



**Oregon State Capitol Foundation**  
**Strategic Plan**  
**For Oregon's History Gateway at the State Capitol**  
**June 2012**



Developed for the Oregon State Legislature by The Oregon State Capitol Foundation and Legislative Administration with ideas, input and involvement from key leaders, associated organizations and the citizens of Oregon as navigated by The Canoe Group, Inc.

## Oh, the stories I could tell!



With involvement from all of the participants below, the Strategic Plan for Oregon's History Gateway at the State Capitol was developed between August 2011 and June 2012 through a collaborative research and planning process guided by The Canoe Group, Inc. that is detailed herein.

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## **Letter of Welcome and Introduction**

Welcome to the Strategic Plan for Oregon's History Gateway at the State Capitol.

The document you hold in your hands would not have been possible without the passion, commitment, ideas and insights of legislators, legislative leadership, the Oregon State Capitol Foundation, the staff of Legislative Administration, key leaders from a broad variety of history and cultural organizations, volunteers and citizens from all walks of life.

All of us share a common love for this historic building. We have walked its halls. We know its stories, have known its leaders and honored those who have passed before us. We believe that preserving history and passing stories down from generation to generation heightens life's continuity and generates learning, knowledge and wisdom.

We come together to recommend this strategic plan, a plan that invites partnership, builds from the unique assets of the State Capitol, connects the history of our beloved Oregon and its cultural institutions. The History Gateway plan aims to make the most of what we hold dear.

In years to come, our hope is that we remember and learn from the lessons of our forbearers. May the State Oregon Capitol be known as a gateway both to the past and to the future for our state's revered democracy.

June 30, 2012

Scott Burgess  
Legislative Administrator

Fred VanNatta  
Chair, Oregon State Capitol Foundation

## Strategic Plan: Oregon's History Gateway at the State Capitol

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## Strategic Plan: Oregon's History Gateway at the State Capitol

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## Executive Summary

### Contextual Overview

With Senate Bills 961 and 1019, the Oregon State Legislature dedicated resources, to be generated through the sales of the *Pacific Wonderland* license plate, to fund a *history center* at the State Capitol. The Legislature tasked the Oregon State Capitol Foundation (OSCF) with the responsibility to steward the license plate sales and funds in service to the planning and development of such a history center.



The single most important question facing any visionary new project is, “What is worth doing, and how much is it worth?” In spring 2011, OSCF determined that a strategic plan was needed to focus the many ideas generated by the legislative imperative of a *history center* and hired The Canoe Group, Inc. to guide the planning beginning in August 2011.

The resulting Strategic Plan describes and recommends the investment of existing resources, accumulated *primarily* through license plate sales, for the creation of what is now being called *Oregon's History Gateway at the State Capitol*.

As a result of ten months of inclusive community engagement, the planning team generated a *strategic framework* of mission, vision, values and strategic goals that were carefully crafted to guide current and future development of *Oregon's History Gateway at the State Capitol*. This strategic framework is detailed at the end of this Executive Summary.

The *strategic framework* becomes the foundation to guide what will be *done*, and *not done*, to fulfill the legislative imperative. It provides future experts — commissioned to undertake interpretive planning for the History Gateway — with clarity of choices and measures of success. Each of the strategic goals is articulated with strategic objectives that will guide Phase One of the plan and inform future investments in history-based, visitor experiences at the State Capitol.

### **What would Oregon's History Gateway at the State Capitol Look Like?**

By aligning the thinking of many key leaders and stakeholder groups throughout the planning process, Oregon's History Gateway becomes relatively simple to both describe and implement. Phase One will include: 1) a physical *Visitor Welcome Center*, 2) a State Capitol *online resource website* and 3) a State Capitol *Visitor Pathway* through the building and grounds.

The History Gateway's Phase One will be resourced from license plate sale receipts obtained by the Oregon State Capitol Foundation before construction begins July 1, 2013. Phase One's development and build-out is budgeted (see Appendix A) at \$570,000-\$656,000. This budget does not include the staffing required for project coordination by Legislative Administration.

The components of Oregon's History Gateway will provide the following:

- ◆ The Visitor Welcome Center will introduce the State Capitol *Visitor Pathway*, which will showcase 50-100 individual "history spaces" and/or artifacts, each of which will be interpreted. The Visitor Welcome Center will also provide visitors with a "point of entry" or "launch point for discovery" for a quality experience.
- ◆ The *online resource site* will aggregate, introduce and connect to Oregon's rich history reserves, already gathered and displayed online at local and county history museums and at our state's primary history institutions, including the Oregon Historical Society, the Oregon State Archives and the Oregon State Library.

### **Oregon's History Gateway Phase One: Supporting the Capitol Master Plan**

During the 2013 session, the Oregon State Legislature will be asked to consider funding the 2011 Oregon State Capitol *Master Plan*. The Master Plan, designed to earthquake-proof and upgrade the historic landmark that is Oregon's State Capitol, recommends *dedicated history center and other spaces* for history exhibits and provides a new, remodeled ground floor visitor entrance and facilities.

The current thinking of those participants familiar with the Master Plan suggests a State Capitol remodel will not break ground for four or more years. Initiating interpretive planning now, and developing the Visitor Pathway in FY14, will provide Master Plan architects with well-organized historical content. It will also demonstrate a quality visitor experience to carry forward into the Master Plan implementation.

This Strategic Plan describes an adaptable solution that will 1) improve the visitor experience, 2) focus and optimize the existing and extraordinary historical assets of the State Capitol, and 3) lay the groundwork to improve exhibits and public programs. The Strategic Plan can inform and supplement the design of the permanent visitor welcome center planned on the ground floor of the remodeled State Capitol and adapt to the changes developed from the Master Plan implementation.

## Strategic Plan: Oregon's History Gateway at the State Capitol

This Strategic Plan's **Phase One** will begin with interpretive planning and other development activities undertaken in FY13.

The appendices of the Strategic Plan accumulate and catalogue the documents gathered and reviewed during strategic planning: Lists of state-held artifacts, state policies, associated interpretive plans, heritage resources, potential partners and more. Additionally, the appendices include a catalogue of design scenarios generated during strategy development, which may provide context and content to support the interpreters' knowledge, imagination and decisions.

### **How Will Oregon's History Gateway be Funded?**

In 2009 and 2010 Legislative sessions, SB 961 (and the later revision SB1019) created and dedicated funds from the sales of the Pacific Wonderland commemorative license plate to develop a history center at the Oregon State Capitol.

With over \$500,000 in license plate sales to date, and approximately \$10,000 being generated on average each month, the resources are already available to design, develop and implement Phase One of Oregon's History Gateway.

The State Capitol Foundation estimates that upon completion of the sale of the 40,000 *Pacific Wonderland* license plates, a total of \$1.8m is dedicated for the History Gateway once all license plates are sold. Phase One will employ less than \$700,000 over the next two years.

The remaining approximately \$1.1m in history center funds from license plate sales would be gathered over the coming decade, and will be available for design/implementation of later phases, informed by the anticipated State Capitol Master Plan remodel. Private fundraising by the Oregon State Capitol Foundation may supplement the license plate funds as programs and build-out require it.

Staffing and management of the History Gateway will be the responsibility of Legislative Administration, including its reorganized *Visitor Services* staff. It is anticipated that current staffing, supplemented with continued volunteer support, will provide adequate management.

### **What Will Result from Phase One?**

As envisioned, Oregon's History Gateway will develop in several phases. Phase One of activities, an initial workplan/timeline and FY2013 budget are outlined in this Strategic Plan. Specifically, Phase One will result in:

- A volunteer-staffed, simple yet innovative *Visitor Welcome Center* with exhibits and videos that introduce visitors to the rich history of Oregon's democracy and to the pathway of history the State Capitol offers
- A building-wide/grounds *Visitor Pathway*, connecting visitors to artifacts, insights, architectural details and Oregon's history

## Strategic Plan: Oregon's History Gateway at the State Capitol

- Inclusive and representative *annual*<sup>1</sup> history exhibits in the 16 Galleria display cases, which will be retro-fitted with secure windows and improved lighting
- A new *Oregon History Timeline* wall display, designed as a portable installation
- *Listening posts* installed in the Capitol's now-abandoned telephone booths, with oral histories illuminating the Pathway offerings
- *Digital resources*, catalogued and accessed via multiple channels: a History Gateway website, printed State Capitol Visitor Pathway maps, and rich content accessible through smart-phones

### **Partnering to Accomplish Oregon's History Gateway at the State Capitol**

The mission of Oregon's new History Gateway at the State Capitol is to "*Ignite belief and stimulate involvement in Oregon's democracy*". This mission connects people to our shared past where citizens – working with and through government – have strengthened Oregon's vitality. This mission is also *unique* to the State Capitol. Assisting in this mission are key partners that will include the Oregon Legislature, our state's universities, the Oregon Historical Society, the state's many local nonprofit, history museums and entities, Oregon State Archives, Oregon State Parks and Recreation and the Oregon State Library.

The Oregon State Capitol Foundation is now examining its own mission and role in future fundraising, and will – in October 2012 – revise its own strategic plan. Key questions being addressed in this examination will include how to 1) accelerate sales of the remaining Pacific Wonderland license plates, 2) steward the History Gateway funds, 3) pursue private fundraising support for the Gateway and other projects to carry out its mission, and 4) advocate for and track the Legislature's implementation of the State Capitol Master Plan.

After approval by the OSCF, the Legislative Administration Committee (LAC) will have final approval authority for the *Strategic Plan for Oregon's History Gateway at the State Capitol*, and for future plans. The Capitol Preservation Advisory Committee (CPAC, an representative historic preservation advisory group) will have a History Gateway council, to guide and review critical design development and will later provide advice for History Gateway operations. Legislative Administration will provide the *project management* for Phase One design, development and implementation over FY2013 and FY2014, and beyond.

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<sup>1</sup> Currently the Galleria display cases are changed every 2 years.

