the institution engage in conservation planning?*
- R. Do staff perform regular housekeeping in all areas of the facility as well as specialized collections housekeeping?*

COLL Standard 3

The institution's collections-related research is conducted according to appropriate scholarly standards.

- A. Does the institution conduct research on the collections?*

COLL Standard 4

The institution strategically plans for the use and development of its collections.

- A. Do the institution's planning documents address collections?*

COLL Standard 5

Guided by its mission, the institution provides public access to its collections while ensuring their preservation.

A. Does the institution recognize that the collections are held in the public trust?

"Museums in the United States are grounded in the tradition of public service. They are organized as public trusts, holding their collections and information as a benefit for those they were established to serve."

– AAM Code of Ethics for Museums

COLL Unacceptable Practices

Collections are held in the public trust. Caring for collections is therefore critical work, making collections misuse a serious violation. This includes:

- **Personal use** of artifacts and archival items, or dealing in collections by staff/volunteers for **personal gain**.
- Performing **irreversible** cleaning, restoration, or other procedures.
- Institutional **sale of collections** material for short term museum needs.
- Use of **funds from deaccessioning** for anything other than acquisition of new collections or direct care and conservation of existing collections.
- Failure to establish **clear ownership** of potential donation prior to receipt.
- Inattention to national and international **regulations**.
- Providing **appraisals** to outside parties on items for any reason.
- **Misrepresentation** of a collection item's origin, history, or condition.
- Use of collections in a manner that threatens their preservation unless designated as part of the **hands-on** or **teaching collection**.

What THIS Workshop Covers

- What, why and how do museums collect?
- How can I make my collection more effective?
- How do I know what is a significant object for my museum's collection?
- How do I make improvements in the area of collecting?



ZERO IN ON TODAY'S INDICATORS

Standard 1 | Institution owns, exhibits, or uses collections that are appropriate to its mission.

A. Are the collections appropriate to the institution's mission?

Standard 2 | Institution legally, ethically, & effectively manages, documents, cares for, & uses the collections.

A. Does the org have a written, governing authority-approved collections policy?

B. Are staff/vols aware of laws and regulations with regard to collections?

C. Does org recognize the role of professional ethics regarding collections?

E. Does org allocate financial resources for collections care and management?

F. Are there written criteria for accepting and refusing collections?

ZERO IN ON TODAY'S INDICATORS

Standard 4 | The institution strategically plans for the use and development of its collections.

A. Do the institution's planning documents address collections?

Standard 5 | Guided by its mission, the institution provides public access to its collections while ensuring their preservation.

A. Does the institution recognize that the collections are held in the public trust?

SCOPE OF COLLECTIONS: RESPONSIBILITY OF STEWARDSHIP

Responsibility of Stewardship

MUSEUMS & PUBLIC TRUST

- Museums acquire, document and preserve collections in accordance with **institutional policies**, are accountable for them, and **pass them to future generations** in good condition.
- Collections are **used for the exclusive purposes** of preservation, research, education, and public education.
- Museums care for collections **on behalf of public they serve**. In exchange for this **public service**, museums are granted certain benefits – like non-profit status with tax exemptions and eligibility for federal, state, local grants.
- Collections are **heart of the museum** and proper care and management is heart of stewardship.

Responsibility of Stewardship

... AND ITS DILEMMAS

- Over 4.8 billion artifacts are held in public trust by more than 30,000 collecting institutions in the U.S.A.
- 59% of these museums & libraries lack adequate storage
- 80% of these lack paid staff dedicated to collections care

AND YET

Almost every museum lists collecting and preserving as the top two activities in their mission statement

Are these activities listed in your mission?

Responsibility of Stewardship

COLLECTIONS ARE A LIABILITY

- We do not list them as assets.
- We do not use them as collateral for loans.
- We do not sell them to pay operating expenses.
- We are bound by mission to care for them.
- They cost us money & will never pay for themselves.
- When we accept a new object into the collection we are committing time, money, space.

