

**HISTORIC STRUCTURES
& LANDSCAPES |**
Beyond Just Buildings:
Community Preservation

Roger Roper | Utah Division of State History
Steve Cornell | Utah Division of State History
Chris Merritt | Utah Division of State History
David Amott | Preservation Utah
February 24, 2020 | Salt Lake City, UT

WELCOME & OVERVIEW

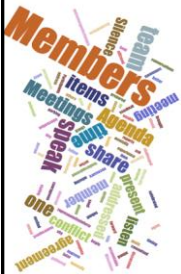


**WELCOME
BACK!**

Thanks to our HOSTS!



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

HSL Module Instructors



Roger Roper
Deputy SHPO
Utah Division
of State History
rroper@utah.gov



Steve Cornell
Historic Architect
Utah Division
of State History
scornell@utah.gov



Chris Merritt
SHPO
Utah Division
of State History
cmerritt@utah.gov



David Amott
Interim Executive
Director
Preservation Utah
david@preservationutah.org



Agenda Overview

SCHEDULE

Morning

- Welcome & Introductions
- Homework Review
- HSL Module Review
- Historic Landscapes & Districts
- Downtown Catalysts

Afternoon

- Integrating Archaeology with Historic Structures
- Walking Tour of Fort Douglas
- Public Engagement & Advocacy
- Mentor Group Break-outs

GOALS FOR TODAY

- Understand the value of a multi-disciplinary approach to documenting and interpreting historic districts and landscapes.
- The important role archaeology can play in this process—and its unique requirements.
- The importance of “context.” What was going on, by whom, when, and for what purpose?
- Options for interpreting these large-scale resources in a museum setting.

HOMEWORK DISCUSSION

REMEMBER YOUR ASSIGNMENT?



- 1) Assess building or structure using Historic Building Assessment Form template (your own building, one you have responsibility for, or one in your community).
- 2) Based on your StEPs self-assessment, work with your Mentor to implement at least one additional project for this module.

QUESTIONS FOR DISCUSSION

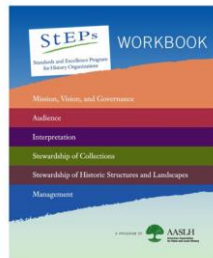
- ☐ What process did you use and what results did you get with your building assessments?
- ☐ Thoughts on how to implement recommendations?
- ☐ What else are you working on?

HISTORIC LANDSCAPES & DISTRICTS: PRESERVATION WRIT LARGE

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

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?

Types of Historic DISTRICTS

"A collection of related cultural resources in a well-defined area"

- **Building-centric Districts:** neighborhoods, "Main Streets," campuses (educational and other), entire communities (Copperton, Panguitch, etc.), military installations, etc.
- **Archaeological Districts:** prehistoric and historic-era, including industrial and mining areas
- **Rural Historic Districts:** usually agricultural; not as expansive as historic landscapes
- **National Register-listed**
- **Locally or Informally Recognized**



Types of Historic/Cultural LANDSCAPES

Geographic areas that include both cultural and natural resources and exhibit significant cultural or aesthetic values*

- **Historic Designed:** parks, gardens, etc., laid out according to formal design principles
- **Historic Vernacular:** "functional" landscapes created by use and informal traditions of those who occupied the land
- **Historic Site:** associated with a historic event, activity, or person; battlefields are probably the best-known examples; the Topaz Internment Camp is a good example of another type
- **Ethnographic Landscape:** a variety of natural and cultural resources that associated people define as heritage resources

*Source: National Park Service, Preservation Brief 36: Protecting Cultural Landscapes

Historic INTEGRITY Matters!

- Historic features should be relatively intact
- Deterioration is much less of a problem than inappropriate alterations
- Non-historic features should not have a strong presence
- Compatible non-historic features are less of a problem than incompatible newer features
- Preserving historic integrity can be more difficult due to the variety of resources, multiple owners, "active" use, remote locations or unoccupied condition (vandal prone)

MORNING BREAK – 15 minutes



HISTORIC LANDSCAPES & DISTRICTS: LESSONS FROM THESE EXAMPLES?

Historic Districts and Landscapes

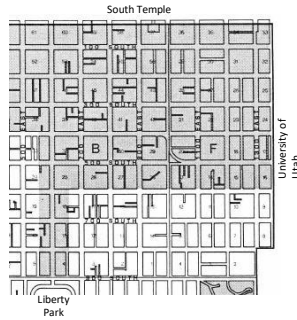
A Few Examples

1. Salt Lake City Eastside Historic District
2. Spring City Historic District
3. Grouse Creek Cultural Landscape
4. Topaz Internment Camp
5. Transcontinental Railroad Grade

SLC Eastside Historic District

Look beyond the buildings

- Not just a grid of residential blocks
- Mid-block streets and alleys
- Street landscape features
- Transit routes
- "East Bench" terrain change
- Large institutions and industries



Landscaping is an important feature in the Eastside Historic District.



- Landscape "parking" developed on even-numbered N/S streets (c.1905-1915)
- Streetcars/buses were on odd-numbered streets.



The prominent East Bench land feature played a major role in the development of the Eastside Historic District.



Neighborhoods on flat land below the bench were a favored residential district from the early years of the city's settlement.

Development above the bench was delayed by infrastructure challenges until the early 20th century.



Fuller's Hill Pleasure Garden straddled the steep East Bench between 900 & 1100 East and 300 & 500 South.

Large institutions and industries had a big impact on the Eastside neighborhood, in terms of their footprints, activities, and their effects on housing options for workers.



Holy Cross Hospital



Worker "shotgun" cottages on East Place, near Trolley Square and the brewery (now demolished)



Electric streetcar trolley barns



Salt Lake Brewing Company (demolished)

Spring City Historic District

A Rural, Small-town Example

- "Nucleated" town with outlying farms.
- Grid aligned to cardinal points.
- Central church "square."
- Modest homes & agric. outbuildings.
- Local construction materials.
- Irrigation systems—open or piped?
- Roads—paved or unpaved?
- Fences—yard and lot fencing.
- Highway 89 re-routing's effect.



Broader landscape outside "the town"

Assessment:

- A very solid historic district.
- Could it spread its wings and become a historic landscape? Why? What benefit?
- Or should it leave well-enough alone?



Very few homes outside the town core

Typical Street Scenes

LDS Chapel at the town center, as expected in a traditional community.

