STEWARDSHIP OF HISTORIC STRUCTURES & LANDSCAPES: An Introduction

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Steve Cornell | Utah Division of State History
November 18, 2019 | Salt Lake City, UT
WELCOME!
HSL Module Instructors

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# Agenda Overview

## SCHEDULE

**Morning**
- Welcome & Introductions
- HSL Module Overview
- Historic Preservation Overview
- Building Assessment

**Afternoon**
- Walking Assessments of Rio Grande Depot
- Museums in Historic Buildings
- Wrap-Up & Assignment
- Mentor Group Break-outs

## GOALS FOR TODAY

**Introduction to Content**
- Understand who the key players are and what programs and tools are available for historic preservation.
- Develop a stronger understanding of what “historic structures” are and how to care for them.
- Clarity on your organizational next steps for this module.
GROUND RULES

▪ Responsible for your own learning
▪ Respect confidentiality of the room
▪ Honor other people when they are speaking by giving your attention
▪ Honor time limits
▪ Return from breaks & lunch on time
▪ Cell phones – be cool
STEWARDSHIP OF HISTORIC STRUCTURES & LANDSCAPES
MODULE OVERVIEW
“Our hobby is finding old, run-down Victorian houses and levelling them.”

“I’m bored—let’s buy a house in the country that has lots of problems.”
"It's a pity they had to stop work on the new mall."

"Did you remember to scatter a few spear points and arrowheads back there for future generations to ponder?"

"I remember when all this was completely undeveloped."
Introduction to Stewardship of Historic Structures & Landscapes (HSL)

This module covers:

- Management
- Preservation
- Policies
- Research & documentation
- Public access
- Public safety

Refer to pages 192-234 of your StEPs Workbook
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 18, 2019</td>
<td>Full-day Workshop</td>
</tr>
<tr>
<td>December 16, 2019</td>
<td>Half-day Skills Lab</td>
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<tr>
<td>January 2020</td>
<td>Mentor Site Visits</td>
</tr>
<tr>
<td>February 24, 2020</td>
<td>Full-Day Workshop</td>
</tr>
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</table>
HSL Standard 1

The institution owns or has legal responsibility for historic structures and landscapes that are appropriate to its mission.

A. Are historic structures and landscapes owned by the institution appropriate to its mission?

B. Does the institution have copies of, and understand all legal documents related to the properties it manages or owns?
HSL Standard 2

The institution ethically and effectively manages, documents, cares for, exhibits, and uses its historic structures and landscapes.

A. Does the institution recognize the role of ethics in its policies and procedures regarding the use and care of historic structures and landscapes?

B. Does the institution allocate financial resources for the care and management of historic structures and landscapes?

C. Does the institution collect, store, and manage the documentation and research related to its historic structures and landscapes?

D. Does institution have, and make readily accessible, appropriate information related to its historic structures and landscapes?
HSL Standard 2 – continued

The institution ethically and effectively manages, documents, cares for, exhibits, and uses its historic structures and landscapes.

E. Are collections within the historic structures and landscapes cared for in ways that promote the preservation of the structures and landscapes? (Note: care of collections is covered elsewhere; this question addresses the intersection of caring for collections and caring for the structures and landscapes that house them whether on exhibit or in storage.)

F. Are historic structures and landscapes cared for in ways that promote their preservation?

G. Does institution effectively manage the impact of its interpretive and public programs on the historic structures and landscapes?
HSL Standard 3

The institution’s research of its historic structures and landscapes is conducted according to appropriate scholarly standards.

A. Are qualified professionals engaged to research and document the historic structures and landscapes?
HSL Standard 4

The institution strategically plans for the maintenance, use, and development of its historic structures and landscapes.

A. Do the institution’s planning documents address its historic structures and landscapes?
HSL Standard 5

The institution has identified and is implementing appropriate treatments of its historic structures and landscapes consistent with physical and documentary evidence, mission, and plans.

A. Does the institution use appropriate professional treatments and materials in the care of its historic structures and landscape features?

B. Does the institution use preventive conservation measures to provide a safe and stable environment for its historic structures and landscapes?
HSL Standard 6

Guided by its mission, the institution provides public access to and interpretation of its historic structures and landscapes while ensuring their preservation.