MUSEUM STAFF ARE HELD TO A CODE OF ETHICS

- We do not profit, compete, or benefit from collecting
- We do not personally use the collections
- We improve & care for collections as part of our public trust

If Collections Are A Liability...

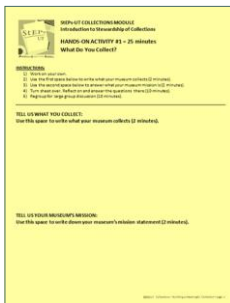
WHAT CAN WE DO?

- Raise money to care for your collection.
- Be thoughtful and strategic about matching your collection and stewardship activities to your organizational capacity to make you BETTER at fulfilling your mission.

... A Scope of Collections Statement Can Help

HANDS-ON ACTIVITY #1

WHAT DO YOU COLLECT?



- 1) Work on your own.
- 2) Write what your museum collects (2 minutes).
- 3) Write what your museum mission is (2 minutes).
- 4) Turn sheet over and answer questions there (10 minutes for personal reflection).
- 5) Regroup for large group discussion (10 minutes).

Source: AASLH StEPs Curriculum, *Building a Meaningful Collection*

HANDS-ON ACTIVITY #1

WHAT DO YOU COLLECT?

DISCUSSION

- Was it easy to identify what you collect?
- Did you easily state your mission?
- Does what you collect support your mission?
- What is not true about what your wrote?
 - ✓ Are there items in your collections that do not belong under your mission statement?
 - ✓ Do you need to add objects or items to your collections to meet your mission statement? (not enough, or none at all?)
- Would others at your museum agree with you?

Source: AASLH StEPs Curriculum, *Building a Meaningful Collection*

MORNING BREAK – 15 minutes



SCOPE OF COLLECTIONS: BUILDING A MEANINGFUL COLLECTION

Why Do Museums Collect?



- For preservation
- Education (lifelong learning, unstructured, continuing interest)
- For research
- Why does **YOUR** museum collect?

How Do Museums Collect?

- Donation: can be Active, but usually Passive (wait for the object to come to the museum)
- Purchase: Active
- Commission: Active
- Field collection: Active
- Most museums collect through a passive manner, decisions are then made when the object is offered to that museum.

Where does your museum fit?

How can we turn the usually "passive" donation option of collecting into an active one?

For Whom Do You Collect?

- **You? Your community?**
 - ✓ Who is your community? If you don't know, find out
- **Do people at your museum (board, staff, volunteers, visitors) represent your community?**
 - ✓ If not, ask for community input
- **What if your community changes?**
 - ✓ Immigration, out-migration
 - ✓ Changes in demographics (age, diversity, affluence, etc.)
 - ✓ New museum with competing or complementing mission
 - ✓ Another museum closes – who will serve its audience? Do you want to?



What Do Museums Collect?

- **Museums *may* collect anything**
 - ☐ Living/non-living collections
 - ☐ Manuscript, book, 3D, textile, furniture, vehicles, aircraft, art, video, audio, etc.
- **How do you build a good collection?**
 - ☐ Take everything?
 - ☐ Take nothing?
 - ☐ Take only red things?
 - ☐ Only old things?
 - ☐ Only things that will fit in your storage?



What Do Museums Collect?

- **Governed by three things:**

- ❑ **Mission**
(overarching, applies to entire museum)
- ❑ **Scope of Collections Statement**
(applies only to the collection)
- ❑ **Collections Management Policy**
(rules that govern collections care and how to manage the collections)



Defining Your Scope

How do you decide what your museum should collect?