## **The Strategic Framework for Oregon's History Gateway at the State Capitol**

### ***Purpose***

**"Oregon's History Gateway at the State Capitol will serve as a lens through which thousands and thousands of visitors can examine and clarify their understanding of the relationship of the State Capitol to The Oregon Story."**

### ***Core Values***

- ◆ Feature our State Capitol as "The People's Building"
- ◆ Educate people
- ◆ Preserve the past
- ◆ Showcase individuals and events
- ◆ Reflect our diversity
- ◆ Demonstrate the worth of remembering what has gone before

### ***Mission***

**"Ignite belief and stimulate involvement in Oregon's democracy."**

### ***Strategic Goals***

**Goal One:** Visitors will be welcomed by easy access to exceptional historical interpretation and programming that connect the Oregon State Capitol to the Oregon Story.

**Goal Two:** Oregon's History Gateway will connect citizens to compelling history resources that can illuminate their State Capitol experience and the Oregon Story.

**Goal Three:** Oregon's History Gateway at the State Capitol will have strong, solid operating agreements with clearly defined roles and responsibilities.

**Goal Four:** The Oregon State Capitol Foundation will make new commitments to regular and ongoing fundraising activities that may require some changes to the Foundation's operating structure. During Phase One, permanent agreements for will be formalized in a **memorandum of agreement** between the Oregon State Capitol Foundation and LAC.

Strategic Plan: Oregon's History Gateway at the State Capitol

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## Project Background

### History

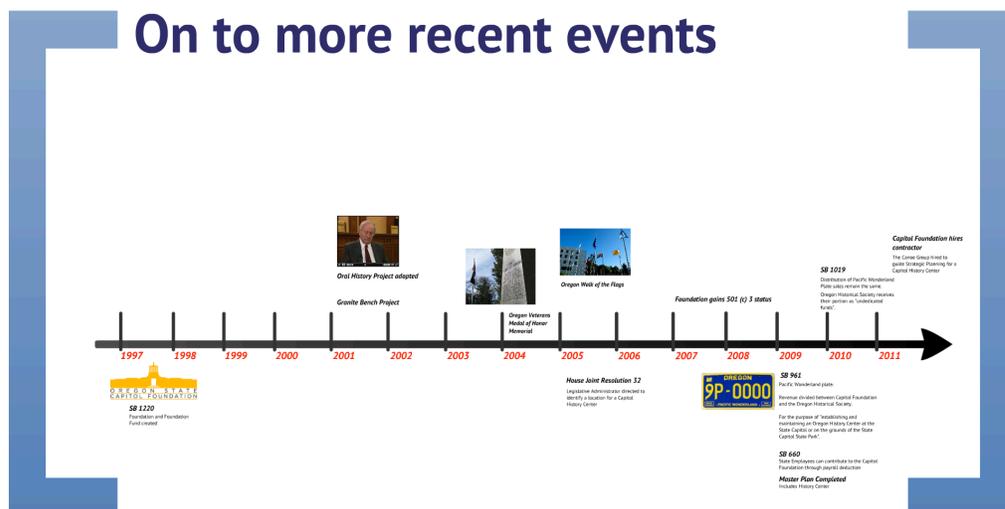
In 2005, the Oregon State Legislature passed House Joint Resolution 32, calling for the identification of a location for a State Capitol *history center*. In the 2009 Legislative session, Senate Bill 961 was passed, issuing the Pacific Wonderland license plates to provide funding to the Oregon Historical Society and Oregon State Capitol Foundation to support the establishment of a history center at the State Capitol.

During the special Legislative session of February 2010, Senate Bill 1019 was passed which revised SB961, further designating the distribution of funds such that 50% of the license plate sales will be transferred to the Oregon State Capitol Foundation for the purpose of establishing and maintaining a history center at the State Capitol or on the grounds of the State Capitol Park. The other 50% of license plate sales were to be transferred to the Oregon Historical Society.

As of April 2012, over \$500,000 in license plate sales receipts had been transferred to the State Capitol Foundation. On average \$10,000 of sales are being recorded each month, with \$20,000 received in May 2012. The funds available for Phase One of the history center project are projected to reach \$750,000 by the end of FY14.

The Oregon State Capitol Foundation was founded in 1997 with the vision to create a living history, enhance the dignity and beauty of the Oregon State Capitol, and foster cultural and educational opportunities. The Foundation members are appointed by Legislative Administration Committee. The Foundation works closely with Legislative leadership and with Legislative Administration on OSCF activities. As provided for in SB961, the Foundation holds the license plate funds.

The history of the State Capitol Foundation and the history gateway project are summarized graphically below:



## Strategic Plan: Oregon’s History Gateway at the State Capitol

### Planning Approach

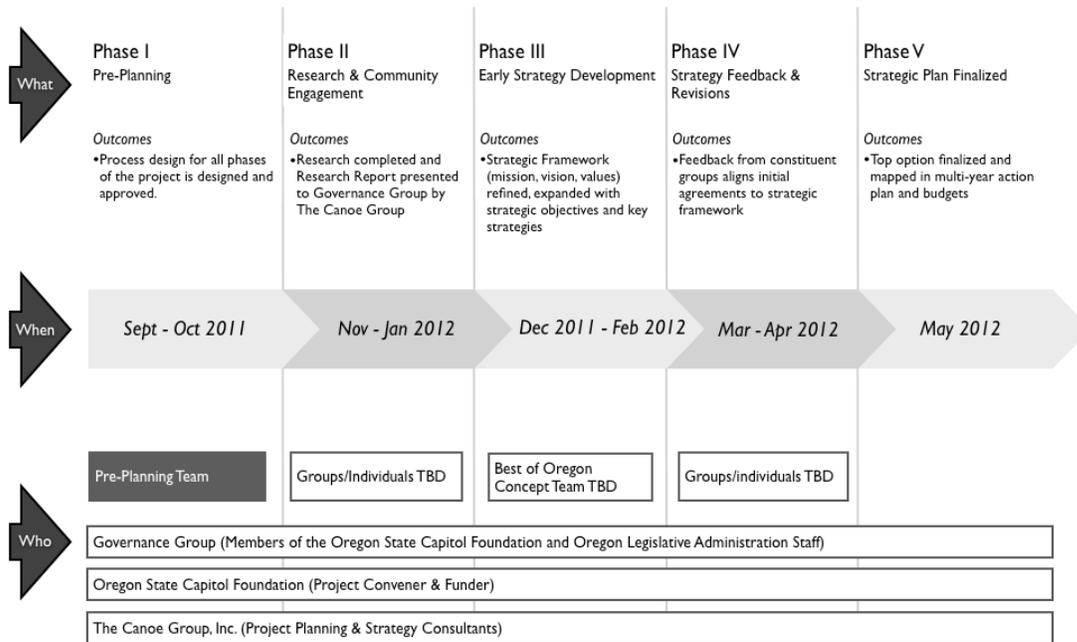
In June 2011, OSCF selected The Canoe Group, Inc. to undertake the planning and research necessary to engage citizens, leaders and stakeholders, to define and develop a strategic plan for a history center, and align the agreements of key stakeholder groups behind a history center vision.

The work undertaken between August 2011 and June 2012 moved through four phases of *strategic planning*, which are summarized below. On the inside front cover of this Strategic Plan are listed participants involved throughout the process including the following:

- ◆ members of the Oregon State Capitol Foundation
- ◆ OSCF’s project Governance Group
- ◆ project Pre-Planning Team
- ◆ key stakeholder who engaged in interviews
- ◆ focus groups of volunteers, teachers and Capitol employees
- ◆ leaders who joined the dialogue in March concept charrettes
- ◆ Legislative Administration’s project team

#### Oregon State Capitol Foundation

Oregon State Capitol History Center Strategic Planning  
September 2011 - May 2012



The Canoe Group, Inc.  
www.thecanoegroup.com

In the next section of the Strategic Plan, the Phase II research results are outlined.

**The State Capitol Master Plan**

A master plan for the State Capitol was completed during 2008 and 2009, to prepare this historic, 70 year old building for the next 30 to 40 years. Seismic upgrades are necessary and a variety of improvements are recommended.

The State Capitol Master Plan (SCMP) calls for construction of a new concourse level with new hearing rooms, office and building system spaces, and citizen services. A history center is recommended, with potential sites suggested in the State Treasurer's office or "throughout the building," It was this latter idea which led to the Visitor Pathway proposed in Phase One of this plan.

Given the state's many priorities, it is difficult to predict when and how much of the Master Plan will be implemented and when. In the *fastest* track scenario discussed, design could commence in FY14.

Strategic Plan: Oregon's History Gateway at the State Capitol

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## Research and Research Findings

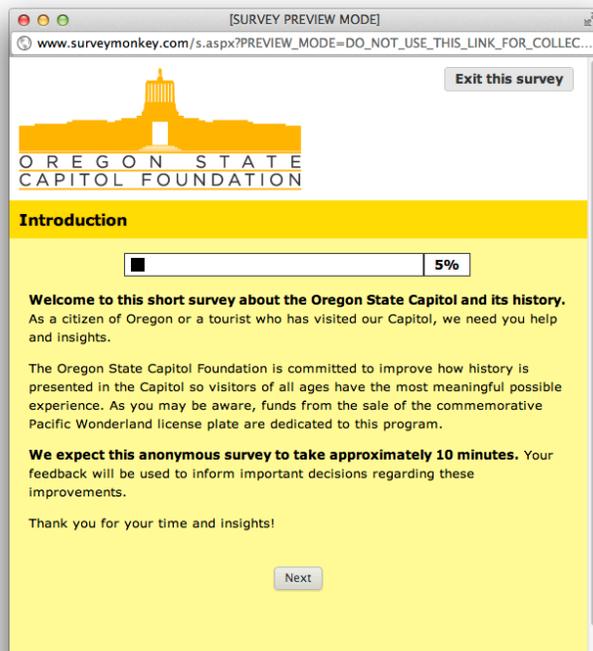
### Research Design

Research was conducted from December 2011 to May 2012 by The Canoe Group.

The research design and protocols were completed and target audiences identified by members of the Pre-Planning Team and the OSCF Governance Group in consultation with the OSCF Board. Questions used in the research were informed by the essential questions<sup>2</sup> created in fall 2011 by the Pre-Planning Team.

The research design focused in three primary areas: interviews, focus groups, and surveys.

Individual interviews were conducted by phone or in person from December through February 2012. Focus groups were conducted in January 2012 with building employees, tour guide volunteers, and Legislative Administration staff.