A. Does the institution insure that public access to structures and landscapes is safe for visitors and staff?

B. Are the staff and governing authority aware of the Americans with Disabilities Act (ADA), and its public access and universal design specifications?
HSL Standard 7

The institution considers and implements sustainable practices of energy conservation in the operations and care of its historic structures and landscapes that are compatible with the site’s mission and preservation policies.

A. Does the organization practice energy and resource conservation?
HSL Unacceptable Practices

Practices that are unethical and in some cases illegal. Informed decision-making encourages responsible stewardship. Apply the principles of collections management of artifacts to managing historic structures and landscapes. Inappropriate practices include:

- Selling or transferring materials and artifacts from the site without pursuing appropriate deaccessioning or disposal procedures.
- Overusing historic structures or landscapes through too many programs, rentals, construction, or activities, or too many visitors during such events.
- Using open flames inside or close to historic structures and landscapes.
HSL Unacceptable Practices – continued

An institution should always consult qualified professionals and publications for information on materials and actions that prevent damage to, and prolong the life and historic qualities of historic structures and landscapes. Disregard for the fabric or history of the property, and for proper treatment, is unacceptable. This includes:

- Using materials or treatments (e.g., polishes, cleaners, chemicals, paints, or sealants) for maintenance, cleaning, repair, programs, or other activities without the advice of a qualified professional.

- Undertaking structural or cosmetic changes to a historic structure without consulting a qualified professional (e.g., replacing or repairing doors, windows, shutters, wall treatments, floors, porches, roofs and foundations, and chimneys, or installation of utilities including alarm systems and HVAC systems).

- Undertaking structural or cosmetic changes to a historic landscape without consulting a qualified professional (e.g., archaeology, removal/additions to plantings, and digging to replace/install utilities).
But my museum isn’t in an historic building! How does all this apply to ME???
What THIS Workshop Covers

▪ The types of structures “historic preservation” covers.
▪ The key players in the historic preservation arena and their various roles and services.
▪ When and how to access the resources and assistance of those key players.
▪ Some of the documentation and treatment standards.
▪ Understand how historic preservation principles, programs, partners, and resources can enhance your museum’s mission, either directly or indirectly.
HISTORIC PRESERVATION
IN UTAH: An Overview
What’s an Historic Resource?

“Places” associated with significant events, people, “broad patterns of history,” architecture/design/materials/construction. (Scholarship matters to research and document this significance.)

- **Buildings**: houses, commercial buildings, schools, churches, recreational/entertainment buildings, etc.
- **Structures**: barns, bridges, mining structures, railroad grades, dams, canals, etc.
- **Sites**: primarily archaeological sites
- **Objects**: rare, but could be e.g., locomotive, monument, statue
- **Districts**: historic and archaeological districts

* Cemeteries, grave sites, altered sites, artifacts, and small objects are not usually eligible for designation as an historic resource

Source: National Register of Historic Places guidance, provided by the National Park Service
What’s NOT an Historic Resource?

- Historic Preservation activities **do not include** museum collections, exhibits, interpretation, folklore, markers for demolished buildings, local history publications, archival collections*, etc.

- However, **historic buildings that serve as museums** may qualify for Historic Preservation funds and support for building-related issues, including National Register designation, which opens the door for potential rehab funding.

*Unless directly related to historic building histories*
Key Players

Government

- Federal
  - National Historic Preservation Act of 1966
  - National Park Service
  - Advisory Council on Historic Preservation

- State
  - SHPOs (Utah State Historic Preservation Office — since c.1970)

- Local
  - CLGs (Certified Local Governments — local government partnership since 1985)

Non-profit

- National
  - National Trust for Historic Preservation (1949)
  - Preservation Action (1974—lobbying)

- State
  - Preservation Utah (formerly Utah Heritage Foundation, 1966)

- Local/Regional
  - Weber County Heritage Foundation
  - Friends of Historic Spring City
  - Etc.
Key Players

Private Owners of Historic Property

- Home Owners
- Developers
- Business Owners
- School Districts
- Churches
- Non-profits
- Government entities (national, state, local)
  - Public lands (especially regarding archaeology)
  - Parks
  - University campuses, etc.
Preservation Regulations

**MYTHS & REALITIES**

- **National Register**
  - ✓ No regulation (really!??)
  - ✓ Only recognition and incentives

- **State Register**
  - ✓ No regulation
  - ✓ Inactive since the mid-1970s (not well-conceived)

