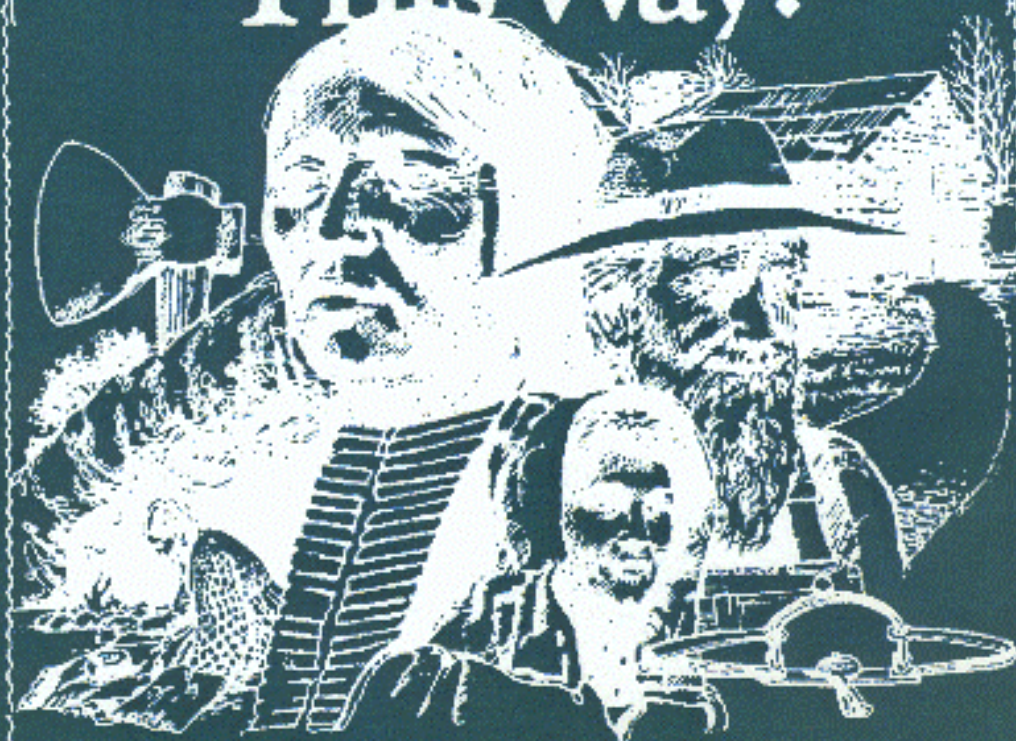


# Who Passed This Way?



HERITAGE RESOURCES MANAGEMENT  
IN THE  
COLLEGE AND UNIVERSITY ENVIRONMENT

The University of the South  
Department of Anthropology  
Environmental Studies Concentration  
Joseph Johnson Preservation Archaeology Program  
Sewanee, Tennessee

NOVEMBER 11-14, 1999

A Conference Sponsored by  
THE ASSOCIATED COLLEGES OF THE SOUTH  
ENVIRONMENTAL PROGRAM

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**Heritage Resource Management in the College and  
University Environment**

**Preamble and Recommendations from the *Conference on Heritage Resource  
Management in the College and University Environment*, held at the University  
of the South, Sewanee, November 11-14, 1999**

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## **I. Preamble**

### **Associated Colleges of the South, Environmental Program, *Heritage Resource Management in the College and University Environment*, Sewanee, November 11-14, 1999**

We are 33 presidents, provosts, deans, student conference interns, students, business managers, faculty members, physical plant managers, campus operations managers, archivists, librarians, and staff of the Associated Colleges of the South (ACS), representing Centenary College, Centre College, Furman University, Millsaps College, The University of Richmond, The University of the South, and Washington and Lee University. We invited and urged presidents, administrators, faculty, and students of all ACS member institutions to participate. Also participating at our invitation were President Scott Colley and Dean of Mathematics and Natural Sciences Bruce Conn of Berry College, which has a land base of 44 square miles; Dr. Richard Waldbauer of the National Park Service, Office of Departmental Consulting Archaeologist; and Dr. Russell Skowronek, University Archaeologist at Santa Clara University.