A survey was distributed and participation promoted by partner organizations, was made available online and via email, and was hand-distributed in the State Capitol to members, visitors, employees and volunteers from January through April 2012. A second survey was distributed March through April 2012 to explore how other states display and interpret history in their capitol buildings.

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<sup>2</sup> Essential questions are collaboratively developed to ground all The Canoe Group's strategic plans. An essential question is one which is critical to the organization's future, has not yet been sufficiently explored and answered, and for which there is no right or wrong answer. Essential questions frequently require research, and just as frequently require multiple, in-depth discussions to surface the (often competing) perceptions held by key organization decision-makers.

## Strategic Plan: Oregon's History Gateway at the State Capitol

The following Oregon governmental bodies, agencies, commissions and outside stakeholder groups were represented through this research process.

- ◆ Oregon Governor's Office
- ◆ Oregon House of Representatives
- ◆ Oregon State Senate
- ◆ Oregon Secretary of State
- ◆ Oregon State Archives
- ◆ Oregon State Library
- ◆ Oregon Arts Commission
- ◆ Oregon Commission on Indian Services
- ◆ Oregon Bureau of Labor and Industries
- ◆ Oregon Heritage Commission
- ◆ Oregon Historical Society
- ◆ Oregon Cultural Trust
- ◆ Oregon Parks and Recreation
- ◆ Willamette Heritage Center
- ◆ Oregon Department of Education
- ◆ Oregon State University
- ◆ Portland Art Museum
- ◆ Portland State University
- ◆ Oregon Community Foundation
- ◆ University of Oregon
- ◆ Lewis and Clark College
- ◆ Classroom Law Project
- ◆ Tamástslíkt Cultural Institute
- ◆ Travel Salem
- ◆ The Capitol Club
- ◆ Oregon State Capitol Visitor Services staff and volunteer (Focus Group)
- ◆ Oregon State Capitol Legislative Administration staff (Focus Group)
- ◆ Others and the public at large (includes Capitol staff, legislators, lobbyists, visitors and statewide educators)

*A master list of those individuals/organizations interviewed, and those who participated in the concept charrettes, are included on the inside front cover of this Strategic Plan.*

### **Research Themes**

The key themes articulated in this section were aggregated by The Canoe Group, and were reviewed and revised for clarity by the OSCF Governance Group. The key themes represent opinions expressed by a substantial majority of the qualitative interviews, surveys, focus groups, and concept charrettes.

Direct quotations and research data are included in the Research Report in Appendix C.

*"[It's a place] where [the citizens of Oregon] feel more connected with their government. More connected with their past and more engaged with their future. When you learn about the people that went before us, when you see the pioneers of government – how rough they were and how they embody the spirit of the state – you get a sense of who we want to be in the future." Robert Taylor, Secretary of the Senate*

**Theme One: The visitors' experience**

- a. Bring cohesion and context to the visitor experience.
- b. Choose and use what is already "here" – the building, State of Oregon symbolic artifacts from the State Archives, State Library, OHS, etc.
- c. Everyone has something important to learn from our history in the "people's building."
- d. Be more welcoming and user-friendly. Make the experience a discovery where each visitor chooses his/her experiences.

**Theme Two: Funding**

- a. Use of public funds and duplication of efforts are of primary concern when visioning a State Capitol History Center: Coordinate, don't duplicate.
- b. The History Center must have permanent operational and program funding and these funds could come from private sources.

**Theme Three: Partnerships**

- a. Structure partnerships to include many voices.
- b. Make it possible to curate programs and exhibits over time.
- c. Partner organizations should be involved in the Oregon State Capitol Building.
- d. Do not duplicate the efforts of many others in a time of heightened financial and economic stress.

**Theme Four: Getting it done**

- a. Use a phased approach to demonstrate possibilities, build public support and increase engagement over time.
- b. The stories are hidden in the building right now and just organizing them for visitor experiences is a big step.

**Theme Five: The story to be told**

There is a dynamic tension about how big to scope the story told at the State Capitol, ranging from the building and what happened there to all of Oregon History to how Oregon has influenced our nation. How this dynamic is considered will be a major component of the curatorial activities.

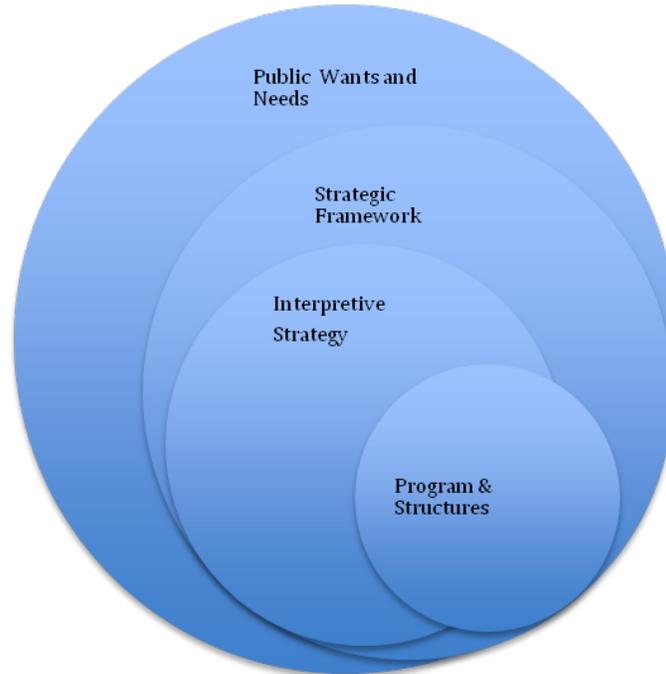
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- a. The history should be kept fresh over time.
- b. The Tribes and their history, the counties, the City of Salem, women, blacks, etc., all have diverse stories that connect us with our past. These broader stories, including the geology and the land that has become Oregon, should be represented in the Capitol.
- c. The work of the capitol is solving problems of citizens. Telling the "Oregon Story" will provide context to our pride of citizenship.
- d. There are incredibly rich and diverse stories to tell that connect with individuals of all walks of life and backgrounds to this building. Tell them.
- e. Stimulate understanding and pride in the democratic process and all that has gone before.

### **Theme Six: Cascading effects**

- a. Inspire people to connect to places, resources, stories and sources all over the state that can enrich their discoveries further.
- b. Include rich online programming that complements and enhances what can be seen at the Capitol.

## The Target Visitor



*The image above shows the hierarchy of the concepts below.*

To be effective, the programs and operating structures for any center of history at the Oregon State Capitol will best begin with an analysis of the *wants and needs* of the citizen-visitor.

Based on the research results and past tallies, *visitors to the State Capitol* are typically the following:

- ◆ Citizens of Oregon, interested in learning more about history, the democratic process or politics, including teachers and students, adult learners and family groups
- ◆ Citizens of Oregon visiting state officials or citizens who come to participate or advocate as part of the legislative process
- ◆ Travelers who arrive at the State Capitol as a cultural/heritage destination
- ◆ Suppliers, vendors and other state employees who visit the Capitol as a place to do business

Tens of thousands of schoolchildren visit the State Capitol each year on school field trips. Many of those involved in the strategic planning research discussions spoke with great passion about the important role the State Capitol history center can play in reaching out to children.

However, children themselves **do not make the decision to visit the Oregon State Capitol**. Adults bring them, and adults guide the learning that occurs before, during

## Strategic Plan: Oregon's History Gateway at the State Capitol

and after the children's visit. Adults arrange, coordinate and illuminate children's experiences by connecting children to classroom, home and online opportunities for learning prior to and after their visit to the State Capitol.

The history and learning experiences offered at the State Capitol could be designed for the casual passerby or for the road-tripping senior citizen of another state who is visiting all 50 state capitols. Oregon's History Gateway could focus solely on educating K-12 students who arrive on field trips. Or the focus could be placed on serving the constituent visitor who has come to the State Capitol to visit their legislator, for whom the history experience is an unanticipated sidelight.

This Strategic Plan identifies the *Target Visitor for Oregon's History Gateway* as an Oregon adult citizen who is visiting the State Capitol for the first or second time, and who is seeking a history or cultural experience as part of their visit. He or she — whether a parent, teacher, traveler or citizen advocate — recognizes that they do not fully know the history of Oregon, of state government and the democratic process of the past and present, and how what has happened in this place is part of the Oregon Story.

*If this target visitor learns, is inspired, and has a meaningful experience, we assume that person will return to the State Capitol again, and will bring others (their classes if they are teachers, their sons and daughters if they are parents, out-of-town visitors if they are local citizens) to visit and/or to participate in or observe the democratic process.*

By contextualizing history at the State Capitol, Oregon's History Gateway can reveal the democratic process, and can stimulate further critical thinking about our civil society and our history. The experience of visiting children will be significantly enhanced if adults and children participate *together* in a meaningful way.

## The Strategic Framework

The strategic framework is the foundation of the Strategic Plan. These tenets will guide future decisions as to the design, interpretation and development of Oregon's History Gateway.

This project, at this time in history, needs to have a bi-partisan mission that conveys **an imperative for action**: the mission must be **timely, bold and vital** to the people of the state, and to its leaders. The design for Oregon's History Gateway should **capture imagination and stimulate commitment** from citizens, the Legislature and the Executive and Judicial Branches.

In all three concepting charrettes, passion erupted whenever participants mentioned the need to deepen our **connection to and understanding of the democratic process**.

- ◆ Marsha Matthews, Director of Public Services at Oregon Historical Society, may have said it best: **"Our citizens need to know how the government of Oregon evolved here, and why should I care?"** She also said, **"To understand and care about their role in democracy, visitors need a lesson in civics without knowing they are getting a lesson in civics. History can be a way into that lesson."**
- ◆ Scott Burgess, the Legislative Administrator, said, **"The project should communicate why government matters, what gets done here that influences the quality of life back home."**
- ◆ Tina Olsen, Curator of Public Programs at the Portland Art Museum said, **"It should animate the activities that happen in this building, make clear the democratic process."**
- ◆ Jim Stembridge, who's written the book of the 50 State Capitols, said **"the mission to tell the history in the building is imperative and it needs to be a permanent assignment of the building. It needs to work no matter how much funding is available."**
- ◆ Mary Beth Herkert, the State's reknowned Archivist, said, **"The State Capitol is the center of government. The history made here is what makes Oregon Oregon."**
- ◆ Robert Melnick, Professor from University of Oregon, said, **"We used to do history differently. Somehow we've got it separated from life."**

## Strategic Plan: Oregon's History Gateway at the State Capitol

The strategic framework below was drafted by the OSCF Governance Group and was unanimously approved by the Oregon State Capitol Foundation in April 2012.