- **Local Register**
  - ✓ The only designation that may include various types of regulation: design review, demolition denial, infill construction in historic districts, etc.
  - ✓ Most cities avoid this option
“Once, I tried to change the laces, and the Landmarks Commission came down on me like a ton of bricks.”
“These are luxury apartments, so use the good water.”
NPS / SHPO Programs

Utah Division of State History
State Historic Preservation Office (SHPO)

https://history.utah.gov/preservation/

- Survey & Inventory (building documentation)
- National Register of Historic Places
- Historic Tax Credits (state & federal rehab tax incentives)
- Certified Local Government (CLG/local government preservation program activities and grants)
- Architectural/Technical Assistance
- Compliance (regulatory; federal- and state-funded projects)
“See, that’s your problem right there—the roof is mostly sugar.”
“Can’t we just get some load-bearing wallpaper?”
MORNING BREAK – 15 minutes
Museums & Historic Buildings

Direct & Indirect Relationships

Brigham City Museum of Art & History

Springville Museum of Art

Park City Museum
The couch was in this home, which is still standing and has a very thorough history that could supplement the artifact’s interpretation.
A few examples of the Cahoon family’s multi-generation wedding dress collection (1843-1968) in possession of the Utah State Historical Society.

The family photo provides a personal touch, and the National Register-listed home still stands, providing yet another dimension for interpreting the story of this important Murray family and their role in the community.
Alpine
Moyle House and Tower (1858-66)

- Partial reconstruction and stabilization 1951
- Bicentennial (1976): thorough rehab project
- National Register 1992
- Alpine CLG 1987
- City Park
- 1991: On-site caretaker
  1990s: Other historic structures moved in
American Fork City Hall (1903)

- American Fork CLG 1987
- National Register 1994
- Priority project for the CLG
- CLG chair elected to city council
- Rehabbed 2006-07
- Used for city meetings, community events, etc.
- Admin. offices nearby
Brigham City
Box Elder Stake Tabernacle (1865-90)

- National Register 1971
- Rehab 1987 (unlike the Coalville Tabernacle demolition of 1971; change of heart?)
- Brigham City CLG 1986, brought the city into the historic preservation arena
Carbon County
Nine Mile Canyon (AD 950-1900s)

- 10,000 rock art images plus historic ranches
- Carbon County CLG 1989
- CLG grants supported BYU archaeological site documentation in the 1990s
- National Register 2009; MPS rather than historic district
Centerville
Whitaker House (1870)

- Centerville CLG 1990
- National Register 1996
- City acquired in 1996

- Rehab started 2009 (CLG grants, citizen pressure)
- House museum (2013), community garden
- Venue for special events, local history presentations, etc.
Delta
Topaz Internment Camp (1942-45)

- National Register 1974
- Topaz Museum Board 1983
- 1990s-2000s: acquired 625+ acres of Topaz town-site

- Japanese-American community involvement
- National Historic Landmark 2007
- Topaz Museum 2014
- NPS-funded exhibit 2017
Ephraim
Ephraim Co-op (1872)

- Saved from demolition 1969 (bulldozer standoff)
- $300k + from Permanent Community Impact Board
- Ephraim CLG 1989, but fits and starts
- Rehab 1990; Craft co-op on main floor (STA)
Grand County

Dewey Bridge (1916)

- UDOT replacement project
- National Register 1984
- Pedestrian-use only
- Burned 2008 ($3M rehab est.)
Gunnison
Casino Star Theatre (1912)

- National Register 1989
- Gunnison CLG 1990
- Casino Star Theatre Foundation 2004 (mayor’s role)
- Rehab: 2007-16
- Sparked downtown revitalization
Hanksville
Rock Church/Community Center (1911-14)

- National Register 1990
- CLG 2016 (future preservation efforts?)
- Community Impact Board (CIB)-funded rehab 2016
Helper

Helper Historic District

- National Register listed 1978
- CLG 1994
- Main Street community 1990s–2000s
- Approximately 15 matching grants
  Federal and State tax credit projects: $3 million private investment
- Role of artists and preservationists, including elected officials
Logan Center Street Historic District

- NR 1979; CLG 1986
- Courthouse 2003-05
- Tax projects
- Update/enlarge district?
- Preservation planner role
Mt. Pleasant Historic District (1975-1930s)