Not an easy process, it requires some reflection and a critical look at:

- ❑ **Community:** who is your community, and how does the collection benefit or represent it
- ❑ **Organizational capacity** (budget, etc): do you have a budget, paid staff, volunteers, building
- ❑ Your **existing collection:** does it reflect your mission statement

Collections Management Policy

Document that governs museum's collecting activities & specifies:

- **WHAT IS COLLECTED**
- Who is authorized to collect
- Who decides what becomes part of the collection
- What are approved uses for the collection
- What are the criteria for accepting objects/materials (this is called accessioning the object/materials)
- What are the criteria for eliminating objects/materials from the collection (this is called deaccessioning)
- What standards must be maintained for the care of your collection (environment, storage, access, use)

Scope of Collections Statement



- Guides your collecting to match mission and capacity
- Helps justify capital and care costs (space, staff and materials)
- Helps in more thoughtful collecting and more meaningful decisions
- Improves donor relations
- Helps create a collection that is an effective tool for programming, exhibitions and education

What's the Difference?

MISSION

Dining at Gertrude's Luncheonette is fun for the whole family.

SCOPE OF COLLECTION

Food at Gertrude's Luncheonette is made from Gertrude's secret recipe book and only from the freshest ingredients.



Kitchen Rules for Gertrude's Luncheonette:

In order to ensure that Gertrude's Luncheonette is fun for the whole family and that food at Gertrude's Luncheonette is made from Gertrude's secret recipe book and only from the freshest ingredients, everyone will abide by the following rules:

- 1) Only staff hired by Gertrude is permitted in the kitchen
- 2) The kitchen is open from 7am to 8pm
- 3) Gertrude's secret recipes cannot be given to anyone.
- 4) Gertrude's follows all health department regulations

COLLECTION MANAGEMENT POLICY

What is a Good Scope Statement?



- Defines an ideal collection
 - A goal rather than a description of what the museum currently holds
- Supports the organization's mission
- More narrow than the mission statement
- Uses interpretive words that illustrate the spirit of the community

What is a Good Scope Statement?



- While narrow, it allows for subjective flexibility
- Uses thoughtful limiters
 - Geography
 - Format
 - Object size (be VERY careful!)
 - Format
- Identifies significance as an essential criteria

CASE STUDY

Historic Stranahan House

Mission:

The **mission** of the Historic Stranahan House Museum is to tell the story of the birth of our community through the lives of two extraordinary people and the homestead they created and to serve as an enduring legacy for historic preservation.

Scope of Collections:

Historic Stranahan House Museum collects objects which are useful for fulfilling the museum's mission to interpret the life, character and times of Frank and Ivy Stranahan and the community they helped to found. The centerpiece of the museum's collection is the house itself, which serves as a model of exemplary historic preservation.

The Permanent Collection consists of furniture, furnishings, housewares, books, photographs, paintings, textiles, clothing and accessories, glass, ceramics silver and other metals, and period decorative arts relating to the history of the Stranahans, their home and their relationship to the city of Fort Lauderdale and Broward County.



Statements to Avoid



- One that is as broad or broader than the mission statement
- One that includes limiters unrelated to the mission
 - Must be 50 years old (cuz why?)
- Is a description of the existing collection, rather than a statement of a goal

CASE STUDY

Beatty Museum



Mission:

To preserve in any form the heritage of Beatty, Nevada, the Bullfrog Mining District, the surrounding mining camps of Nye County and any item of historical significance.
To acquire, maintain, own, use for display and demonstrative purposes, any objects reflecting the heritage of Beatty, Nevada, the Bullfrog Mining District, the surrounding mining camps of Nye County, and **any item of historical significance**.

Scope of Collections:

Historically significant artifacts, documents and photographs that contribute to an understanding of past human behavior, customs, activities, episodes, institutions and personalities, as well as the natural world and earth sciences as applied to our region. The item collected must be in reasonable condition so that the museum can fulfill its goal of preservation with as little alteration to objects as possible. The objects collected should be well documented and such documentation must be verifiable and will include: A chronological history of the object, Circumstances surrounding the objects discovery and acquisition, The original owner or manufacturer, The objects original use, Any other pertinent facts including copyright ownership. The museum may collect artifacts that have incomplete documentation as long as they contribute to a clearer understanding of significant elements of our cultural or natural history and as long as it is established that the item was legally obtained. Objects collected must be useful in the museum for display, research and interpretive activities. The museum must be in a position to properly care for the acquired object. The museum will not collect duplicates, unless they serve a useful purpose, or are in significantly better condition than the item currently in the museum's possession.