### **Purpose**

**“Oregon’s History Gateway at the State Capitol will serve as a lens through which thousands and thousands of visitors can examine and clarify their understanding of the relationship of the State Capitol to The Oregon Story.”**

### **Core Values**

- ◆ Feature our State Capitol as “The People’s Building”
- ◆ Educate people
- ◆ Preserve the past
- ◆ Showcase individuals and events
- ◆ Reflect our diversity
- ◆ Demonstrate the worth of remembering what has gone before

### **Mission**

**“Ignite belief and stimulate involvement in Oregon’s democracy”**

Note: Strategic goals, which are part of the strategic framework, are articulated with accompanying strategic objectives tabbed Section 5 of this Strategic Plan.

### **Interpretive Strategy**

#### **A Prelude to the Interpretive Plan**

Oregon’s History Gateway at the State Capitol will concentrate on conveying a simple and primary storyline: “What in our history makes Oregon unique”. The answers to this question form the “Oregon Story”.

Because a visit to the State Capitol presents a unique, site-specific learning opportunity, three basic interpretive themes have been developed that provide a starting point for interpretive planning of Oregon’s History Gateway:

1. What is my place in the Oregon story?
2. What happens here at the State Capitol? What important things have happened here in the past?
3. How does what has happened here connect and relate to the rest of the state of Oregon, to my life and my community’s life?

These three themes would be illuminated in a variety of ways in all interpretive programs, exhibits, displays and experiences provided for visitors in the State Capitol building.

## **Thematic Interpretation Reveals History in Ways that Make Visitors Think**

Thematic interpretation is an approach to [heritage interpretation](http://en.wikipedia.org/wiki/Heritage_interpretation) ([http://en.wikipedia.org/wiki/Heritage\\_interpretation](http://en.wikipedia.org/wiki/Heritage_interpretation)) originally advocated by professor William J. Lewis (University of Vermont) and subsequently developed by professor Sam H. Ham (University of Idaho).

In the thematic approach, an interpreter relies on a central theme (i.e., a major point or message) to guide development of a communication exhibit, activity or device. The thematic interpreter develops the theme in such a way that it will be highly relevant to an audience. According to studies, presenting a strongly relevant theme greatly increases the likelihood an interpreter will ***succeed in provoking an audience to think about theme-related issues.***

All our brains are hard-wired for depth, complexity and context. Understanding history is a discovery process that stimulates our understanding of distinctions, systems, relationships and perspectives. Such thinking is at the root of democracy.

What is thinking? Thinking is a process of structuring information and doing something with it. One reason to reveal history (and its context through our Oregon State Capitol) is to offer citizens *the opportunity to think...and to encourage them to act.*

History can ignite thinking and fuel the imagination about the present. To stimulate thinking, The Canoe Group recommends that Oregon's History Gateway be interpreted in a way that can provide depth, context and complexity by stimulating four universal thinking skills in visitors of all ages:

1. **Distinctions:** Reveal the distinctions between ideas, objects and things. Define terms and encourage the visitor to create more sophisticated and nuanced distinctions.
2. **Systems:** Look at the parts and wholes that make up systems. Provide opportunities for visitors to construct new ideas and deconstruct old ideas.
3. **Relationships:** Display and honor relationships between and among ideas: overlapping and interconnected ideas that stretch across boundaries.
4. **Perspectives:** Take multiple perspectives and encourage visitors to look at things from other points of view.

## Strategic Plan: Oregon's History Gateway at the State Capitol

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## Strategic Goals & Objectives

Four strategic goals and accompanying strategic objectives have been developed to hone and focus the interpretive assignment, the strategies and design for Oregon's History Gateway at the State Capitol.

As time passes, new objectives (and possibly new strategic goals) can and should be developed to integrate Oregon's History Gateway into plans for Capitol renovation and/or to respond to new and evolving needs of the state and its citizens.

Listed below are the four strategic goals, each followed by Phase One objectives.

**Goal One: Visitors will be welcomed by easy access to exceptional historical interpretation and programming that connect the Oregon State Capitol to the Oregon Story.**

**The State Capitol will be known as an "Oregon history gateway".**

**A welcome center** will be developed as the hub of Oregon's History Gateway at the State Capitol.

- ◆ The welcome center will be centrally located, easy to see, find and experience by every visitor, and able to accommodate groups of up to 30-40. The visitor welcome center will provide context to the Oregon history experiences offered at the State Capitol, and provide a historical overview of the building itself.

**A unique and highly visible brand** will be created, developed and employed onsite, online and in all communications.

- ◆ Heritage tourism partnerships with **Travel Salem and Travel Oregon** will be pursued to promote the new State Capitol offerings as a primary heritage tourism "gateway" for Oregon, for Salem and for the mid-Willamette Valley.

An identifiable and interactive **history pathway of interpretive experiences** and history spaces will be developed, to include new permanent and rotating interactive installations.

- ◆ History spaces along the pathway will be tagged with the Gateway's "brand" to connect the content offerings and to encourage individual discovery.
- ◆ Throughout the State Capitol and its grounds, the history pathway will (in addition to the history spaces) also include selected points of interest (the cherry trees, sculptures, murals, architectural features, physical points where important events/conversations occurred, etc.) that will be carefully chosen and numbered, so interpretation can be conveniently accessed in a variety of

## Strategic Plan: Oregon's History Gateway at the State Capitol

- ways (see Goal 2). For example: Concourse Level: If the huge Flag were to remain in hearing room 50, Room 50 would be a point of interest.
- ◆ The history spaces and all selected points of interest will be interpreted with historical context, accessible to visitors through site-based, online and digital resources that expand opportunity for exploration.
  - ◆ Visitors will be able to experience the history pathway and points of interest through both self-guided and guided tours. The tour guides program will be redesigned, more tightly focused and improved, extending the self-guided tour offering.
  - ◆ No matter what first captures their attention, no matter where they begin, visitors can discover “their own” history pathway that links to the resources and experiences offered.
  - ◆ The 16 glass cases in the Galleria will be dedicated to collaborative, theme-focused, annually rotating exhibits.
  - ◆ As a historic landmark that cannot be structurally changed without substantial effort, the State Capitol has limited space for acquisition of and permanent display of artifacts. In the History Gateway approach, every attempt will be made to optimize the assets that are already in place (i.e. the 16 display cases).

### **Goal Two: Oregon's History Gateway will connect citizens to compelling history resources that can illuminate their State Capitol experience and the Oregon Story.**

Interpretation (content and display) will be developed and designed by experts. As often as possible, interpretation will be offered via **multiple access modes**.

- ◆ Design will optimize use of the new reader board technology, currently being piloted in the building.
- ◆ Listening posts would be installed in old telephone booths, with oral histories and audio interpretation menus. Where feasible, group listening cones can link to the oral interpretation.
- ◆ A website will provide introductory and follow-up content to extend and expand learning and thinking about history, and will provide easy-to-access links to sites, experiences and source materials from throughout the state.
- ◆ Interpretive display, videos, signage, printed materials, maps, audio wands, smart phone/web-based technology will be investigated by the designers within the project's budget constraints.

A substantive **redesign of the group tours stories/program** will be needed so that tour guides know and have interpretation of the new history pathway and the newly identified/interpreted points of interest.

Interpretive content will be archived and accessed in ways that connect with and point visitors to **the historical assets of digital initiatives** already underway at

## Strategic Plan: Oregon's History Gateway at the State Capitol

State Archives, the State Library, Oregon Historical Society, the state's universities and other partners.

- ◆ **Teacher resources** that align with statewide learning standards, specifically for students in 4<sup>th</sup> and 8<sup>th</sup> grade, will be made accessible digitally.

Content will be developed for the initial installation of interpretation, and will be **regularly updated**.

### **Goal Three: Oregon's History Gateway at the State Capitol will have strong, solid operating agreements with clearly defined roles and responsibilities.**

**Authorizing responsibilities:** The Legislative Administration Committee (LAC) will have final approval authority for Oregon's History Gateway's long range and annual plans and budgets.

**Provision of funds:** The funding for Phase One of Oregon's History Gateway will be provided by the Oregon State Capitol Foundation, using designated license plate funds.

- ◆ Funding for future phases of History Gateway design and development will be made available by the Oregon State Capitol Foundation.
- ◆ Future OSCF History Gateway funding may be supplemented by private fundraising or by public fund allocations from the Legislature.

### **A History Gateway council, a new subcommittee of CPAC to be appointed and staffed by Legislative Administration, will:**

- ◆ Provide advice regarding the vision and long range planning for the History Gateway.
- ◆ Track integration of History Gateway plans within Legislative Administration projects and master planning priorities and goals.
- ◆ Recommend annual programming plans development and undertake History Gateway budget review processes.
- ◆ Assess partnership opportunities. Review and recommend partnership agreements as proposed by staff appointed by the Legislative Administrator.

The History Council may include representatives from operating partners: State Archives, State Library, Oregon Heritage Commission, Oregon Historical Society, the Tribes, State Parks, Willamette Heritage Center (spearheading the effort to coordinate mid Valley heritage tourism planning), Travel Oregon, Travel Salem, Oregon Arts Commission, Oregon State Capitol Foundation.

### **Legislative Administration will handle project management during Phase One development and construction.**

- ◆ During FY13, Legislative Administration's Facility Services department would add one FTE, the History Gateway Development Coordinator. This

## Strategic Plan: Oregon's History Gateway at the State Capitol

- temporary, full-time staff person would be responsible for the establishment of the infrastructure, superstructure and operations of the History Gateway.
- ◆ If the History Gateway Development Coordinator's scope of work is not yet complete, it is possible the position would be re-funded in FY2014.