- National Register 1979
- Mt. Pleasant CLG 1990
- “Overlay zone” 1999
- Main Street community 1994
- CLG and Main Street grants
- National Historic Area 2006
Murray
Survey and National Register

- CLG 1996; surveyed the entire city—very rare
- National Register districts: one commercial and two residential (500 buildings)
- Multiple tax credit projects
Ogden
25th Street Historic District

- National Register 1978
- Ogden CLG 1985
- Decades of decline: safety and structural concerns
- City invested in streetscape and infrastructure
- Private investment in building rehabs (tax credits)
- Union Station rehab and adaptive re-use
Park City
Miners Hospital (1904)

- National Register 1978; moved 1979; library conversion
- Community rallied (book brigade)
- Preservation catalyst: commercial & residential
- Park City CLG 1985
- Local grant program
Payson Peteetneet School (1899)

- Payson CLG 1989
- National Register 1990
- People Preserving Peteetneet
- Rehab work 1990s—2010s
- Creative & persistent fundraising
- Art center, museum, and community events
- 700-building historic district in 2007
Provo
Brigham Young Academy (1891)

- National Register 1976
- Provo CLG 1995
- Easement prevented mid-1990s demolition
- BYA Foundation: funded $50k study and raised $5.38M
- $16.8 million bond election
- Library conversion 2001
Salt Lake City
City & County Building (1894)

• Spared demolition by a very close 1986 city council vote
• Sandstone issues and interior remuddling
• First use of base isolators on a historic building
• Salt Lake City CLG 1985
• Award-winning rehab 1989; 2018 re-rehab work
San Juan County
Edge of the Cedars Site & Museum

- Ancestral Puebloan archaeological site (AD 825-1125)
- National Register 1971; San Juan County CLG 1985
- 6.6 acres donated by the Navajo Nation to the State of Utah for a state park in 1974; museum opened 1978
- Official archaeological repository 1994
Sanpete County
Great Basin Station (1912-36)

- US Forest Service research center for grazing
- National Register 1996; discontiguous district
- 1989 agreement with Snow College
- 1996 rehab as environmental education center
Santa Clara
“Historic District”

- Santa Clara CLG 1994
- National Register “Multiple Property Submission” 1998 (6 buildings)
- Local historic district (2001) and revitalization effort
- Design guidelines 2017
- Streetscape improvements, local business emphasis
Spring City
Spring City School (1899)

- 1981—Home Tour event begins (“Friends”)
- Spring City Historic District 1980; CLG 1985
- $2M+ raised over 35+ years through home tour/art sales/grants: CLG, CIB, SAT, Eccles, etc.
- Now: city offices, community center, museum
What are the Common Threads?

▪ Dedicated organizations with intentional mission/vision, designated staff/volunteers, and dedicated funding
▪ Locally driven, with professional assistance
▪ Leadership and partnership
▪ Policies, procedures, and multiyear plans
▪ Long-term commitment, multiple players, reliant on relationships

Similarities & differences compared to collections stewardship?

What can be done individually vs collaboratively?
This is Nuanced Work

AND EVERY SITUATION IS UNIQUE

1) Contact the State Historic Preservation Office (SHPO) of the Utah Division of State History when you have an historic building or structure issue.

2) Get your community involved in the Certified Local Government (CLG) program to have ready access to funding, professional technical assistance, and tools for sustainability.
HANDS-ON ACTIVITY #1

Everyone is a Preservationist

1) Work on your own to complete questions on your sheet.

2) Come up with a strategy for preserving a threatened structure you care about (15 minutes).

3) Consider:
   - Ownership issues
   - Community perceptions
   - Local economics
   - Local politics
   - Competing community goals
   - Available assistance

4) Reconvene for large group discussion (30 minutes).
LUNCH BREAK – 60 minutes
GROUND RULES

- Responsible for your own learning
- Respect confidentiality of the room
- Honor other people when they are speaking by giving your attention
- Honor time limits
- Return from breaks & lunch on time
- Cell phones – be cool
Rio Grande Walking Assessment

Historic and “Character-Defining” Features
HANDS-ON ACTIVITY #2
Walking Assessment of Rio Grande Depot

1) We will focus on:
   ✓ Identifying **historic “character-defining features”** that should be preserved and interpreted.
   ✓ Evaluating **current and potential uses** and activities that could occur in the building.

2) Review packet of information about the building.