Create & Refine Scope Statement

- Why Does Museum Collect?
 - ❑ Preserve material objects of the past to make them available to those in the present and the future, for educational purposes
- How Does Museum Collect?
 - ❑ Gift, donation, bequest, purchase, commission.....
- What Does Museum Collect?
 - ❑ This is determined by the mission statement and is defined through a scope of collections statement
 - ❑ E.g., 3-D objects, textiles, manuscripts, wall art, folk art, metal, wood.....

Your Scope of Collections Statement

Things to consider:

- Is your museum a privately funded non-profit or a publically funded municipal entity?
 - ❑ What kind of legal restrictions does this entail?
- Who is the museum for?
 - ❑ If a museum's collection is for the community, who should have a voice in what you collect? E.g., Board members, Volunteers / Staff, City Councils, Museum members, Teachers / Educators, other Community Groups?
- What makes your organization, topic, community significant?
- How will your collection be different from others in area?
- What stories are you trying to tell?

How Do I Write a Scope of Collections Statement?



- What are you going to collect?
 - Types of objects
 - Limits to what you will collect
 - ✓ geography
 - ✓ time period
 - ✓ culture
- Why will you collect – or not collect – specific kinds of objects?
- What is the reasoning behind the limiters?

Impacts of a New Collecting Scope

- Less collecting
- Culling (deaccessioning objects that do not match your scope)
- More purposeful collections and collecting campaigns
- Active, not passive, collecting
- New audiences
- Collection is a more effective tool for programming
- Less costly collections care
- Negative reactions from community – Communication is KEY!
(If you are thoughtful, purposeful and involve your community, you can minimize negative reactions)
- Positive reactions from community
- Collection matches mission and organizational capacity

Collections Planning: How It Fits

- **Mission Statement is in place**
- **Scope of Collections identified**
 - Identifies what types of objects / materials will be collected
 - Excludes those objects that do not fit within the mission of the museum and the identified scope of the collection
 - Guides culling of the collection through deaccessioning if necessary
- **Collections Planning begins**
 - Goals identified in the scope of collection will guide the strategic plan for the museum
 - A collections plan, as part of the strategic plan, will help guide the collecting policy
 - Sets up criteria for 5-10 years, helping museum boards, directors and staff identify needs within the museum

LUNCH BREAK – 60 minutes



SIGNIFICANCE ASSESSMENT

What Is Significance?

- 'Significance' refers to the values and meanings that objects and collections have for people and communities.
- Incorporates all the elements that contribute to an object's meaning, including its context, history, uses, and its social and spiritual values.

**WHAT VALUES COULD BE ASCRIBED
TO YOUR COLLECTIONS?**

Source: Kylie Winkworth and Roslyn Russell, *Significance 2.0: A guide to assessing the significance of collections*

What Is Significance Assessment?



- **Systematic approach** to determining the significance of an object or collection in relation to your institutional mission and scope of collections
- Process of researching and understanding the **meanings and values** of objects and collections
- Uses a stepped process and **consistent criteria**

Who Determines Significance?

- Collections Management Policy (the rules that govern the collection) should spell this out
- Normally a committee decision (committee members can be staff, volunteers, board members and others from the community)



Significance vs. Ranking

SIGNIFICANCE ASSESSMENT

- Time-consuming
- In-depth research & analysis required
- Creates narrative argument for an object's significance relative to the collection as a whole

CURATORIAL RANKING

- Fast
- Relies on curatorial knowledge
- Can provide statistical overview of collection if completed for every object



Why Assess Significance?