### **The Legislative Administration staff will manage Programming, operations and maintenance of Oregon's History Gateway.**

Programming will be managed by the Visitor Services staff of Legislative Administration.

- ◆ Visitor Services will undertake necessary transformation of current staffing structures and programs.
- ◆ Visitor Services will establish and manage tracking and evaluate opportunities for improvement, based on pre-determined success measures.
- ◆ Visitor Services will plan and manage implementation of Phase One, coordinating between Legislative Administration, partners and contractors.
- ◆ Visitor Services will plan and manage implementation.

**Onsite exhibits/interpretation: curatorial services, content development, interpretive design, branding and program development** will be externally contracted.

- ◆ Legislative Administration's Facility Services staff will oversee all installation and building improvements.

**Website design, development and maintenance** for Oregon's History Gateway website will be *built* on existing web platforms in use at the building and maintained by Legislative Administration's Information Services team.

- ◆ External contractors or partners will provide initial design, all content and content management.
- ◆ On an ongoing basis, external contractors or partners will provide any new interpretive content.

**Goal Four:** The Oregon State Capitol Foundation will make new commitments to regular and ongoing fundraising activities that may require some changes to the Foundation's operating structure. During Phase One, permanent agreements for will be formalized in a **memorandum of agreement** between the Oregon State Capitol Foundation and LAC/Legislative Administration.

**The Foundation's Executive Committee will be responsible to clarify, focus, track and oversee implementation** of the Foundation's Strategic Plan, and for specific assignments related to the History Gateway Strategic Plan. **Note:** Additional Foundation Board members or other leaders may be asked to sit with the Executive Committee for this project.

- ◆ At the October 2012 Foundation Board retreat, the Foundation will consider, revise and adopt a newly extended Foundation strategic plan, responding to

## Strategic Plan: Oregon's History Gateway at the State Capitol

- the History Gateway strategic plan and to other high priorities of the Foundation.
- ◆ A liaison relationship will be established between the Foundation and the Heritage Vitality Task Force and with the Master Plan committee. (And with any other substantive, statewide heritage initiative underway).
  - ◆ The Foundation will enlarge its scope of impact and expand/solidify its private fundraising activities.

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## IMPLEMENTATION

### Phase One: Development First Steps Summary

With approval of the History Gateway Strategic Plan by the Oregon State Capitol Foundation anticipated in June 2012, a three-part, well-integrated project plan would begin moving forward.

Phase One expenditures on permanent, physical changes would not begin until after LAC approval is achieved in September 2012.



### Primary Phase One Activities

#### Approvals and Commitments

- ◆ Affirm the strategic plan: OSCF, Legislative Leadership, CPAC, Legislative Administration, and LAC
- ◆ Confer with key partners
- ◆ Legislative Administration produces FY13 implementation timeline
- ◆ Legislative Administration secures FY13-14 funds and plans hire of temporary, 1.0 FTE History Gateway Development Coordinator
- ◆ History Vitality Task Force tracking/integration of History Gateway with strategies being developed
- ◆ Continued integration with Master Planning
- ◆ OSCF commits to updating its strategic plan, to enhance fundraising and build its effectiveness and capacities
- ◆ CPAC commits to build out new History Gateway council

### **History Gateway Development**

- ◆ August: Post RFQ for Curatorial Design Manager; Select and contract with interpretive expert. Draft additional RFPs for contractors required.
- ◆ November/December: Curatorial Design Manager initial intake/research to develop/price work and to identify/secure commitments from the team that is needed to develop the interpretive plan, design and development of all components of exhibit, display, interpretive signage, production and installation
- ◆ December: Curatorial team finalized, interpretive planning and design development underway
- ◆ December: Complete RFP process, select branding consultant to develop name, the visual identity, logo, tagline and the brand style sheet
- ◆ Establish new structures for the Foundation, Legislative Administration, and CPAC's History Gateway council

### **OSCF Strategic Planning**

- ◆ Adopt FY2013 budget
- ◆ Identify Board members' willingness to serve
- ◆ Develop and implement a new, integrated annual campaign strategy to ramp up sales of the Pacific Wonderland license plates, increase membership sales, promote sponsorship, and to recommend design/structures for an annual (and highly effective) fundraising event
- ◆ As part of the annual campaign strategy, design donor/member levels, benefits and acknowledgement protocols (to ground the establishment of a donor wall and/or other gratitude strategies)

### **Phase One Components**

1. Visitor Welcome Center
2. Video, audio and interactive menus for Welcome Center, website and Listening Posts
3. History Timeline as the Galleria "centerpiece"
4. History Pathway: Select and interpret artifacts and the building and grounds' points of interest (40-100). Design, manufacture and install numbering "system"
5. History Gateway website
6. History Gateway print materials
7. New signage; integrate into new Capitol digital signage
8. Listening Posts/ pilot phone booths
9. Donor wall
10. New tour content and volunteers training
11. Potential new staffing structure for Visitor Services and volunteer assignments
12. Redesigned Capitol Gift Shop (see Appendix G)

### **Annual Exhibit Components**

1. Design, contract and undertake the annual exhibits, commonly understood (at this time) as the "16 Artifacts" program that will bring a selection of thematically related artifacts into the 16 glass cases to "tell a portion of the Oregon story"
2. This rotating exhibit would be contracted as a collaborative effort, led by a key partner who would be contracted with the expectation that the exhibit would involve multiple organizations willing to loan artifacts of merit for a one-year exhibit

The Phase One workplan and projected timeline, based on the Strategic Plan and as developed by Legislative Administration, are included in Appendix B. The draft Phase One budget is included in Appendix A.

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## **Conclusion**

On June 20, 2012, after thousands of hours of effort by dedicated Oregonians, this strategic plan for Oregon's History Gateway at the State Capitol was unanimously approved by the Oregon State Capitol Foundation.

The Foundation, which will meet in retreat in October 2012 to consider its own strategic goals and objectives for the coming years, offers this History Gateway strategic plan to the Legislature for consideration. With appropriate approval, Legislative Administration is asked to undertake Phase One implementation in 2012 and 2013.

**Additional appendices are available in electronic format** (upon request from Legislative Administration)

- ◆ Founding Legislation (documents)
- ◆ State Capitol Park Master Plan
- ◆ Two example interpretive plans
- ◆ State Capitol artifacts' list(s)
- ◆ Site maps with phone booth locations
- ◆ Master Plan design/maps

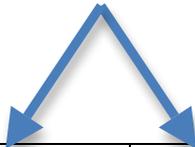
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**APPENDIX A: Phase One Conceptual Budget**

**Oregon’s History Gateway at the State Capitol  
Phase One Conceptual Budget**

<p><b>Development Planning</b></p> <ul style="list-style-type: none"> <li>◆ Interpretive Plan \$25K</li> <li>◆ 40 to 100 Spaces/Places/Artifacts chosen for History Pathway and interpretation research \$40K</li> <li>◆ Components design/manufacturing providers identified/subcontracted by interpretive planner (estimates below)</li> <li>◆ Branding Plan, Style Guide and Communications Plan \$15K</li> <li>◆ History Gateway Coordinator (temp staff, Leg Administration) TBA</li> </ul> <p>Base costs \$80K to prepare for two tracks below</p>
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Manufacture & Install Costs	Physical Onsite Manufacture & Install	Content Development & Display Design	Content & Design Costs
	<b>Welcome Center</b>		
\$83K- \$152K <sup>3</sup>	Construct/Remodel new Visitor Welcome Center	Architect fees	\$10K-\$20K
\$20K <sup>4</sup>	Video screen and menu system	Retail review/consult	\$8K
\$18K	Cabinetry	Display/exhibit design	\$12K
\$30K	Display and exhibit		
	<b>Distribution Channels</b>		
		Website	\$45K
		Phone app (content from website)	\$40K
		Printed map/guide: design & initial print run	\$28K
\$2,500 each	Listening Posts: retrofitted Capitol phone booths	Audio Interpretation: oral history collection and editing	\$15K
\$10K-\$15K		QR Coding	

<sup>3</sup> Estimate based on finish to office standard, designed with future Master Plan considered. Museum standard up to double cost/square foot.

<sup>4</sup> Freelance video production. Responds/uses curatorial research, branding and History Pathway as designated.

Strategic Plan: Oregon’s History Gateway at the State Capitol

	<b>Exhibits/Installations</b>		
\$27K <sup>5</sup> \$12K	16 Glass Cases ◆ New security glass and/or frames ◆ New Lighting	Annually changing exhibit; coordinated by single curator, includes artifacts from institutions & individuals across the state	\$20K annually
\$10K	Oregon History Timeline	Timeline, designed to evolve (moveable)	\$10K
\$35K <sup>6</sup>	Artifacts installation: i.e. pedestals, plexiglass boxes, moving/reinstallation	Artifact selection	in development contract
\$15K	Interpretive signage manufacture and install	Design of interpretive & other signage	\$8K
	<b>Signage</b>		
\$25K	History Pathway “permanent” numbers manufacture and install		
\$5K <sup>7</sup>	Donor Board	Content to be provided by OSCF /contractors Design	\$2K
\$3K	Directional/Welcome Center signage		
<b>\$294K-\$368K</b>	<b>Total Physical Onsite</b>	<b>Total Content &amp; Display</b>	<b>\$198K-\$208K</b>

**First Draft budgets for Phase One: \$570K to \$656K +.** *This conceptual budget includes development, design, content, build and install.*

<sup>5</sup> Security issues have been identified by Oregon Historical Society. Budget range provided to different specifications.

<sup>6</sup> No staff involvement in programming or content development.

<sup>7</sup> Figure based on purchase of digital sign board currently being piloted.

## APPENDIX B: Phase One Workplan & Timeline

As outlined, Legislative Administration will handle project management during Phase One development and construction.