3) As we walk together through the building, note the following:
   ✓ Significant architectural features
   ✓ Important historical details
   ✓ Alterations, both good and bad
MUSEUMS IN HISTORIC BUILDINGS
Definitions

- **Preservation** = sustain the existing form, integrity, and materials of an historic resource, including preliminary measures to protect, stabilize, maintain, and repair.

- **Restoration** = accurately depicting form, features, and character of a resource as it appeared at a particular period of time by means of the removal of features from other periods in its history and reconstruction of missing features from the restoration period.

- **Rehabilitation** = making possible a compatible use for a property through repair, alterations, and additions while preserving those portions or features which convey its historical, cultural, or architectural values.
Definitions

• **Reconstruction** = depicting, by means of new construction, the form, features, and detailing of a non-surviving site, landscape, building, structure, or object to replicate its appearance at a specific period in its historic location.

• **Stabilization** (treatment) = measures designed to reestablish a weather resistant enclosure and the structural stability of an unsafe or deteriorated property while maintaining the essential form as it exists at present.

• **Protection** = measures designed to guard resource from deterioration, loss or attack, or to cover or shield the property from danger or injury (generally temporary in anticipation of future preservation treatment).
• **Adaptive Reuse** = the aesthetic process that adapts buildings for new uses while retaining their historic features. Using an adaptive reuse model can prolong a building's life, from cradle-to-grave, by retaining all or most of the building system, including the structure, the shell and even the interior materials.
CASE STUDY: The Rotunda

Let’s consider various preservation “modalities”

- Restoration
- Rehabilitation
- Reconstruction
Faulty wiring caused fire that destroyed annex, October 27, 1895
1896

Jefferson’s Design

McKim Mead & White’s Design
1976

McKim, Mead & White’s Design

Jefferson’s Design
2019

1976 Jefferson’s Design

2019 Design
Adaptive Reuse

FROM THE ABSURD...

Port House

Zaha Hadid Architects, Antwerp, Belgium
Adaptive Reuse

...TO THE MUNDANE

Madina Mosque
1773 West North Temple, Salt Lake City
Adaptive Reuse: Case Study 1

Storhamar Barn at the Hedmark Museum

Svere Fehn, Architect
Hamar, Norway
Adaptive Reuse: Case Study 1
Adaptive Reuse: Case Study 1
Adaptive Reuse: Case Study 2

Museum of Art, SCAD
Savannah, Georgia
Adaptive Reuse: Case Study 3

Chase Home Museum of Utah Folk Arts, Salt Lake City

...closer to home
Adaptive Reuse: Case Study 3

Chase Mill is part of larger context of the Chase Home Museum of Utah Folk Arts, Salt Lake City
Adaptive Reuse: Case Study 3

Chase Home Museum of Utah Folk Arts, Salt Lake City
Constraints

- Rules!
- Space
- Building as Artifact (interior / exterior interpretation)
- Lighting
- Building Codes
- Maintenance

*What are your experiences with these historic building constraints?*

Adapted from: https://www.aam-us.org/2018/03/26/designing-exhibits-for-historic-structures-6-things-to-keep-in-mind/
Constraints

Rules!

- The Secretary of Interior Standards for the Rehabilitation of Historic Buildings (36 CFR 67)
- Local Preservation Ordinances and Guidelines

*When to compromise for functionality?*
Constraints

Space

- Ceiling Height Limitations
- Room Area Limitations
- Narrow Corridors / Doorways
- Small Closets / Lack of Storage
- Circulation / Sequencing
- Physical Barriers / Architectural Elements (i.e., Fireplaces, Windows, etc.)
Constraints

Building as Artifact (interior/exterior)

- Balancing the focus between artifacts and artifact

* MORE ON THIS LATER
Constraints

Lighting

- Narrow Windows
- Small Spaces
- Natural lighting must also be considered (UV Sensitive Objects, Glare, etc.)
- Artificial lighting will be a significant cost
Constraints

Building Codes

- Accessibility (Americans with Disabilities Act)
- Restroom Facilities
- Emergency Egress
- Fire Protection
- Occupant Load
- Seismic Upgrade

WARNING
No handrail is provided in this area of original restoration. Walk on the outside of the stairs. If you have any concerns about your ability to safely ascend please do not attempt.