In what may have been the first effort of its kind in the nation, we met in 40 hours of intensive work sessions between Thursday evening, November 11, and Sunday morning, November 14 to consider the place of heritage (archaeological and historical) resources in the environmental stewardship, educational, and operational programs of our ACS institutions. We engaged in five progressive policy discussions and debates; presentations of case studies from ACS schools, other universities, and the National Park Service; intensive field sessions; and an excellent series of exhibits, GIS demonstrations, and poster sessions. We also benefited from an extensive topical web site and suite of electronic pre-conference homework that was prepared by the University of the South [<http://www.sewanee.edu/Anthropology/HCUE.html>], and we recommend this to your attention.

We completed our work convinced of the value of uniform, special stewardship efforts by our institutions, which are uniquely positioned, and responsible, to identify, evaluate, protect, preserve, educate, and share with regard to heritage resources. These resources exist on each of our campuses; they contribute to the distinctive character of each institution; like books in our libraries, they contain unique information on the human past and our interaction with the natural environment; they are fragile and non-renewable; and they can vastly enrich our educational programs with experiential learning.

In a college or university, perhaps better than anywhere else, a commitment and action toward preservation of the institution's resources by directors, administrators, faculty, and a core of students can have significant, long term, and broad positive effects. Such an institution, committed to the understanding and preservation of its heritage resources, can:

- serve as a permanent steward of important samples of the record of the past,
- teach by example the value of such preservation efforts,
- influence in this way an entire student body, not just the students specialized in a single discipline or enrolled in the courses in this field,

- extend these positive effects over generations of students through sustained commitment, and
- disseminate the effects widely in the persons of environmentally sensitive graduates in all walks of life in communities throughout the country—people who can make a real difference in their own communities on issues of identifying, understanding, preserving, and interpreting important samples of the record of human adaptation to the environment since time immemorial.

We participated in a remarkable learning and sharing experience, and we came away energized to learn what evidence of the human legacy lies beneath our feet and before our eyes at each ACS school, how each of us can make a contribution that will last, and how the immense human journey can be made more meaningful for all. It appears that as one important outcome of the conference, Berry College (Rome, GA), one of the largest and most diverse campuses in the U.S., will rapidly embark on a heritage resource inventory and management program.

The inspiration for our conference came from Major McCollough, David Michaels, and the Joseph Johnson Preservation Archaeology Program at the University of the South (Sewanee), where heritage resource inventory, evaluation, research, preservation, experiential learning, and policy making efforts are being built in a model program on the 15 square mile Cumberland Plateau campus. Among institutions of higher learning in the U.S., Sewanee is clearly one of the most richly endowed with comprehensive evidence of the human past. And in sharing its resources and its vision, Sewanee has inspired us all.

In the conference, Dr. Richard Waldbauer of the National Park Service provided us with a national perspective on the importance of our efforts. Dr. John McDaniel shared his experience with the archaeological program he founded twenty-seven years ago at Washington and Lee University. Dean Elizabeth Perkins of Centre College reported on the exciting interdisciplinary Sinking Spring project, in which archaeological, historical, and other scientific fields of knowledge are employed, and students, faculty, administration, and physical plant are involved, in the study of a spring in the center of the college campus that is a metaphor for the life of the school and the community of Danville, Kentucky. And Dr. Russell Skowronek of Santa Clara University, who is a trailblazer in heritage resource management planning in the university setting, shared his experience with the opportunities and challenges of planning at the only American institution of higher learning to occupy the site of a Spanish Colonial mission.

The document that follows summarizes the results of our deliberations and our recommendations for heritage resource management program development throughout the ACS. This is a living, evolving document, but in its initial form we hope it will inspire and guide all ACS schools to begin or intensify their efforts in heritage resource management, and to establish lively interaction among our students, faculties, and administrations in this area of learning and stewardship.

We hope that each ACS school will consider and adopt our recommendations, and that each institution will discuss this document with Dr. Robert Whyte of ACS and other interested persons working toward the management of our heritage resources in the college and university environment.

**II. Recommendations from the Associated Colleges of the South Environmental Program Conference on Heritage Resource Management in the College and University Environment, held at the University of the South, Sewanee, November 11-14, 1999.**

**RECOMMENDATION 1. That each ACS institution develop and implement a Heritage Resource Management Program.**

**RECOMMENDATION 2. That the building of an inventory of heritage resources be the first step in the development of the management program.**

An inventory will identify and describe the several types of resources, both archaeological and historical, which are owned by the institution. The condition of each resource should be included in the inventory.