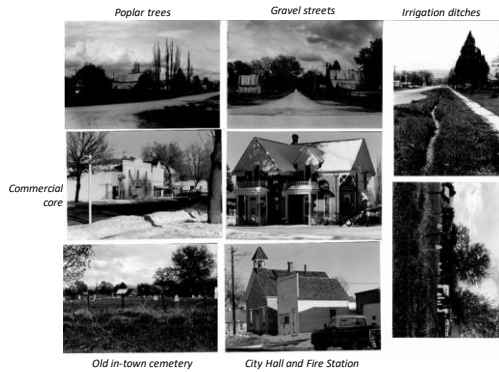
Corner gas station predates re-routing of Highway 89, c.1950s



The NE angled highway bends to the left as it becomes Main Street to conform to the cardinal-points grid of the town. A right bend at the north end of town puts it back on its angled course.

In-town barns
In-town barns

Spring City Historic District 1979-80



Valley historic fence



Very rare wattle-and-daub underlayment for a stuccoed log house

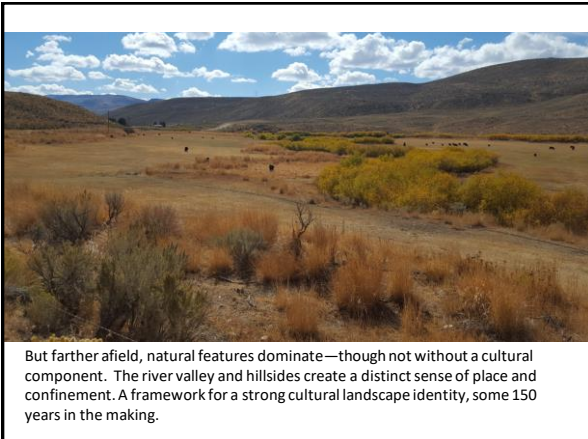
Grouse Creek Cultural Landscape

- NW corner of Utah, touching ID and NV
- Remote: 20+ miles of gravel road from hwy.
- Natural valley dictates development
- Small town center: church, school, store
- "String-town" of farmsteads
- Larger landscape for expanded uses
- "Community" vs. Independence
- "Everyone knows Everyone"
- 1985 high-profile study: Cultural Resource survey combined with Folkways Study —whatever came of it?
- Current status and Next Steps?

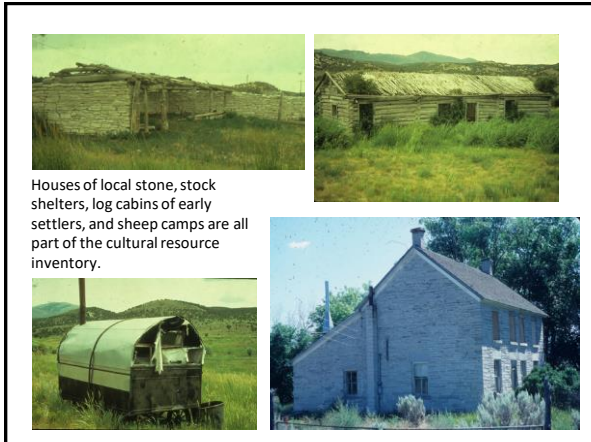


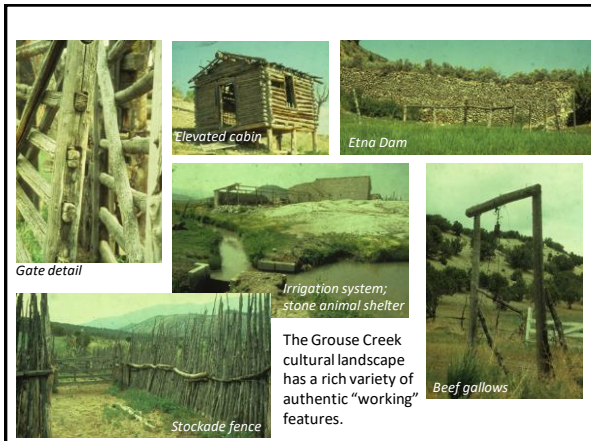
Close up view of "town center"

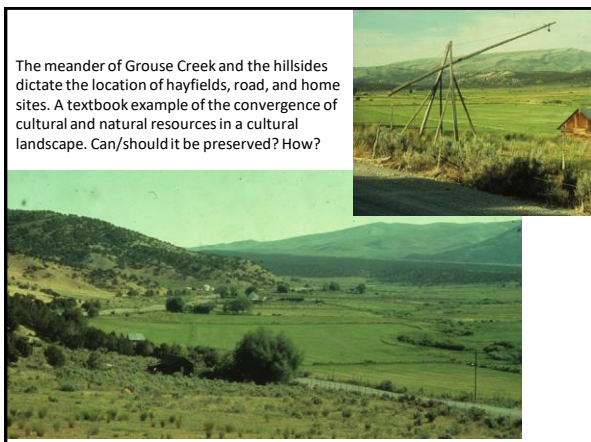










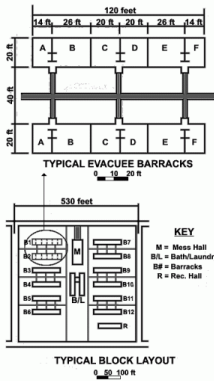


Topaz Internment Camp

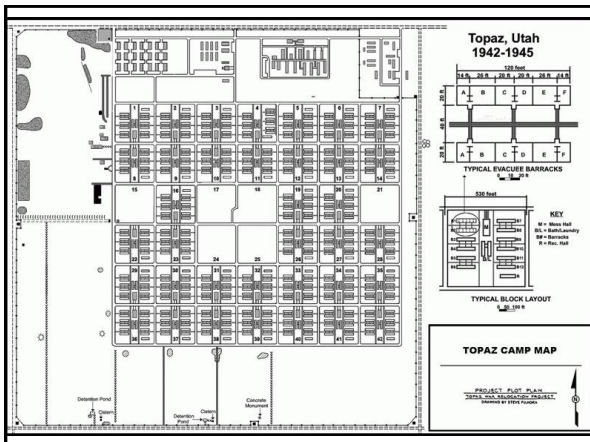


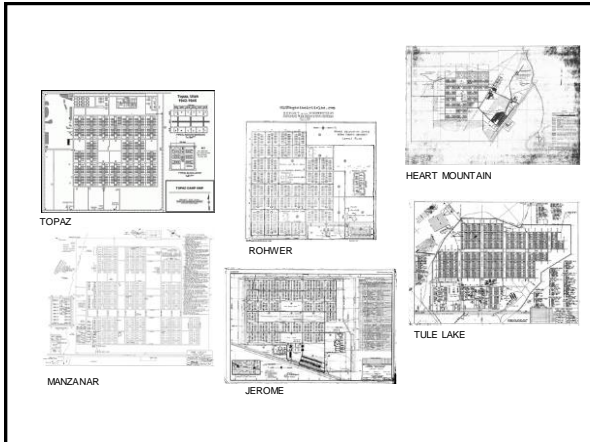
SALT LAKE CITY

- Opened on September 11, 1942
- Closed on October 31, 1945
- Original name, Central Utah Relocation Center, changed to Abraham Relocation Center, and then Topaz.
- Cost to build: \$3,929,000
- Internees: 11,212 were processed into the camp. Peak population was between 8100 and 8300. Most of the people came from the San Francisco Bay area.
- Size: 19,800 acres (31 square miles), including farm land
- Living area: 640 acres (one square mile) surrounded by 4 ft. high barbed wire fence and guard towers every half mile on three sides. Of the 42 blocks, 36 were housing.
- Two elementary schools, one junior/senior high school, and a hospital constituted the major structures.
- Administration buildings, warehouses, military headquarters, and government workers' housing were located along the northern side and the first few blocks of the forty-two-block camp.