Camp Floyd State Park
Fillmore, UT
Constraints

Building Codes

Carnegie Library, Ephraim, UT
Constraints

Building Codes

Carnegie Library, Ephraim, UT
Constraints

Building Codes

City Hall, Mt. Pleasant, UT
Constraints

Building Codes

Opera House, Beaver, UT

Rock Church, Mt. Carmel, UT
Constraints

Building Codes

Tabernacle,
Smithfield, UT
Constraints

Building Codes

Mt. Pleasant Library
Mt. Pleasant, UT
Constraints

Building Codes
Constraints

Building Codes

Kanab Heritage Museum
Kanab, UT
Constraints

Building Codes
Constraints

Building Codes

KANAB HERITAGE MUSEUM
MAIN FLOOR PLAN - EXISTING
Constraints

Building Codes
Constraints

Building Codes

KANAB HERITAGE MUSEUM
MAIN FLOOR PLAN - PROPOSED
Constraints

Building Codes
Constraints

Building Codes

KANAB HERITAGE MUSEUM
MAIN FLOOR PLAN - PROPOSED
Constraints

Maintenance
Constraints

Maintenance
Constraints

Maintenance
Constraints

Maintenance
Constraints

Maintenance
Opportunities

- Building as Artifact
  (interior / exterior interpretation)
- Unique opportunities for exhibit spaces
Building as ARTifact: Case Study 1

Patent Office
(1836-65)
Washington DC
Building as ARTifact: Case Study 1

Patent Office (1836-65)
Washington DC
Building as ARTifact: Case Study 1
Building as ARTifact: Case Study 2

Pension Building (1887)
Washington DC
Building as ARTifact: Case Study 2

Pension Building (1870)
Washington DC
Building as ARTifact: Case Study 2

Pension Building (1870)
Washington DC
Building as ARTifact: Case Study 3

Territorial Statehouse Museum, Fillmore, Utah
Operations & Maintenance

O&M should consider the following:

- History
- Significance of Features
- Original and Later Construction Components and Materials
- Current or Future Use
- Treatment Objectives
- Technical Information
- Specialized Preservation Skills Training
Operations & Maintenance

Historic Structures Reports
1. Cover Page

2. Table of Contents

3. Executive Summary
   • (research done to produce the HSR, major research findings, major issues identified in the task directive, recommendations for treatment or use)

4. Administrative Data
   • (informational data used to refer to the historic structure; proposed treatment of the structure including the source document; related studies; cultural resource data, etc.)

5. Part 1. Developmental History
   • (Historical Background and Context; Chronology of Development and Use; Physical Description; Character defining features)

6. Part 2. Ultimate Treatment and Use
   • Discusses and analyzes the ultimate treatment and use; Requirements for Ultimate Treatment and Use; Alternatives for Treatment

7. Part 3. Record of Treatment
   Completion Report Summarizes: the intent of the work; the way in which the work was approached and accomplished; the time required to do the work; the cost of the work; Technical Data; Contains copies of field reports, material data sheets, field notes, correspondence, accounting spread sheets, and contract summaries.

8. Appendix
   • (Bibliography; Drawings; Photographs and Images; Materials Analysis; Supplementary Reports)
Operations & Maintenance

NPS Historic Structures Reports

https://www.nps.gov/tps/how-to-preserve/briefs/43-historic-structure-reports.htm
Operations & Maintenance

Resources – NPS Preservation Briefs

https://www.nps.gov/tps/how-to-preserve/briefs.htm
Operations & Maintenance

Resources – NPS Preservation Briefs (Very Specific)

https://www.nps.gov/tps/how-to-preserve/briefs/2-repoint-mortar-joints.htm
Operations & Maintenance

Resources – NPS Preservation Technical Notes

https://www.nps.gov/tps/how-to-preserve/tech-notes.htm
Operations & Maintenance

Resources – NPS Online Training

https://www.nps.gov/tps/education/online-training.htm
Operations & Maintenance

Resources – NPS Sustainability Guidelines

https://www.nps.gov/tps/standards/rehabilitation/guidelines/index.htm
Operations & Maintenance

Resources – GSA Preservation Technical Documents

https://www.gsa.gov/real-estate/historic-preservation
AFTERNOON BREAK – 15 minutes
Rio Grande Walking Assessment

Building Evaluation

- Structural
- Building Capacities
- Appropriate Uses
- Systems
- Maintenance
# Historic Building Assessment Form