An adequate inventory must be on-going. The institution should make a commitment to building the inventory and maintaining it into the future by recording additions, deletions, modifications, and changes in the condition of a particular resource.

Attention should be paid to the form of the information so that it will be useful to all who need it: trustees, administrators, faculty members, construction engineers, architects, and campus planners. Even the work of a backhoe operator in laying a new underground network of pipes should be informed by the information in this inventory.

The organizing and storing of the information in the inventory should use the best information technology available. The use of GIS technology is recommended.

The inventory should pay attention to a larger context. It should definitely employ the existing state format for recording basic, initial inventory information on prehistoric and historic resources.

The evaluation of historical and archaeological resources is essential for effective management of these resources. Thus the development of the inventory should include the additional step of evaluation, using the institution's adopted criteria of significance. The significant historic and archeological resources should be clearly identified.

As the identification and evaluation of the significant historical and archaeological resources proceed, the institution should develop and implement effective means for protection and preservation of these resources.

The inventory should be used as a most important tool in the planning phase of projects involving construction and campus development.

There should be student participation in accomplishing the inventory; the inventory effort provides excellent projects for laboratory work in certain courses in the college's curriculum.

The development of the inventory should involve and use available external resources.

In planning for the inventory, the institution should develop a policy that establishes guidelines for determining appropriate limitations on the access to the information which is contained in the inventory.

**RECOMMENDATION 3. That the college or university develop its own position on the issue of formal designation in the National Register of Historic Places (NRHP) of its significant heritage resources.**

Some considerations in using the NRHP process for identifying and registering an institution's significant resources are these:

Using the well-developed and comprehensive evaluation system of the NRHP can be a valuable tool for doing the evaluation and prioritizing which are needed for proper management and planning of the institution's campus.

With the assumption that the technical aspects of evaluation are being done by faculty members and students in an educational setting, the NRHP provides the best model for the heritage study process and therefore will contribute to the education of the students.

There will be public relations value in having an institution's prized heritage resources given the distinction of being listed in the National Register.

The NRHP designation contributes standard information to a national resource that is used to improve understanding of history and prehistory in the locality, region, and nation.

It makes the institution eligible for federal grants for preservation projects under the National Historic Preservation Act. (Examples of projects include developing an inventory, stabilization, maintenance, and repair of sites.)

NRHP designation may offer some protection to an institution's resources in relation to the planning and projects of local, state, or federal government that might have an effect on these resources.

The National Register clearly states as a matter of policy that it does not limit or restrict the rights of property owners to use, develop, or sell their historic properties; nor does it require that historic properties be maintained, repaired, restored; nor does it require that historic properties be open to the public.

Some considerations which might argue against using NRHP designation:

The step of evaluation and prioritization of heritage resources must be done. Using the NRHP process is only one way of accomplishing this. An institution can take the NRHP process as a model and develop an institutional program for designating its own premier sites. In this way, the institution can develop a more focused process because it will be describing its own particular place and history.

The process of placing a site on the National Register of Historic Places generally involves a step in which the institution deals with an agency of the state government. There are variations among states in how these matters are handled. The actual practice of the state agency through which NRHP designation is handled should be considered by an institution in making the decision of whether or not to use the NRHP process.

While it is true that NRHP designation does not legally limit a private owner in how the property is to be used, it is also true that NRHP designation will raise public knowledge and sensitivity regarding cultural heritage issues. The perception that the NRHP "gives a voice" to constituencies opposing institutional objectives may require effective public education efforts.

**RECOMMENDATION 4. That students should be an integral part of the Heritage Resource Management Program.**

Because the primary mission of the ACS colleges and universities is the education of undergraduates, the development and implementation of the heritage resource management program should connect with the curriculum of the college or university in as many ways as possible.

The archaeological and historical resources owned by the institution should be laboratories for learning by its students.

Projects that identify and preserve heritage resources can very appropriately be included within an institution's program for service learning.

The traditions of the ACS colleges and universities include the concern for teaching our students the value of an environmental and stewardship ethic. This goal for our students should be an intentional aspect of the development of a management plan for heritage resources. Projects grounded in or related to the heritage resource management program can provide opportunities for hands-on learning related to courses which are interdisciplinary in nature.