### Summer/Fall: July, 2012 - January, 2013

Project	Budget Projections
Display case window/lighting project launch/completed	\$39,000
Curator/curatorial team and project launch	\$25,000
Branding Plan contractor and project launch (style guide and communications)	\$15,000
Welcome Center structural design architect and project launch	\$20,000
Oregon History Timeline design project launch	\$10,000
16 Case exhibit OHS design and installation (approved previously by OSCF)	\$12,000
Retail operations review project launch	TBA
History Gateway Development Coordinator	\$2,500 (monthly)

### Winter/Spring: January - July 1, 2013

Project	Budget Projections
Interpretive plan completed	(see detail above)
Capitol Preservation Advisory Committee (CPAC) Gateway Subcommittee Development	
Branding project completed	(see detail above)
40 to 100 spaces/places/artifacts project launch/completed *	\$40,000
Welcome Center retail operations review completed *	(see above)
Website content project launch *	\$45,000
Audio interpretation development (oral history collection and editing) *	\$15,000
Phone application development (content from website) *	\$40,000
Listening Posts prototype development and installation *	\$15,000 + \$2,500 per booth
Building map/guide development and graphic design project launch *	\$28,000 *includes first print
Oregon History Timeline installed *	(see above)

### Summer/Fall: July 1 - December 2013

Project	Budget Projections
QR coding project launch/completed	(see detail above)
Map and guide first print	(see detail above)
Phone application development completed	(see detail above)
Listening Posts installations scheduled and completed	\$ 2,500 per location
Welcome Center build out scheduled and completed	\$152,000
Cabinetry (\$18,000) Video screen/menu system (\$20,000) Display and exhibit installation/design (\$42,000)	\$ 80,000
Artifacts installation *	\$ 35,000
Interpretive signage design and project launch *	\$ 8,000
Interpretive signage manufacture and installation *	\$ 15,000
History Pathway "permanent" numbers manufacture and installation *	\$ 25,000
Donor board installed and content uploaded	\$ 7,000
Directional/Welcome Center signage installation *	\$ 3,000
Tour development/training	
Marketing plan development and implementation for 2014-15	
Education resource review	

\*Utilizing the interpretative and branding plan

## APPENDIX C: Research Reports

### Research Themes With Supporting Comments

Research results were synthesized into key themes with supporting findings. Representative quotes are provided to reinforce each finding.

*"[It's a place] where [the citizens of Oregon] feel more connected with their government. More connected with their past and more engaged with their future. When you learn about the people that went before us, when you see the pioneers of government – how rough they were and how they embody the spirit of the state – you get a sense of who we want to be in the future." Robert Taylor, Secretary of the Senate*

#### 1. The visitor's experience

##### a. Bring cohesion and context to the visitor experience.

*"[Right now] the main things are the dioramas and there are portraits and [also] the building is historic... [But] the building is scattered right now and it would complete the picture and help [the citizens of Oregon] feel good about being part of the Oregon Experience." Jim Stenbridge*

*"Right now most history is "inspirational" (date, history, event) and we see them reflected in events and exhibits but it doesn't fit into any context. Context is what makes history interesting. Without context it is entertaining. With context it is education." Ted Ferrioli*

*"To me, it's visual. Here are some key things for you to see." Bruce Hanna*

##### b. Choose and use what is already "here" – the building, State of Oregon symbolic artifacts from the State Archives, State Library, OHS, etc.

There are lots of important artifacts that people can't get to – either because the legislature is in session, are hidden in hallways, or in storage – that would help visitors better connect with the State Capitol building and its history.

*"Current history is behind the glass, beyond reach and not memorable." Kate Brown*

*"There is a lot of Oregon in the Archives and Library and Judicial building but no real coordination between entities." Ted Ferrioli*

*"[A CHC has an] advantage in the Capitol building: it becomes a home base." Skip Stanaway*

*"There is a ton of history in that building!" Angie Morris*

*"Got to get out what we've got. Good to have plans, but we need something right now for people to see. There's a lot here. Not a big Capitol, not a lot of space, some things that are here that wouldn't cost much to group so we could all see them." Sharon Whitworth*

**c. Everyone has something important to learn from our history in the "people's building."**

*Not just for kids or tourists, for all Oregonians including adults and legislators.*

*"My dream for this CHC is very specific: There is nothing more important than exposing our history of how we got here today... otherwise they repeat errors." Ramona Kenady*

*"The citizens of Oregon think that the capitol is their building [and] there isn't any [other] spot for anyone to go to." Skip Stanaway*

*"I'm always surprised how little they know about the government. I had a young man... well, not a young man, retired Air Force... he had no idea how we functioned. I had to explain to him how we function as state vs. federal." Ralph Morris*

**d. Be more welcoming and user-friendly. Make the experience a discovery where each visitor chooses his/her experiences.**

*"My sense is that people already use the building as a walking tour. If you have a one-stop shop, I wonder if people would still wander the capitol. It is a richer experience to walk around." Robert Taylor*

*"I want them to be able to count on knowing when it is open." Elizabeth Potter*

*"I'd want them to feel welcomed and have a user-friendly experience and easily process the information so they can share it with friends and family." Angie Morris*

*"[The capitol building] should be open on Saturdays for tourists." Sharon Whitworth*

**2. The Oregon State Capitol Foundation and their work is not widely known or understood.**

*"You need to have a real clear vision so that [the public] can understand the purpose [of the CHC]." Layne Sawyer*

## Strategic Plan: Oregon's History Gateway at the State Capitol

*"The foundation may need to build their brand so that the public understands that they are a nonprofit to begin with." Kyle Jansson*

*"Not having a CHC means I don't make connections." Stephen Beckham*

*"We have an awful lot of advisory groups." Elizabeth Potter*

### 3. Funding

**a. Use of public funds and duplication of efforts are of primary concern when visioning a State Capitol History Center: Coordinate, don't duplicate.**

*"I get the legislature's reluctance to dedicate money given the current environment." Brad Avakian*

*"You don't want to put people in the position of funding a history center instead of feeding children." Marilyn Cover*

*"You would need a funding model that fits today's public perception of wasting taxpayer dollars." Julie Yamaka*

*"We have severe financing problems as a state. It's my assumption that the creation of a virtual center would be less expensive than an onsite center." Bruce Hanna*

**b. The History Center must have permanent operational and program funding and these funds could come from private sources.**

*"The CHC has to have some perpetual support. It won't just work with the license plates." Norm Smith*

*"I think [the Foundation is] pursuing a logical path, attempting to find logical partners. From my perspective, they are pursuing it in a fashion that can lead to success [even though] it may be difficult to get funds from the legislature." Layne Sawyer*

*"Impress upon people the importance of heritage in building a healthy community [by] pointing out the economic stimulus aspect of this project." Peter Booth*

*"It only gets more expensive if you wait. If you have the desire, you should act." Julie Yamaka*

### 4. Partnerships

**a. Structure partnerships to include many voices.**

*"There is an opportunity to combine the Archives, the State Library and the CHC to make something great." Stephen Beckham*

*"It would be more accessible with more partners and a more programmatic approach." Ted Ferrioli*

**b. Make it possible to curate programs and exhibits over time.**

*"I think a professional curator would know the answer [to the interpretive focus] better than me. The original idea was that everything in the CHC would relate back to the building." Brad Avakian*

*"The State Archives has materials that would be important [but] resources are thin [there]. There are barriers [as] they don't have someone on staff that does exhibit design. They are uniquely positioned to store and house records. Physical and environmental controls are their primary concerns." Layne Sawyer*

*"[The public would be engaged by you] forging connections with other groups." Stephen Beckham*

**c. Partner organizations should be involved in the Oregon State Capitol Building.**

*"Put out a call to all of the county historical societies. They are often open only 1 hour a month but they have a remarkably interesting local collection. If they were online, you could build a true history for the state." Robert Melnick*

*"Find the right partners and leverage others." Angie Morris*

**d. Do not duplicate the efforts of many others in a time of heightened financial and economic stress.**

*"You would need to partner with the Archives to coordinate existing history efforts. I can get behind that concept." Kate Brown*

*"You have an Oregon Historical Society that has challenges with funding. You have an Oregon Archives that has challenges with funding. You have a State Library that has challenges with funding. And you're suggesting that we create a third entity when your other two [Archives and OHS] are struggling?" Kate Brown*

*"[The CHC could] help direct people to the resources of the state, Archives, Library, OHS, parks [and become] a conduit to help us understand." Bobbie Connor*

*"One of the legacies of the 150<sup>th</sup> celebration was that OHS and Portland State created an online encyclopedia of Oregon history and I prepared [many articles] and two essays on the current and second state capitols." Elizabeth Potter*

*"OPB has documentaries that would be good for the history center for visitors." Bill Lunch*

## **5. Getting it done**

### **a. Use a phased approach to demonstrate possibilities, build public support and increase engagement over time.**

*"Start small so that people can see what's possible." Marilyn Cover*

*"Whether online or physical, I would want someone to walk in and have an "Oh Wow" moment: "I've got to tell someone about that. I've got to post that on Facebook." Helping people to better connect. I would also want an experience [where] they suddenly find themselves online for 3 hours. I would want them to be able to answer questions." Robert Melnick*

*"Heritage tourism is growing and is one of the only areas of growth we have. It is important to get as many of the players as possible involved to explore the reason why [and how] we can have an economic stimulus from this tourism." Peter Booth*

### **b. The stories are hidden in the building right now and just organizing them for visitor experiences is a big step.**

*"Already people wander through the capitol in search of those treasures and we just need to make those opportunities stand out even more." Robert Taylor*

*"[The story] is before a person's eyes without the person knowing it is there." Peter Booth*

*"You have a capitol and its history, a hodge-podge of pictures scattered about [with] no concise way for tourists to see our history." Bruce Hanna*

## **6. The story told: there is a dynamic tension about how big to scope the CHC story ranging from the building and what happened there to all of Oregon History to how Oregon has influenced our nation. How this dynamic is considered will be a major component of the curatorial activities.**

### **a. The history should be kept fresh over time.**

*"What do they want this CHC to say? If they are talking about the building and the government [you need to know that] other capitols promote different*

*things. For example, California promotes the individual counties. The Arizona State Capitol plays off of the whole formation of the government. The Texas State Capitol contains a portrait gallery of former governors. It is almost a religious experience. As a young Texas boy you soak it in. It builds a sense of religion about its [TX's] independence as a country." Peter Booth*

*"What do you want your Oregon to look like tomorrow?" Ramona Kenady*

*"There should be a story that can change. The CHC should be constantly changing so there are new things to see. There are countless stories." Skip Stanaway*