<table>
<thead>
<tr>
<th>Building Envelope</th>
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<tbody>
<tr>
<td><strong>Element</strong></td>
<td><strong>Type (materials)</strong></td>
<td><strong>Original Feature? Date of Construction (age)</strong></td>
</tr>
<tr>
<td>Foundation</td>
<td>(Stone, Masonry, Concrete, Wood, etc.)</td>
<td></td>
</tr>
<tr>
<td>Exterior Walls</td>
<td>(Brick, Masonry, Concrete, Stucco, Wood, etc.)</td>
<td></td>
</tr>
<tr>
<td>Windows</td>
<td># of windows: ________</td>
<td></td>
</tr>
<tr>
<td>Doors</td>
<td># of doors: ________</td>
<td></td>
</tr>
<tr>
<td>Roofing</td>
<td>(Overall shape + materials: Cedar, asphalt, membrane, etc.)</td>
<td></td>
</tr>
<tr>
<td>Misc. (i.e., Chimneys, Porches, etc.)</td>
<td></td>
<td></td>
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<tr>
<td>Decorative Trim</td>
<td></td>
<td></td>
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<tr>
<td>Distinctive Features (Architectural)</td>
<td></td>
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<tr>
<td>Other</td>
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HANDS-ON ACTIVITY #3
Walking Assessment of Rio Grande Depot

1) We will focus on:
✓ Material composition and condition
✓ Building assemblies and condition
✓ Basic code compliance
✓ Typical maintenance issues

2) Using Historic Building Assessment Form, walk the building and together evaluate an architectural component.

3) Divide into 3 groups, with each group evaluating a specific set of components (25 minutes).

4) Reconvene in the classroom for discussion (15 minutes).
WRAP UP
Quick Recap

What We Have Covered Today:

▪ The types of structures “historic preservation” covers.
▪ Key players in the historic preservation arena and their various roles and services.
▪ When and how to access the resources and assistance of those key players.
▪ Some of the documentation and treatment standards.
▪ Understand how historic preservation principles, programs, partners, and resources can enhance your museum’s mission, either directly or indirectly.
Recommended Resources for Today


Utah Division of State History State Historic Preservation Office (SHPO) https://history.utah.gov/preservation/

HANDOUTS |

- Utah Division of State History Historic Preservation Office (SHPO) Programs Flyer
- General Preservation Plan for Local Governments
- AAM Registrars Committee, General Facility Report Template
- Historic Building Assessment Form – *blank template for assignment*
1) Assess building or structure using Historic Building Assessment Form from today (your own building, one you have responsibility for, or one in your community).

2) Prepare to report out on this in Month 4.

3) Based on your self-assessment, work with your Mentor to implement at least one additional project for this module.
Possible Projects for HSL

Collect, Organize, and Copy if Necessary:
- Deeds, titles, and restrictions (easements)
- Historic district and register laws, regulations, and existing listings
- Appropriate natural resource & environmental laws & regulations
- Existing records from Historic American Building Survey (HABS), Historic American Engineering Record (HAER), and Historic American Landscape Survey (HALS)
- Site bibliography
- Local recycling guidelines

Develop, or Review and Possibly Revise:
- General Facilities Report for your Building
- Site management plan, including public use and access policy
- Long-term preservation plan
- Maintenance policy, plan, and schedule
- Budget line item for care and maintenance
- Damage and maintenance reporting system
- ADA accessibility review and plan
- Signage review and plan
- Integrated pest management (IPM) program
- Chronology of site use, occupants, and changes
- Historic structures/landscape reports, photo documentation files
- Historic structures/landscapes acquisitions/management policy
- List of preservation professionals familiar with site or similar
- Emergency offsite storage
- Energy audit and conservation action plan
Feeds Into General Facilities Report

- Record of building’s physical specifications, collection storage & exhibition areas, and staff practices.
- Exchange of info needed by lenders and insurers.
- Architects and designers use as checklist for construction and engineering.
- Useful self-assessment tool for the building and its protection systems.

AAM Registrars Committee
General Facility Report
https://ww2.aam-us.org/ProductCatalog/Product?ID=891
HSL Module Checklist

- COLL post-module assessment done by 11/17
- HSL pre-module assessment done by 11/4
- HSL project identified and recorded in assessment spreadsheet by 12/16
- Month 3 January Mentor Site Visit (date & time) scheduled by 12/16
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!
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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