If the college or university has an environmental studies program in its curriculum, the educational opportunities that are available through the heritage resource management program should be related to the environmental studies program.

Working visits to projects at other ACS schools, interaction with other college and university programs, field schools, and short-term visits to off-campus sites should be considered as ways to integrate the heritage resource management program with the program of education being offered to the college's undergraduate students.

**RECOMMENDATION 5. That the college or university should seek outside partners in the development of its Heritage Resource Management Program.**

Possible partners include:

Agencies of the Federal government (the National Park Service and others which have an interest in historic or prehistoric resources in the region in which the college or university is located)

Agencies of state government (including the State Historic Preservation Office), which have responsibility for heritage resources.

Other colleges and universities, particularly those that already have strongly developed management programs for heritage resources.

The programs of the ACS that are related to environmental issues.

Private organizations that have an interest in the stewardship of archaeological and historical resources.

Members of the public who might volunteer or otherwise participate in projects.

**RECOMMENDATION 6. That each institution develop an appropriate organizational structure to direct the Heritage Resource Management Program as a permanent activity.**

The organization and administration of the Heritage Resource Management Program will vary with the governance and decision making process of member institutions.

Each institution should vest responsibility for the Heritage Resource Management Program in an appropriate committee, organization, or individual, and a committee or other organ should be formed to provide for input from governance, administration, academic interests, students, physical plant, law enforcement, and others) and to provide information to these interests on how the program is to be managed. Heritage resource management issues should be addressed and resolved at the earliest possible stage of planning for activities that could affect archaeological or historical resources.

The committee or organ should periodically make recommendations to assure that heritage resource management practices are consistent with the institution's master plan.

The committee or organ should have the responsibility of informing the public of its work and sponsoring occasions when members of the various constituencies of the college and university can express their views on issues related to cultural heritage management.

The work of the committee or organ should always be taken into consideration in formulation of institutional master plan objectives.

The management of heritage resources by the institution will be done always in compliance with appropriate laws and regulations and with adherence to the professional standards of those such as archaeologists, historians, and architects who are actively engaged in the process of management.

**RECOMMENDATION 7. That the administration establish a contact who will be responsible to act as a liaison between heritage resources managers and the appropriate law enforcement agency.**

Looting, vandalism and other unauthorized impacts threaten non-renewable heritage resources. Laws and ordinances, which may apply, include criminal trespass, theft of property, interstate trafficking, and state and county statutes regarding the protection of human remains.

Effective enforcement programs require consultation among heritage resource managers, law enforcement officials, and attorneys who will work together to build a plan for investigation and prosecution of violations.

**RECOMMENDATION 8. That the institutions provide the resources (financial, staff, technical, and information) to establish and support a heritage resource management program.**

It is further recognized that heritage resource management should be an integral component of any college or university environmental studies program, and reflected in the curriculum and staffing.

Funding sources may be internal or external. Internal funds may come directly from the institution(s) and include:

- Cooperative funding across departments (e.g., joint appointments)
- Institutional funds that recognize savings from cost-avoidance programs
- Student activity funds

- ACS collaborative funding from such efforts as the environmental initiative and the technology and library programs
- Student participation in projects that are linked to the education, which the students are receiving.

External funds may come from:

- Development Office through fundraising activities (focusing on the campus and its unique cultural heritage to celebrate the past and enhance the distinctiveness of the institution)
- Alumni gifts and endowments
- National Historic Preservation Act historic preservation grants awarded through the State Historic Preservation Office
- Research and program development grants in archaeology, history, and historic preservation from such sources and NSF, NEH, National Trust for Historic Preservation, and private foundations
- Grants (for students, programs, and operating expenses)
- Volunteers
- Partnerships (e.g., with federal, state, and local agencies, groups, and institutions with specific interests in heritage resource management)
- Contract work (to include overhead to the college or university)
- Sales of publications

The college or university administration should recognize that while the development of an effective and useful program for heritage resource management will carry a cost in dollars, there will be several off-setting benefits, which will tend to balance the cost of such a program.

**RECOMMENDATION 9. That the Associated Colleges of the South share this Heritage Resource Management initiative with other colleges, universities, and consortia, and encourage its wider adoption in American higher education.**

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