Understand and describe how & why an object is significant because:

- With finite resources, it's not possible to care for every object forever
- Helps guide collections management decisions
- Helps you advocate for your collection



Important Considerations

- Significance is not the same as monetary value.
- Significance is relative and context-driven. It may change over time.
- Hard to be objective.
- Many objects evoke strong reactions in us.
- In order to make sure the collection fulfills a meaningful scope that relates to and supports the mission, we need to be **aware of BIAS**.



Bias Relates to Significance & Scope



bi-as / 'biās/ [noun]

Prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair.

- Without a defined scope, individual bias becomes the guide.
- Over time, collections without scope reveal their biases.
- Scope helps us define not only what we collect, but for whom.
> *We collect for the community, not ourselves.*
- Significance Assessment & Scope Statements are produced collectively and are codified in writing.

Determining Significance

What are some criteria for significance?

<input type="checkbox"/> Age	NO*
<input type="checkbox"/> Meaning	YES
<input type="checkbox"/> Use	YES
<input type="checkbox"/> Owner	YES
<input type="checkbox"/> Monetary Value	NO
<input type="checkbox"/> Community Connection	YES
<input type="checkbox"/> Story	YES
<input type="checkbox"/> History	YES
<input type="checkbox"/> Artist or Maker	YES
<input type="checkbox"/> Volume	Possibly*

Significance Assessment Tools

SIGNIFICANCE 2.0

- Collections Council of Australia
- In-depth approach to researching and assessing significance for individual objects or entire collections
- Published in 2009
- Single PDF download



<https://www.arts.gov.au/what-we-do/museums-libraries-and-galleries/significance-20>

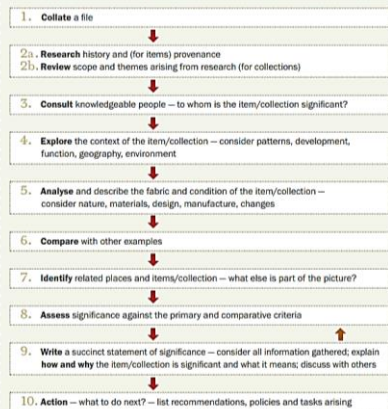
SIGNIFICANCE 3.0

- Collections Trust UK
- Collections review process leads to significance assessments
- Published in 2018
- Downloadable templates for procedural elements



<https://collectionstrust.org.uk/resource/reviewing-significance-3-0/>

Recapping the steps in the significance assessment process for items and collections



Source: Kyle Winlaw and Roslyn Russell, *Significance 2.0: A guide to assessing the significance of collections*

Analyze & Research Your Object



- Gather any information you have about the object.
- Carefully observe and document the condition and material composition of your object.
- Research the history and provenance of your object.

Compare Object With Similar Objects



- Do you have similar objects in your collection?
- Research reference material.
- Reach out to other museums with similar holdings.

Use Specific Assessment Criteria



HANDOUT | Significance 2.0
Object Assessment Worksheet

HANDOUT | Reviewing Significance 3.0
Assessment Template & Grid

- Four areas of value will help determine significance:
 - ✓ Historic
 - ✓ Aesthetic
 - ✓ Social or Spiritual
 - ✓ Research Potential
- Additionally, consider:
 - ✓ Provenance
 - ✓ Representativeness
 - ✓ Rarity
 - ✓ Physical Integrity

HANDS-ON ACTIVITY #2

SIGNIFICANCE ASSESSMENT

ANIMAL TOY MUSEUM
Introduction to the Significance of Collections
HANDS-ON ACTIVITY #2 - 30 minutes
Significance Assessment

INSTRUCTIONS

- 1) Divide into three groups (mix of museums in each group) and claim your three objects per group.
- 2) Review the Mission and Scope of Collections for the Animal Toy Museum (5 minutes).
- 3) Using the questions, evaluate the significance of the three objects provided from the Toy Animal Museum. You may want to divide up your 3 objects within your group (15 minutes).
- 4) Regroup for discussion of issues identified (10 minutes).