- Living spaces: Each 120' x 20' barrack was divided into six rooms, 20' x 14', 20' x 20', and 20' x 26'.
- Families were assigned rooms depending on the number of people in the family.
- Rooms had no running water, heated by a coal stove.
- Cooking in the residential area was discouraged.
- Furniture for the apartments included only army cots, mattresses, and blankets. Some residents constructed chairs, tables, and shelves out of scrap lumber left lying around the camp.
- The barracks, crudely constructed of pine planks covered with tarpaper as the only insulation and sheetrock on the inside, provided little protection against the extreme weather of the semi-arid climate.
- The first killing frost was recorded the end of September 1942; the first snowfall was on October 13.
- The winter temperatures in the area typically hover near or below zero; summers soar to 100 degrees.
- Some of the rooms still had no windows and no roof when the camp opened.






**What Does Topaz Look Like Today?
How Does One Interpret a Site
“Devoid” of Structures?**




- After Topaz closed in 1945, the U.S. government dismantled camp.
- Wood from the buildings was either stripped for recycling or the buildings were sold. Half of a barrack was sold for \$250 and half of a hospital wing for \$500.
- Utility poles were removed as were water pipes, leaving ditches where the pipes once were.
- The original barbed wire fence remains, although the four strands of wire sag in places.
- Outlines of where the barracks stood, rock gardens, and pathways are etched under the greasewood that has since grown.


3 Palomar Community Center
295 W 200 N
Palomar community center was the site for Topaz Talent shows.




5 Hospital House
330 W 200 N
This house was also once part of the hospital.



9 Tiny Barrack House
325 W 100 S
This tiny remodeled house was part of a barrack.



14 Remodeled Barrack House
140 W 200 S
A section of this house was part of a barrack.

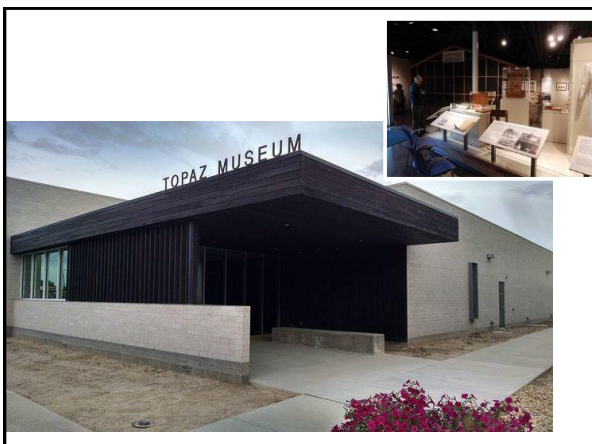


Topaz Museum Driving or Biking Tour

- The buildings were purchased and moved to locations all over the state of Utah.
- This tour includes some of the barracks and hospital wings that were moved from Topaz to Delta and then remodeled, as well as other points of interest that featured the history of Topaz.