**b. The Tribes and their history, the counties, the City of Salem, women, blacks, etc., all have diverse stories that connect us with our past. These broader stories, including the geology and the land that has become Oregon, should be represented in the Capitol.**

*"I was fortunate to visit the Richmond, Virginia State Capitol building and they really didn't interpret it all that well. I was surprised that it was almost entirely about white men. ... It's real important that any effort reflects the current and historical diversity." Kyle Jansson*

*"I've visited the building for over 40 years and the presence of Indians is absent. The evidence of the settlers and the benefits of the settling of the west and the benefits for the new people are on display in the murals. But they only tell one story. ... It could embrace the diverse landscape and the diverse peoples more enthusiastically." Bobbie Connor*

*"If the State Capitol doesn't see itself as worthwhile, which many other state capitols do, it is sending a signal that Oregon history is not worthy." Peter Booth*

**c. The work of the capitol is solving problems of citizens. Telling the "Oregon Story" will provide context to our pride of citizenship.**

*"I think the work of the capitol is about solving problems for the state" Marilyn Cover*

*"History has to become relevant to ordinary citizens. I can't think of a marketing effort that works for this unless individuals see themselves as active in the process. You have to make it personal. Connect the individual to the history. It is a composite of individual stories and it is happening all the time." Ted Ferrioli*

*"A history center would be most successful if it connected what happened in the capitol to the broader impacts throughout the state." Bill Lunch*

*"They want to know what makes OR unique. We want to tell them why we're good, what we have that other states don't have." Chuck Bradesh*

**d. There are incredibly rich and diverse stories to tell that connect with individuals of all walks of life and backgrounds to this building. Tell them.**

*"[The capitol is an] authoritative resource for the state... I want [the citizens of Oregon] to come and interact with the capitol and experience feelings about Oregon, not just information." Jim Stenbridge*

*"[What stories?] Important legislation. Mythbusters. The history we can envision today, but still it will change tomorrow. We have to figure out the target audience and I suggest school age children." Ramona Kenady*

*"It comes down to the heart and soul of our people." Skip Stanaway*

**e. Stimulate understanding and pride in the democratic process and all that has gone before.**

*"Because we have a history that we can be proud of and that the people of Oregon can be proud of..." Robert Taylor*

*"The whole purpose of capitol buildings is to impress upon citizens the importance and significance of government. With that in mind it is important to explain to visitors the history of the capitol [as] it adds depth, understanding and clarity to the citizens who come there." Peter Booth*

*"There should be an objective to [communicate to] the citizens of Oregon that participation in the process is absolutely essential for citizenship. To stay Oregon, people need to be engaged." Ted Ferrioli*

## **7. Cascading effects**

**a. Inspire people to connect to places, resources, stories and sources all over the state that can enrich their discoveries further.**

*"[Use the online component to] provide links to other museums throughout the state and get them to other museums." Robert Taylor*

*"Such a center might also create for me links to other places in Oregon to [see and visit]." Stephen Beckham*

*"It would be advantageous to the tourism engine here in the Mid-Willamette valley." Angie Morris*

**b. Include rich online programming that complements and enhances what can be seen at the Capitol.**

Strategic Plan: Oregon's History Gateway at the State Capitol

*"[Online resources would] first let people know what is in the building as outreach. An opportunity to learn in-depth. You could come to the Senate and learn about X and online to learn more about X. That would be an opportunity."  
Robert Taylor*

*"The Archives has a very sophisticated catalogue of artifacts and you can see most of these online. So does OHS." Brad Avakian*

*"We are becoming an internet nation and increasingly so. People are using the internet to do primary research when they are trying to find info for reports, school, business... and museums are thinking the same thing." Peter Booth*

*"This would be great for scholarship." Elizabeth Potter*

## Public Survey Results

### Overall Respondent Profile (N=217)

- ◆ Nearly all respondents (94%) had visited the Oregon State Capitol at least once.
- ◆ Nearly two-thirds of respondents were female *and* age 45 or over.
- ◆ Nearly three-quarters of respondents have a 4-year college education or greater.
- ◆ 24 of 36 Oregon Counties and select out-of-state tourists are represent in the results.
- ◆ Less than one-quarter of respondents have children under the age of 18 living in the household.

<b>Have you previously visited the Oregon State Capitol Building or its grounds? (N=217)</b>	
Yes	94%
No	6%

<b>Gender (N=192)</b>	
Female	58%
Male	39%
I prefer not to answer	3%

<b>Age (N=194)</b>	
Under 18	2.1%
18-24	2.1%
25-34	13.4%
35-44	12.9%
45-54	20.6%
55-64	24.7%
Over 65	21.1%
I prefer not to answer	3.1%

<b>Education (N=190)</b>	
I prefer not to answer	2.6%
Some high school	0.5%
High school/GED	0.5%
Some college	11.6%
2-year college	2.1%
4-year college	32.6%
Professional degree	8.9%
Masters degree	35.3%
Doctoral degree	5.3%

<b>Children under the age of 18 in household (N=191)</b>	
Yes	23%
No	74%
I prefer not to answer	3%

**Visitor Use and Experiences**

**In what capacity have you visited the Oregon State Capitol Building or its grounds? (N=196. By Percent)**

As a an individual	49.0%
As an employee of state government	37.8%
With my family	35.7%
As an employee of state government	37.8%
As a tourist	28.1%
As a student	22.4%
As a teacher	16.3%
As a member of an adult group	13.8%
As an elected official	7.7%

**What was the purpose of your visit? (N=194. By Percent)**

Attend an event	45.4%
Attend a meeting related to my work	42.3%
Visit a legislator	41.2%
Attend a legislative committee meeting	41.2%
Take or give a self-guided tour of the building	36.6%
I work in the building	32.5%
Take or give a self-guided tour of the grounds	30.9%
Visit an exhibit	30.4%
Take a guided tour of the building	29.4%
Attend a protest or demonstration	14.4%
Have a picnic	8.8%
Take a guided tour of the grounds	7.2%

**Have you ever visited the Capitol building and found it closed when you expected it to be open? (N=188. By Percent)**

Yes	15%
No	75%

**Have you ever visited the Capitol Building expecting to participate in a tour and found none available? (N=188. By Percent)**

Yes	10%
No	90%

**Describe a memory or story from a previous visit to the Oregon State Capitol building or its grounds that is important to you today. (N=196)** Responses are presented below as were submitted by respondents.

*I once brought a small group of students who had researched ed. reform to speak w. various legislators about their opinions of what reform should accomplish and how it should be done. What a wonderful sight to see them feel empowered and listened to by elected officials. They were wowed by the building itself, but they were not cowed by talking w. legislators.*

*It really is a beautiful building and well maintained. I enjoy looking around.*

*I don't really have one. I just recall the grounds to be well maintained.*

*The time I went to the top of the Capitol to view the surrounding areas. Every visitor should be able to have this experience.*

*At holiday time, visiting the capitol and hearing the sounds of choirs singing. Visiting the chambers of the Senate and the House and listening to our government leaders speak to us.*

*Being a page as a student. Years ago!*

*circa 1968 hearing Sen / Rep? Irvin Mann recommend referring a bill to the Agriculture Committee because it was bull ----. My students got a kick out of this.*

*The murals*

*None*

*How extremely helpful the Capitol staff was to me, in the preparations for the "Edward Dickinson Baker Day" celebration held at the State Capitol Building on February 24, 2012.*

*See my son sing in the rotunda.*

*My school arranged a sixth grade field trip that consisted of a tour of Oregon. I remember that my field trip partner and I took pictures at the feet of the stone carvings of pioneers on the Capitol steps.*

*Many memories: watching my children perform in the decorated Rotunda every December from 1997 to 2005; a personal tour of noteworthy art in the building, guided by a friend who works there; accompanying a small group of grade-schoolers to meet then-Governor Kitzhaber (the first time around) in the old office (before the fire), where some of their artwork was to be displayed; eating the specially "designed" ice cream for the big Birthday Party a few years ago, along with several hundred other proud Oregonians; finally getting the nerve to try the tour to the top of the Capitol, but having to turn around when I got to the steps with nothing under them; waving to my son and husband from the ground as they enjoyed the view of the blooming trees from the top on a glorious day; buying unique gifts at the store; grabbing a snack in the coffee shop on many walks around downtown; listening to a summer concert at the gazebo about 20 years ago; that's just some of them!*

*Oregon's 150th birthday--2/14/2009--was a spectacular and meaningful event.*

*Visit Indian Rep*

*I was younger, I climbed to the top, it was fun.*

## Strategic Plan: Oregon's History Gateway at the State Capitol

*I was younger and in awe, I still am.*

*In middle school my class and I came to the capitol and saw the golden man.*

*My first memory of the Capitol will always stick with me. The Cherry Blossom trees were in full bloom and the golden pioneer shone brightly in the sun. My fifth grade class clumsily ascended the rickety staircase to reach the golden pioneer at the top and we marveled at the views of the city.*

*There was a photograph exhibit inside the main capitol building. I cannot remember the details. There was also hilariously bad furnishings and carpets in the entry to the legislative office wings.*

*As a museum professional, I very much enjoyed the historical exhibits, especially exhibits of other communities that I've never been to. The diverse history's of those communities each hold a surprise and new insights on their importance and how they relate to us.*

*Otto & Verdell Rutherford were honored, after their passing, for their civil rights work.*

*I was interested in two aspects: the historic trees on the grounds and the Oregon Trail-related items. My family came out on the trail, so those were of particular importance to me.*

*Going up to the top spire to see the gold pioneer and the view.*

*My daughter's class was involved in taking a tour to meet Barbara Roberts in her chambers. It was very pleasant!*

*Finding my great grandfather, Sam Barlow, depicted; seeing my uncle, Gov. John Pollard Gaines depicted; the painting in the rotunda; the carvings outside the entry . . . coming away with the sense of 'belonging' to Oregon history / heritage and being a contributing member of its culture.*

*The echo in the foyer*

*First viewing of the figure on top of the capitol and learning the significance of the historic architecture.*

*The Governor portraits remind me of the State's long history*

*I took my daughter to the State Capitol building, and when we saw the sidewalk block for Jackson County where we lived. We felt like we should be laying a rose on it or something lol. We especially enjoyed the murals, but thought the picture of former Gov. Goldschmidt was weird with those three faces. What an egotist!*