ANIMAL TOY MUSEUM

4. **MISSION:** The Animal Toy Museum is dedicated to collecting, preserving, and displaying the history of animal toys and their role in human culture. The museum's collection is intended to be a resource for research and education.

MISSION: SCOPE AND

For the object in front of you:

- 1) What is its history?
- 2) What is its significance?
- 3) How old is it?
- 4) How was it made?
- 5) What is its condition?
- 6) What is its value?
- 7) What is its significance?
- 8) What is its significance?
- 9) What is its significance?
- 10) What is its significance?

11) How is this object related to the collection? Can it be put on display in the museum?

- 1) Divide into three groups (mix of museums in each group) and claim your three objects per group.
- 2) Review the Mission and Scope of Collections for the Animal Toy Museum (5 minutes).
- 3) Using the questions, evaluate the significance of the three objects provided from the Toy Animal Museum. You may want to divide up your 3 objects within your group (15 minutes).
- 4) Regroup for discussion of issues identified (10 minutes).

AFTERNOON BREAK – 15 minutes



COLLECTIONS POLICY

More to come in Month 4

What is a Collections Policy?



Five Core Documents



Detailed written statement that lays out what the collections are & how they are:

- Acquired
- Cared For
- Monitored
- Documented
- Used
- Dispossessed

Why Have a Collections Policy?



- Adherence to Mission
- Comply with Laws & Ethical Responsibilities
- Guides Staff, Board & Volunteers
- Set Expectations for Potential Donors
- Meet Standards and Strive for Best Practices in Stewardship
- Promotes Consistency & Accountability

Elements of a Collections Policy

- 1) Purpose of museum, policy, statement of authority
- 2) What the museum collects (scope of collections)
- 3) How it complies with legal and ethical obligations
- 4) Acquisitions & Accessioning
- 5) Deaccessioning & Disposal (and use of proceeds)
- 6) Collections Care
- 7) Loans (incoming, outgoing, or none at all)
- 8) Documentation & Inventories
- 9) Access & Use of collections and records
- 10) Who approves policy and frequency of review

Policies vs Procedures vs Plans

Policies

- Establish standards & values
- Framework for decisions
- Define authority & responsibilities
- Guidelines for situations
- Approved by governing authority
- Not time limited but may evolve

Procedures

- How to do things
- Mechanisms and instructions to implement policy
- Succinct actions & steps
- Done by staff - do not have to be approved by governing authority
- Not time limited but may evolve

Plans

- Goals, why, by whom, and with what resources?
- Strategic plan for collections
- Specific goals for particular timeframe
- Timelines and responsibilities
- Resources needed (both \$\$\$ & human)
- Time bounded

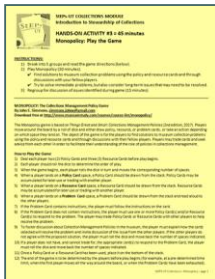
Monopoly



- MONOPOLY= board game based on John E. Simmons' *Things Great and Small: Collections Management Policies*.
- Collections policies are very important, but preparation can be tedious. Instead of interminable deliberations about collections management policies, your team can have your discussions while having fun playing a game.
- FREE download from Museum Study LLC <http://www.museumstudy.com/courses/course-list/monopoly/>

HANDS-ON ACTIVITY #3

MONOPOLY: PLAY THE GAME



- 1) Break into 5 groups and read the game directions.
- 2) Play Monopoly (30 minutes).
 - ✓ Find solutions to museum collection problems using the policy and resource cards and through discussions with your fellow players.
 - ✓ Try to solve immediate problems, but also consider long-term issues that may need to be resolved.
- 3) Regroup for discussion of issues identified during game (15 minutes).