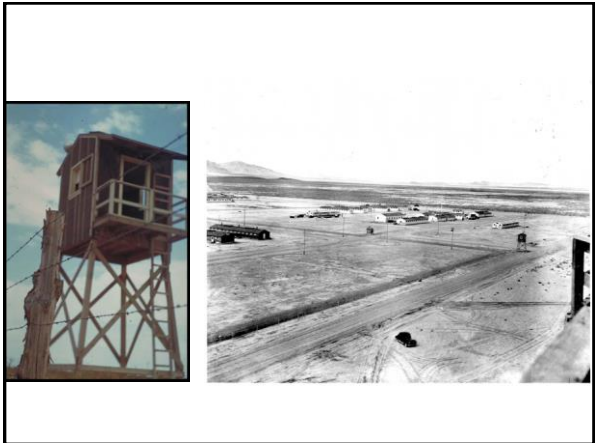


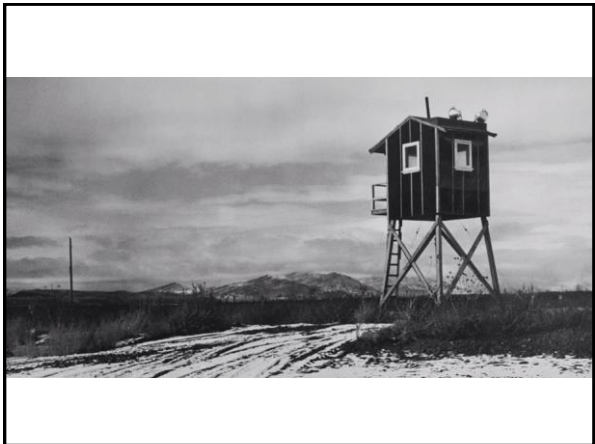




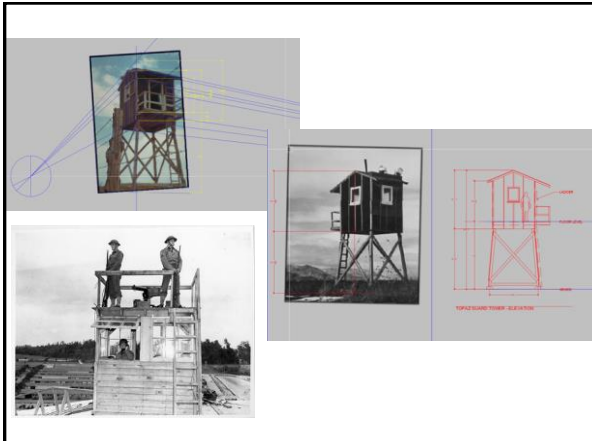


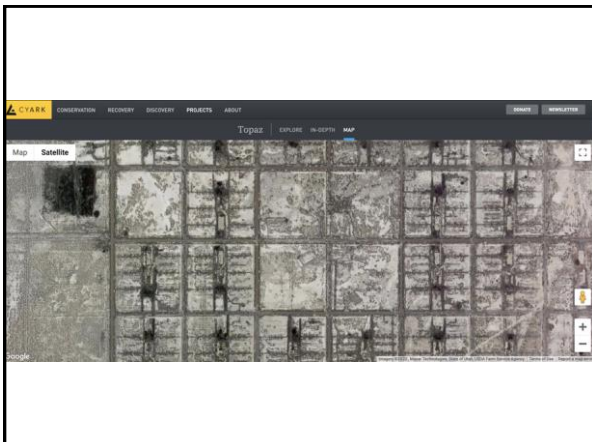


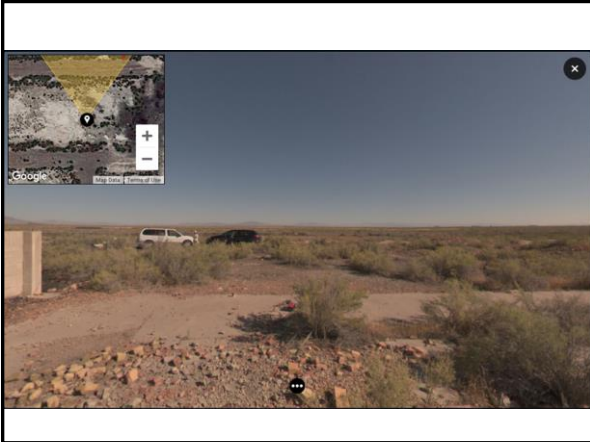


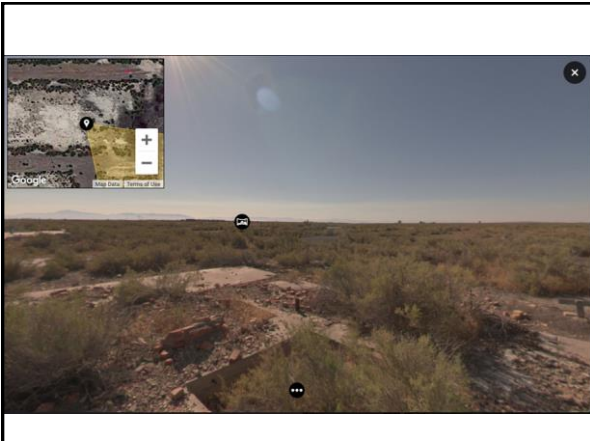


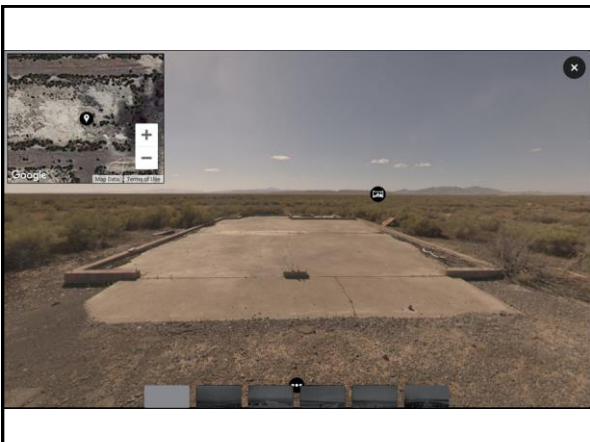


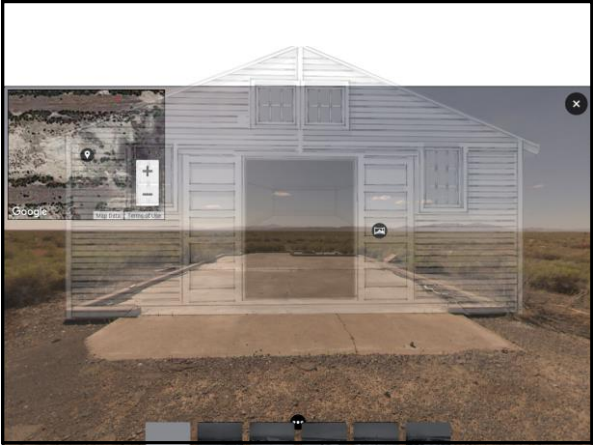




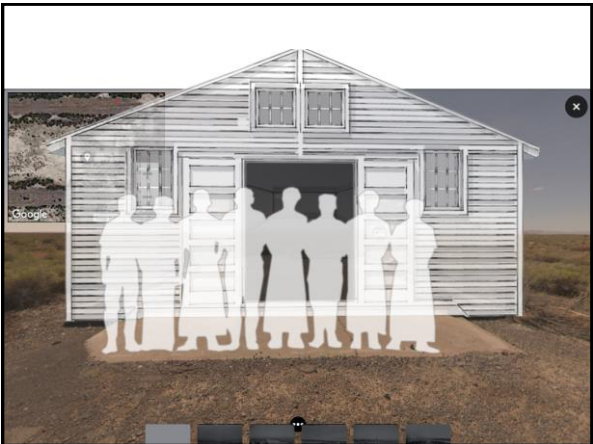


















Transcontinental Railroad Grade

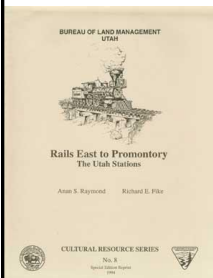


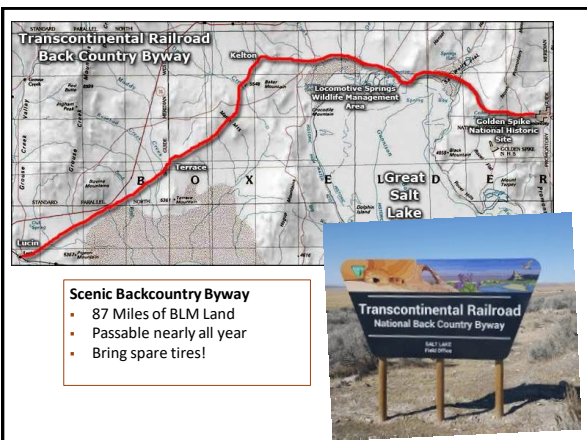
Completed May 10, 1869 at Promontory, Utah

- Much like an urban landscape of streets, sidewalks, utilities, trees, houses, etc., the industrial landscape – even in the remotest region of the US – relies on these subtle linkages and landscape alterations in order to be successful, from culverts and trestles to worker's camps.

Pre-2015

- Management as a Scenic Backcountry Byway
- One Publication & Wooden Interpretation





Scenic Backcountry Byway

- 87 Miles of BLM Land
- Passable nearly all year
- Bring spare tires!

Multimedia Exploration

- Transcontinental Story Map
 - ✓ <https://history.utah.gov/connect/maps/>
- YouTube Videos
 - ✓ <https://www.youtube.com/user/UTStateHistory>



What lessons can we learn
from these examples?



BRINGING BACK MAIN STREET:
UNIQUE DISTRICTS WITH
UNIQUE CHALLENGES

Main Street Challenges

- New role—no longer community retail center
- Shabby looking buildings (cosmetic issues)
- Structural and building code issues
- Parking (real or perceived shortage)
- Everything closes at 5:00 pm
- Lack of collective marketing
- UDOT constraints—most Main Streets are state highways



Main Street Program (National)

- Historic downtown revitalization
- Since the early 1980s; proven results
- 40+ state programs; 1,600 communities
- Utah Main Street Program: mid-1990s to late-2000s
- “Refreshed” Main Street Approach (more nimble)

<https://www.mainstreet.org/home>



Main Street Four-Point Approach

Design Organization Promotion Economic Vitality

- Specific activities related to each of the Four Points
- Committees/Task Forces for each of the Four Points
- Data collection: baseline and ongoing tracking
- “Transformational Strategies”
- Placemaking

Main Street Consists of:

- State Coordinating Program (government or non-profit)
- Partnerships with other agencies/organizations/universities
- Participating Communities (tiers?)
 - ✓ Local organization (public/private), staff, and volunteers
 - ✓ Local operating funds (typically no state or federal grants)
- Consultants (sometimes State Program staff)
- Training and workshops (incl. national and state conferences)
- Goals, plans, activities, accomplishments, etc.

Utah Main Street Examples



Helper Historic District



Provo Center Street Historic District



Mt. Pleasant Historic District



Brigham City Main Street



Logan Center Street Historic District



St. George Downtown Historic District

Cultural Centers as Downtown Revitalization Catalysts?



Brigham City Academy Center



Ethnic and Mining Museum of Magna



Ellen Eccles Theatre, Logan



Springville Museum of Art



Casino Star Theater, Gunnison



Helper Western & Railroad Museum



Peery's Egyptian Theater, Ogden

- What examples are in your community or communities you have visited?
- How successful have they been in helping revitalize downtown districts?



LUNCH BREAK – 60 minutes



INTEGRATING ARCHAEOLOGY & LANDSCAPES

What is Archaeology?

- Study of humans through the garbage and abandoned stuff they left behind.
 - Artifacts: Something created or modified by human and is portable.
 - Features: Something created or modified by humans and is NOT portable.
 - Ecofacts: Something used by humans but was not created by them.
 - Material Culture: Blanket term for all physical/tangible expression of human culture.
- Falls under Anthropology (along with Cultural, Linguistics, and Physical)

Goals of Archaeology

- Discovering Human Past
 - Identification, excavation, description
 - Who was where, when, and doing what?
- Cultural Behavior and Change
 - Why do we look, eat, live like we do?
 - How does this change over time?
- Interpreting & Sharing Human Experience
 - How did past people live? What did they experience?
 - Telling stories that people can't tell for themselves



Context, Context, Context

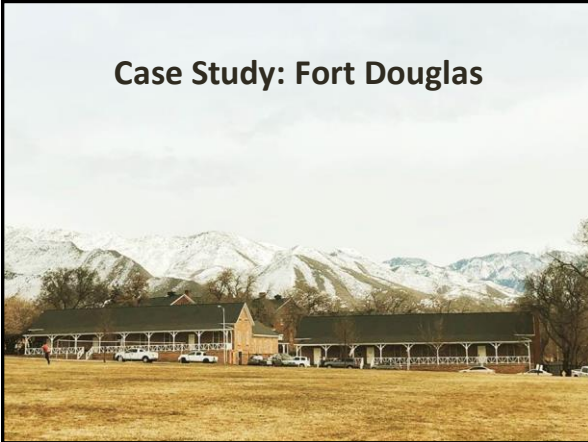
- Three-dimensional relation of people/places/things to the place of their deposition/abandonment/installation, but also the relation of those things to each other.
- Embedded in context is a connection to a deeper meaning for the object/place.



Landscapes

- Landscape as scale, nature, symbols.
 - Scale: Way of contextualizing human existence through a broad sense of interconnections.
 - Nature: Looking at the relation of landscapes to natural processes and human constructions.
 - Symbols: How physical places express ideas (power, religion, gender, socioeconomics, etc.)
- Nassaney (2001:222), "we conceptualize historic landscapes and artifacts as media that symbolically communicate status or other social roles"... "The size, shape, location, and condition of fences, barns, gardens, and outbuildings encode messages to viewers about their makers and users, as do ceramic place settings, glass containers, household furnishings, and dietary selections."

Case Study: Fort Douglas



Landscape Archaeology Example

- Camp/Fort Douglas, Utah
 - U.S. Army Post from 1862-present
 - Through a Landscape Lens:
 - Nature: Physical location, water/plants, modification of the natural landscape into a humane expression.
 - Scale: Broader relationship to settlement of the West, flow of people and things, scope of Salt Lake Valley, historic buildings.
 - Symbol: Demonstration of power, religion, status.

Brief History

- Utah/Mormon War (1857-1858), conflict between the US Army and residents of Utah Territory who were thought to be in rebellion.
- Army Established Camp Floyd (1858), 50 miles southwest of Salt Lake City to safeguard overland travel routes.
- In 1862, Colonel Patrick E. Connor established Camp Douglas overlooking the Salt Lake Valley (Modern UofU Campus)
- Renamed Fort Douglas in 1878



General Land Office, 1869

Fort Douglas as Scale

- Archaeology of Fort Douglas is physically nested within the footprint of the maximum extent of the military reservation established in 1862.
 - Is that sufficient?
- Ask yourself about the basic human needs?
 - Food, Water, Shelter. Where?
- Nearly none of the artifacts are made/constructed locally, and few of the soldiers are Utahns.
 - How does this shape this site?

Fort Douglas as Nature

- How would you describe the natural elements at Fort Douglas?
 - Plants: Great Basin environments, historically sagebrush and bunch grasses, now what?
 - Animals: Deer, elk, rodents, birds, now what?
 - Geology: Alluvial fans and Lake Bonneville Benches, now what?
 - Water: Where does water come from for the Fort? How has that shifted changed since establishment?



Stilwell Field,
ca. 1880

Fort Douglas as Symbol

- Symbols: Things that represent or stand for something else, often abstract. Context means everything for them.



Archaeology of Fort Douglas

- Excavations have only let us see into small slices of the below ground history of Fort Douglas.



1863-1870s Barracks

- Encountered during a University of Utah trench in 2014, the excavation encountered thousands of artifacts from the Civil War period of Camp Douglas and Utah.