WRAP UP

Quick Recap

What We Have Covered Today:

- Complexity and ethics underpinning collections stewardship
- How refining scope of your collections helps make your collection more effective
- How to assess the significance of objects within your collection
- Importance of collections policy to guide decisions and ensure consistency



Recommended Resources for Today

American Alliance of Museums *Collections Management Policy* overview
<https://www.aam-us.org/programs/ethics-standards-and-professional-practices/collections-management-policy/>

Association for Registrars and Collections Specialists (ARCS) <http://www.arcsinfo.org/>

Australian Museums & Galleries Association of Victoria (AMaGA) Online Resources
<https://amagavic.org.au/resources/infosheets> and <https://amagavic.org.au/training-videos>

Buck, Rebecca & Jean Gilmore, eds. *Museum Registration Methods*, 5th Edition, AAM Press, 2014.

Catlin-Legutko, Cinnamon & Klingler, Stacy, eds., *Small Museum Toolkit*, Altamira Press, 2012

National Park Service, *Conserve-o-grams*
https://www.nps.gov/museum/publications/conservoogram/cons_toc.html

National Park Service, *Museum Handbook Part I, Museum Collections*, 1999.
<https://www.nps.gov/museum/publications/handbook.html>

Reed, Caroline, *Reviewing Significance 3.0: A Framework for Assessing Museum, Archive and Library Collections' Significance, Management and Use*, 2018
<https://collectionstrust.org.uk/resource/reviewing-significance-3-0/> [See HANDOUT]

Simmons, John E., *Things Great and Small: Collections Management Policies*, Rowman & Littlefield, 2018

Winkworth, Kylie & Roslyn Russell, *Significance 2.0: A Guide to Assessing the Significance of Collections*, 2009
<https://www.arts.gov.au/what-we-do/museums-libraries-and-galleries/significance-20> [See HANDOUT]

Getting Your StEPs Certificates



- Remember your institutional commitment
- Apply for Bronze but shoot for beyond
- Applications in your StEPs Workbook (at end of each module section)
 - ▢ Fill it out using your post-module self-assessment
 - ▢ Send to AASLH
 - ▢ If you are unsure of your organization's institutional member number, Jennifer can help connect you to AASLH
- When you get the certificate, take a picture and send it to us!

We Got Money for You!



- Project funding for **Year 1 projects to assist in achieving Bronze level or higher**
- **Up to \$1,500**
- **Application closes August 30**

Eligibility

- ▢ Are a Certified Utah Museum
- ▢ All **pre- and post-self assessments completed** for all 3 Year One modules
- ▢ Achieved **Bronze Level Certificates (or higher)** for each StEPs Standards module covered in Year One modules (MVG, MGMT, AUD) or provide evidence in your application that the project for which you seek funding will help you achieve a Bronze level or higher
- ▢ Have sent one to two staff members/volunteers to **attend all program-related activities** for each StEPs-UT module
- ▢ Have followed through with **workshop assignments** related to your projects
- ▢ Have participated in **mentor site visits** (month 3 of each module) and worked in **good faith with mentor**

Project Funding: Online Application

Find link at <https://artsandmuseums.utah.gov/steps-ut/>

Utah Division of State History | UTAH HUMANITIES | Utah Division of Arts & Museums

APPLICATION FORM for StEPs-UT Year One Funding

PART THREE: ELIGIBILITY

Below are questions that will determine your eligibility for funding as per your letter of agreement with the State of Utah.

Are you a Utah Certified Museum?

☐ Yes

☐ No

Have you received at least Bronze level in the Mission, Vision, Governance Module? If no, please explain why.

☐ Yes

☐ No

☐ Other: _____

Have you received at least Bronze level in the Management Module? If no, please explain why.

☐ Yes

☐ No

☐ Other: _____

Wrap-Up

- **StEPs-UT is a partnership** between the Utah Division of Arts & Museums, Utah Humanities, and Utah Division of State History, and is supported by funding from the Utah Department of Heritage & Arts, the State of Utah, and the National Endowment for the Humanities.
- Thanks to **AASLH** and **AAM** for **valuable resources**.
- Questions? Anything else? Nametags to the basket please.
- **Mentor & Mentee Break-out Groups until 5pm.**

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