Civil War-era US Army issue insignia, nipple wrench, cuff/coat buttons, and saber hook

1880s-1920s Post Dump



WWI-Era US Army issue collar insignia



Imported Japanese porcelain decorative bowl

1880s-1920s Post Dump



US Army Issue, Quartermaster
Department ceramics



Top Row (L to R): Tobacco Pipe bowls, 45-70 cartridges

Bottom Row (L to R): Japanese porcelain, 30-06 cartridges, coat button

1880s-1920s Post Dump



Pocket watch fob hook



Poker chip, bone cuff button, US Army coat button

So What Does It All Mean?

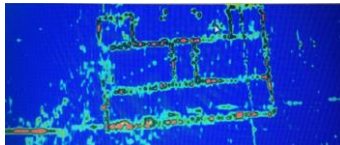
- How does the known landscape context of these preceding artifacts shape our understanding and interpretation?
 - Does it shape your thinking if the Japanese porcelain was found in a household dump or a post-wide dump?
 - How about the Civil War insignia found in the pre-1870s trench versus finding it in the later post-dump? How does that shape its story?
 - What scale(s) can you analyze these objects?

Why Does Context Matter?

- As shown above, the context of an individual object can reshape its stories for those wishing to interpret it (such as Museums).
- Looted objects, defined as the removal of objects from their original context without sufficient skill and documentation, removes that interpretable ability.
- Without context (or provenance), an object is merely an object and no longer situated in its landscape.

What You Can't See: Remote Sensing

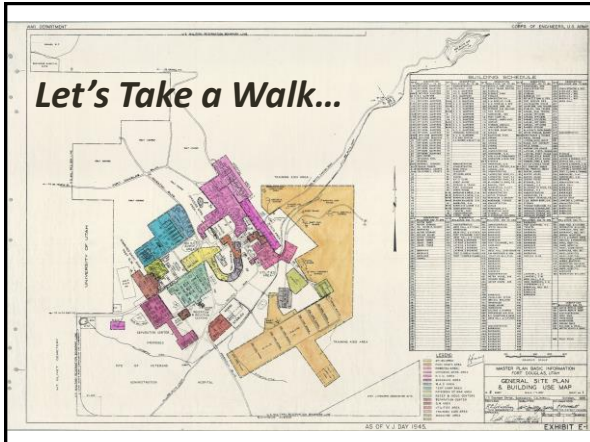
- Using technology to supplement human senses in order to locate historic archaeological sites, artifacts, and features.



Development of Fort Douglas

For More Information:

- <https://history.utah.gov/connect/maps/>
- <http://utah.maps.arcgis.com/apps/Cascade/index.html?appid=3aa96aefd8554bff87b3fc631cf5419b>



HANDS-ON ACTIVITY #1

Walking Tour of Fort Douglas

As we tour, consider:

- 1) What in the landscape has changed from the historic overview to the modern landscape of today?
- 2) How can these changes help us better interpret the site?

AFTERNOON BREAK – 15 minutes

[illegible]

- 1) What and Why?
- 2) Know the Resource
- 3) Broadcasting Histories / Building Support for Preservation

What and Why?

NEW YORKER

Home Essays Interviews Books Reviews Film TV Music Theater

CAN SCIENCE EXPLAIN WHY WE TELL STORIES?

Advertisement for the book "The Science of Storytelling" by David Gaeremynck.

The origin of the novel and the modern short story, which were once regarded as the most important literary genres, have been explained by the science of the brain. The author, David Gaeremynck, explains why we tell stories and how the brain processes them. The book is a collection of essays that explore the science of storytelling and its role in human culture.

THE SCIENCE OF STORYTELLING

DAVID GAEREMYNCK

It Is in Our Nature to Need Stories

By David Gaeremynck

It is in our nature to need stories. We tell them to ourselves and to others. We tell them to make sense of the world and to connect with others. We tell them to entertain and to escape. We tell them to learn and to grow. We tell them to live. We tell them to be. We tell them to be human.

It is in our nature to need stories. We tell them to ourselves and to others. We tell them to make sense of the world and to connect with others. We tell them to entertain and to escape. We tell them to learn and to grow. We tell them to live. We tell them to be. We tell them to be human.

Why Your Brain Loves Good Storytelling

By David Gaeremynck

We are wired to tell stories. The human brain is wired to tell stories. It is the only animal on earth that is wired to tell stories. We tell stories to ourselves and to others. We tell stories to make sense of the world and to connect with others. We tell stories to entertain and to escape. We tell them to learn and to grow. We tell them to live. We tell them to be. We tell them to be human.

It is in our nature to need stories. We tell them to ourselves and to others. We tell them to make sense of the world and to connect with others. We tell them to entertain and to escape. We tell them to learn and to grow. We tell them to live. We tell them to be. We tell them to be human.

THE SCIENCE OF STORYTELLING

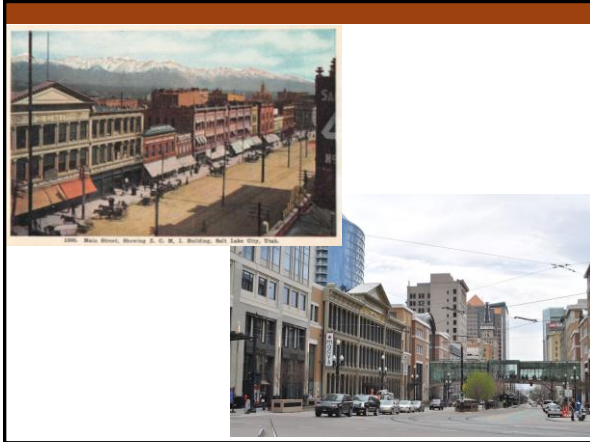
DAVID GAEREMYNCK

"We tell ourselves stories in order to live."

By David Gaeremynck

We live entirely by the imposition of a narrative line upon disparate images, by the "ideas" with which we have learned to freeze the shifting presentation which is our actual experience."

— Joan Didion, *The White Album*



What and Why?

From McMansion to McMian Street

Like the McMansion, the McMian Street attempts to mimic the complex and messy of many buildings in a single building, often in a way that is not intended to be a homage to the original.

Photo courtesy: Mike S. 2018

These images are not just a collection of neighborhood built in the last 10 years and you will encounter the "McMansion," the aspirational mega-house with its overly complex roof lines, tiered, domed, and other roof styles, and gaudy design. Right? Not. The term McMansion is applied to the American cultural landscape and the larger of frequent demolition by planners and urban designers.

But there is another building type that has proliferated in recent years, which is many ways reflects the same aspirational goals, attempting to make money at the architectural scale of complexity or content at the urban scale. We can call this building development type, the "McMian Street." Like the McMansion that attempts to mimic the complex and messy of an entire French village in a single building, the McMian Street attempts to mimic the fine-grained, vertically proportioned landscape of the traditional streetscape. It's a single building, and even then, it's not like the McMansion, it's not just a single building, it's a neighborhood. The problem is the variety in design.

CITYLAB

The Problem With 'Fast-Casual Architecture'

Washington, D.C. has a huge new architectural development that's too pretty, and easy, as the name is building along with that.

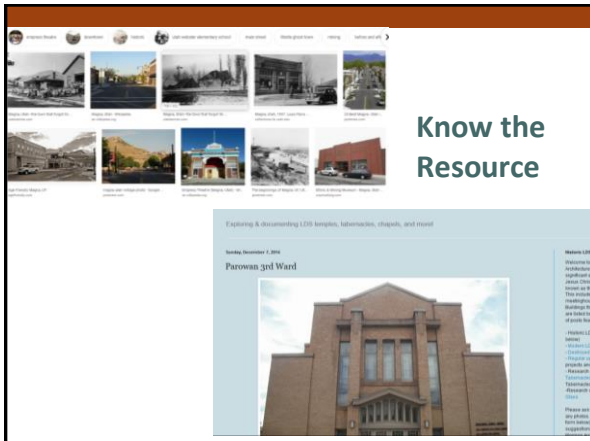
There are no other sites about the 'Fast-Casual' architecture.

Call it Fast Casual Architecture — the built-environment analog for all the Chipotles, Shake Shacks, and like-minded better-than-fast-food restaurant chains that have materialized nationwide: everywhere the same, decent value, built from a menu of common ingredients and amenities. Fast Casualism is...fine.





Know the Resource



Know the Resource



Know the Resource

Newspapers

Home Search

The Salt Lake Tribune (Salt Lake City, Utah) - 05 Jan 1965, T

Traffic Toll

The probability that the 1964 Utah traffic fatality total will be increased from 284 to 296 was indicated Monday as Mrs. Eva E. McEwan, Financial Responsibility Division, awaited reports on two deaths.

The death of Martin Crayne, 21, 1205 E. 43rd South, Sunday evening in a Salt Lake hospital, was attributed Monday to bronchial pneumonia, with the secondary or contributory cause listed as fractures of the left leg.

The injuries were suffered Dec. 3 in an automobile-pedestrian accident at 3755-9th East, according to Salt Lake County Sheriff's Department reports.

Mrs. McEwan indicated that a

Fiberglass Road

Mr. Davey explained the road is constructed of fiberglass on a steel deck. "Apparently the specifications were wrong because we understood this type of material is no longer used in this type of climate," he said.

Supt. Elmer J. Harrington said this is the third year the school has been in use. It was dedicated a year ago after an addition was completed. It has won national honors for design and construction.

The superintendent said he expects to confer with experts, including the architect, Dean L. Gustavson Associates, Tuesday to determine the cause and what must be done to repair the damage.

Under Repair

Leaves were being repaired Monday, Mr. Gustavson said.

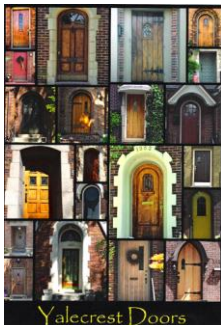
Broadcasting Histories Building Support for Preservation



Broadcasting Histories Building Support for Preservation



Broadcasting Histories Building Support for Preservation





41

[illegible]



preservationutah.org

WRAPPING IT UP!

Quick Recap | TODAY

- Understand the value of a multi-disciplinary approach to documenting and interpreting historic districts and landscapes.
- The important role archaeology can play in this process — and its unique requirements.
- The importance of “context.” What was going on, by whom, when, and for what purpose?
- Options for interpreting these large-scale resources in a museum setting.



Quick Recap | HSL Module

This Module Covered:

- Policies & Best Practices
- Agencies & Organizations Engaged in Preservation
- Management
- Research & documentation
- Preservation & interpretation
- Public access & safety
- Advocacy



Recommended Resources for Today

AASLH STEPs Lab Webinar 4: "Building Knowledge: Documentation on Historic Sites and Landscapes" <https://learn.aaslh.org/products/recorded-webinar-building-knowledge-how-to-gather-documentation-on-historic-sites-and-landscapes>

AASLH STEPs Lab Webinar 10: "Steps to Environmental Sustainability" <https://learn.aaslh.org/products/steps-to-environmental-sustainability>

Baker & Chitty, *Managing Historic Sites and Buildings: Reconciling Presentation and Preservation*, 2013.

Birnbaum, Charles A., *Protecting Cultural Landscapes: Planning, Treatment and Management of Historic Landscapes*, National Park Service Preservation Brief #36, 1994.
<https://www.nps.gov/tps/how-to-preserve/briefs/36-cultural-landscapes.htm>

Catlin-Legutko & Klingler, *Small Museum Toolkit, Book 6: Stewardship: Collections & Historic Preservation*, 2012.

King, T.F., *Saving Places that Matter: a Citizen's Guide to the National Historic Preservation Act*, 2016.

Main Street America <https://www.mainstreet.org/home>

Person-Harm, A. et al., *The Care and Keeping of Cultural Facilities: a Best Practice Guidebook for Museum Facility Management*, 2014.

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

HANDOUTS | Electronic copies workshop materials at <https://artsandmuseums.utah.gov/steps-ut/>

INT Module Forecast

The INTERPRETATION Module Covers:

- Programs
- Exhibitions
- Publications



HSL & INT Self-Assessments

- Self-assessment tool in your **Google spreadsheet**
 - ✓ Separate tab for each of the six modules
 - ✓ A column for filling out your status pre- and post-module
 - ✓ Space at bottom of each tab to indicate what projects undertaken for each module and date completed
- Individual links** – you have your own spreadsheet
 - ✓ Jennifer has sent your link to you and your mentor
 - ✓ Ask for help if needed please

DUE DATE: INT pre-module completed by March 16

DUE DATE: HSL post-module completed by March 29

INT pre-module completed by March 16

Self-Assessment Template

File Edit View Insert Format Data Tools Address Help Last edit was made on November 19, 2019 by Jennifer Ostry

DEP-VOT MODULE SELF-ASSESSMENT TOOL | INTERPRETATION

INSTITUTION NAME: Your organization NAME		Pre-Module Assessment Date: Date you filled this out at start of module		Post-Module Assessment Date: end of module	
Standards	Self-assessment questions	Performance Indicators	PRE-MODULE Assessment (Start of module)	Notes	POST-MODULE Assessment (End of module)
1. INT Standard 1: The institution provides public service and offers education at the center of that role.	A. Do the governing authority, staff, and members believe that providing meaningful and relevant opportunities for public service is an integral part of the institution's primary mission(s)?	<p>Goal: The institution understands that its responsibilities include providing interpretation and visitor centered activities for public service. The institution looks for ways to work to meet its public service goals.</p> <p>Indicator: The institution creates activities and programs that are meaningful, authentic, and engaging for the audience.</p> <p>Outcome: The institution's staff and members understand that their activities are part of the institution's interpretation.</p> <p>Goal: The institution addresses community needs through its activities, programs, and events.</p> <p>Indicator: The institution has a current plan to work with the community so that its programs and offerings are relevant.</p>			
2. INT Standard 2: The institution clearly states its overall educational goals, including its learning and interpretation goals, and communicates that to its audience and stakeholders.	A. Does the institution provide a statement of interpretation and interpretation in a variety of ways to its audience and stakeholders?	<p>Goal: The institution identifies its interpretation to its audience and stakeholders.</p> <p>Indicator: The institution has a current plan to work with the community so that its programs and offerings are relevant.</p> <p>Outcome: The institution's staff and members understand that their activities are part of the institution's interpretation.</p>			

1-MISSING 2-MISSING 3-AUD 4-COLL 5-HSL 6-MIT

HSL post-module completed by March 29

Self-Assessment Template

File Edit View Insert Format Data Tools Address Help Last edit was made on November 19, 2019 by Jennifer Ostry

DEP-VOT MODULE SELF-ASSESSMENT TOOL | STEWARDSHIP OF HISTORIC STRUCTURES & LANDSCAPES

INSTITUTION NAME: Your organization NAME		Pre-Module Assessment Date: Date you filled this out at start of module		Post-Module Assessment Date: end of module	
Standards	Self-assessment questions	Performance Indicators	PRE-MODULE Assessment (Start of module)	Notes	POST-MODULE Assessment (End of module)
1. HSL Standard 1: The institution has a clear responsibility for historic structures and landscapes that are appropriate to its mission.	A. Do the governing authority, staff, and members believe that providing meaningful and relevant opportunities for public service is an integral part of the institution's primary mission(s)?	<p>Goal: The institution understands that its responsibilities include providing interpretation and visitor centered activities for public service. The institution looks for ways to work to meet its public service goals.</p> <p>Indicator: The institution creates activities and programs that are meaningful, authentic, and engaging for the audience.</p> <p>Outcome: The institution's staff and members understand that their activities are part of the institution's interpretation.</p>			
2. HSL Standard 2: The institution clearly states its overall educational goals, including its learning and interpretation goals, and communicates that to its audience and stakeholders.	A. Does the institution provide a statement of interpretation and interpretation in a variety of ways to its audience and stakeholders?	<p>Goal: The institution identifies its interpretation to its audience and stakeholders.</p> <p>Indicator: The institution has a current plan to work with the community so that its programs and offerings are relevant.</p> <p>Outcome: The institution's staff and members understand that their activities are part of the institution's interpretation.</p>			

1-MISSING 2-MISSING 3-AUD 4-COLL 5-HSL 6-MIT

Module Checklists

Module	Task	Due Date
Introduction to StEPs-UT	Participant packet	2/24/2020
	Mentor packet	2/24/2020
Module 1: Introduction	Participant packet	3/10/2020
	Mentor packet	3/10/2020
Module 2: Introduction	Participant packet	3/24/2020
	Mentor packet	3/24/2020
Module 3: Introduction	Participant packet	4/7/2020
	Mentor packet	4/7/2020
Module 4: Introduction	Participant packet	4/21/2020
	Mentor packet	4/21/2020
Module 5: Introduction	Participant packet	5/5/2020
	Mentor packet	5/5/2020
Module 6: Introduction	Participant packet	5/19/2020
	Mentor packet	5/19/2020
Module 7: Introduction	Participant packet	6/2/2020
	Mentor packet	6/2/2020
Module 8: Introduction	Participant packet	6/16/2020
	Mentor packet	6/16/2020
Module 9: Introduction	Participant packet	6/30/2020
	Mentor packet	6/30/2020
Module 10: Introduction	Participant packet	7/14/2020
	Mentor packet	7/14/2020
Module 11: Introduction	Participant packet	7/28/2020
	Mentor packet	7/28/2020
Module 12: Introduction	Participant packet	8/11/2020
	Mentor packet	8/11/2020
Module 13: Introduction	Participant packet	8/25/2020
	Mentor packet	8/25/2020
Module 14: Introduction	Participant packet	9/8/2020
	Mentor packet	9/8/2020
Module 15: Introduction	Participant packet	9/22/2020
	Mentor packet	9/22/2020
Module 16: Introduction	Participant packet	10/6/2020
	Mentor packet	10/6/2020
Module 17: Introduction	Participant packet	10/20/2020
	Mentor packet	10/20/2020
Module 18: Introduction	Participant packet	11/3/2020
	Mentor packet	11/3/2020
Module 19: Introduction	Participant packet	11/17/2020
	Mentor packet	11/17/2020
Module 20: Introduction	Participant packet	12/1/2020
	Mentor packet	12/1/2020

- Checklists for each Module
- For Participants & Mentors to keep track of due dates & deliverables
 - ✓ Self-assessment due dates
 - ✓ RSVPs
 - ✓ Projects
 - ✓ Site Visits
- Increase communication and manage the many moving parts

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!

UMA Session | Calling for Volunteers



**Utah Museums Association
Annual Conference in St. George
September 30 – October 2, 2020**

- “StEPs-UT: Navigating the Future through Strong Institutions” session will:
 - 1) Explore StEPs-UT cohort successes and challenges in building institutions that are ever more capable of serving their communities
 - 2) Engage participants in conversation about some of the hurdles they face in their efforts to strengthen their own institutions
 - 3) Focus on strategic projects from the **COLL**, **HSL**, and **INT** modules
- Need 2-3 volunteers willing to share their experience!


"Probably one of the BEST and most helpful sessions of the conference!"



Please talk with Megan if interested in participating...

HSL | Evaluation of the Module

Who doesn't love a survey!



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 Fort Douglas for hosting us, David Amott & Preservation Utah for contribution today, and to AASLH for resources.
- Questions? Anything else? Nametags to the basket please.
- Mentor & Mentee Break-out Groups until 5pm.**

Jennifer Ortiz | Utah Division of Arts & Museums
jenniferortiz@utah.gov | 801.245.7288

Emily Johnson | Utah Division of Arts & Museums
emilyjohnson@utah.gov | 801.245.7289

Megan van Frank | Utah Humanities
vanfrank@utahhumanities.org | 801.359.9670