*It was good.*

*Field trip in 5th grade. I love the entrance.*

*When I was 13 years old (1944) my father Clark Lund (teacher) brought his 8th graders to the Capitol. We had a wonderful tour of the building and I was so impressed with the grandeur of our great capitol. But... I wanted so bad to slide down the ramps of the grand staircases. My Dad NEVER would have allowed THAT!*

*I first testified before the Oregon Leg. in 1966 Re: Migrant Labor Camp conditions-- I come here when I see the need*

## Strategic Plan: Oregon's History Gateway at the State Capitol

*Very helpful. They tried to be helpful in my need for assistance.*

*The 1st Legislation regarding wolves.*

*I brought my class to the Capitol and the guides were so good about answering the many questions the students had.*

*Interesting learning about many of the laws OR first passed that led the way for other states I have never been here before*

*Climbing the rotunda - terrifying*

*When the Amtrack Willamette Valley was running, our class would yearly ride from Ptld to the Capitol on the train, tour the capitol then picnic on the lawn of Willamette University, and ride back on the train. Such a memorable field trip!*

*I came to the Capitol when I was in grade school with my mother and a small group of her students. We walked into the Governor's ceremonial office and Gov. Straub was there and took time to talk to us. That is my earliest memory of the Capitol and I have been fascinated ever since.*

*My first time in the capitol, I was impressed the the rotunda and the history; I enjoyed the symbolism of the art on the walls and the state seal in the center of the rotunda.*

*What i clearly remember was dropping off brochures at the visitor desk, turning around and running right into Gov. Kulongoski.*

*My high school students were very impressed with the murals and the symbolism within the decoration of the building. Several finally "got it" about lessons in Oregon history from 4th grade!*

*"I served in the Oregon House for four years in the 1970s. In addition, I have visited the Capitol for special events or to show friends and family*

*where I served, the building, it's history, and to share anecdotes about persons with whom I served or, who, in their own right, did something memorable while working in the building. WHEW!"*

*This space is not large enough!*

*Took family, wife and four children, on tour of Capitol Building. The tour included a visit to the observatory at the foot of the Golden Man. Kids talked about the experience daily for the first few weeks after the tour. Even now, thirty years later they recall their impressions at family gatherings.*

*Oh, just being able to see the behind the scenes stuff since my brother used to work there in the video side of things. Fun to see both the normal operations that the public would see such as the chambers and also the behind the scenes inner-workings.*

*On my last visit to the capital I found myself giving an unofficial tour to a group of librarians attending a conference who had missed the last public tour of the day. Good thing I am a school teacher and have personally taken the tour 5 times! They were so grateful to be accommodated by a stranger.*

## Strategic Plan: Oregon's History Gateway at the State Capitol

*My first visit to the capitol was as a student, at the end of the 07 session, for a bill signing ceremony for a bill I had advocated on as a student. All the offices were moving out- new desks and the remodel would come in that summer. It felt familiar- I myself was moving out of my college dorm. At this point, I had no idea I would ever be back, forget as a professional advocate. But the old chairs, the sense of accomplishment, and sense of purpose are still fresh. The circle of state flags and the Oregon families that dedicated each part to the state that they came from to Oregon.*

*What some people would call "trivia" I find very interesting. The door knobs, The Tom McCall painting, and the names on the walls at the top of the House & Senate chambers. Did you know David Hill is the founder of Hillsboro?*

*Visiting Governor Tom McCall as a child - mom took a super 8 movie of it. It's kind of special to work where I visited when I was about 9.*

*Last year I took my 4th graders on the capitol visit and we were able to meet Jason Conger who is our district rep. He was so gracious and spent a lot of time answering questions. Great to have knowledgeable volunteers for the tours who ask the 4th graders questions about what they have learned about Oregon.*

*I remember getting to sit in the governor's chair when I was little. Wow! What a great experience.*

*I always enjoy visiting the Oregon State Capitol building and its grounds because it is such a beautiful building and whenever we have family visiting from out of state, we always take them to the Capitol because we are very proud of it.*

*I still remember as a small child (about 5), coming to the grounds for a music concert with my mom.*

*Watching my sons and daughter serve as pages during a legislative session*

*The chambers are impressive to see and to know that history is made there every day. I also like the displays in the lobby / large area on the other side from rotunda.*

*The opening of the Walk of Flags on the grounds.*

*"Seeing the art work of Gov. Tom McCall*

*Seeing the art work in the House Chamber*

*Seeing the art work about the history of the state in the Rotunda/Lobby area*

*Looking at the pioneer on top of the building with the axe and wondering what the name of the book was he is holding. A Bible most likely I figured."*

*Climbing to the gold man with my family in third or fourth grade during a family vacation to Salem/Portland in the early 1970s*

*I appreciate the access citizens have to testify before legislative committees. This access for testimony should also be guaranteed for individual citizens regarding hearings held by the Land Use Board of Appeals (LUBA). LUBA testimony should not be limited to attorneys and legal representatives.*

## Strategic Plan: Oregon's History Gateway at the State Capitol

*Nice cafeteria, good parking*

*I was present when SB809, a bill I testified for, became law. I also enjoyed immensely my self-guided tour of the Oregon Veteran Medal of Honor Memorial.*

*Observing the representatives in session with students*

*I stumbled on the events happening for State Parks day and enjoyed the ranger led tour of the grounds very much.*

*"Tom McCall was governor when I was in kindergarten and we took a class field trip to the capitol. As the tour guide told us about the pioneer on the top of the dome, she mentioned that Gov. McCall was tall (6'?) and if he could stand beside the pioneer, he would only be as tall as its knee. (I think I am remembering that correctly.) We also got to take turns sitting at his desk (he was not in his office at the time).*

*I really like the artwork in the rotunda and the marble carvings outside."*

*Murals. The Girls State experience.*

*Denny Smith's 100th birthday was a wonderful event I attended*

*I will long remember being a part of the Sesquicentennial celebration in 2009 with all of the pomp and circumstance, festivities, and crowds of people who literally filled the Capitol. Those who came later in the morning had to wait to enter the building until previous visitors went outside! The wonderful indoor displays and outdoor re-enactment displays, vintage vehicles, and musical presentations really brought history alive for a totally memorable and fun day.*

*The ceiling of the rotunda is most memorable. It is beautiful.*

*Nice view from the top of the capitol.*

*Story of when Debbs Potts, as a Senator, used to sit by himself in room 446 (now Legislative Library), with a tape recorder and a stack of bills, and conduct hearings on one bill after the other...just by himself.*

*"Taking Christmas photos of my wife (and her taking Christmas photos of me) in the building and on the grounds.*

*Watching children play in the fountain along Capitol Street.*

*Bringing my mother to the grounds to see the cherry trees blossom."*

*The joy of taking a group of students up to visit our Golden Man*

*I love walking into the Rotunda every day!*

*Singing in the rotunda during the holidays. Feeding the squirrels. Seeing the Gold Man up close--viewing the city from above.*

*I remember sitting on the front steps as a child. The buses had just dropped us off and we were all gathered on the steps playing. The only other memory I have of that day is sitting in the galleria while floor session was convened. The process seemed so formal, boring and wayyy above our fourth grade heads.*

*I once brought two young children to visit the Capitol building and upon seeing the Gold Man on top, the little boy remarked, "look, he has his blankie" referring to the wagon cover being*

## Strategic Plan: Oregon's History Gateway at the State Capitol

*held by the Gold Man.*

*The House Chamber has always been a sacred place for me. Also standing in between both house and senate chambers gives me a great feeling of history.*

*standing in the rotunda and viewing the spectacular dome above the great state seal*

*All that I remember is the rotunda. It was many years ago.*

*I got a tour of the chambers and sat in on a committee hearing.*

*Hanging out in cafe today trying to guess who was coming and going.*

*On my first visit, I was fairly well inspired by the size of the Capitol Rotunda, and the artwork on the walls. I work for a community based organization, and the lack of representation of people of color in the murals struck me.*

*Love the changing exhibits in the hallways.*

*Visiting the Capitol with my elementary school class, sitting on the floor in the Governor's ceremonial office, and having the Governor speak to our class.*

*My parents were 75 and 78 and had never been in the Capitol before. We managed to make it to the Gold Man and view Salem while the cherry blossoms were in bloom.*

*The tunnel is a fl out shelter*

*Being a page for Sen. Elfstrom and Sen. Yturri, Gov. McCall's inauguration*

*Most pleasant and welcoming.*

*I always considered it an honor to work in a building where I was part of making history for the state of Oregon.*

*Seeing the range of people depicted in the mural, photos and statues around the building.*

*Singing in the Rotunda with my high school choir.*

*Too many to mention. The Scotts Mills earthquake and it's damage to the Capitol is one memory that stands out, as I was involved in documenting the damage and restoration*

*In the summer when I was about 10 11 and 12..my grand,mother woud fix my lunch and I would eat ourside near the "Pioneer".she lived on Court Street.*

*The beautiful art deco architecture of the building.*

*Taking my young children for Christmas festivities*

*The 150 sesquecentennial celebration was an amazing event with over 10,000 people attending. The rotunda is impressive.*

*I once had the opportunity to sit in on a meeting of the "Floyd McMullen Fire Brigade"... generally referred to as the "Floyds" this is a secret society at the Capitol. It was named in honor of the fire fighter (also a Willamette Law student) that died fighting the 1935 fire that destroyed the previous Capitol. The Floyds gather for meetings in their secret lair, hidden somewhere in the Capitol. Some of the most-recognized names in Oregon are known by and support the Floyds.*

## Strategic Plan: Oregon's History Gateway at the State Capitol

*I have always enjoyed going up to see the gold guy.*

*I have taken my Cub Scout Pack there, my son has sung there, we have watched the lights be turned on the Christmas tree there.*

*When the 'wings' were built and a new fire alarm system installed with pull alarms in the underground garage, my son pulled the alarm setting off a frightening sound.*

*I loved the exhibits in the Galleria that were from the Oregon Historical Society.*

*How important the building is to the history of Oregon.*

*Meeting all the legislators and legislative aides and receptionists at the House and Senate doors.*

*"I absolutely love the Capitol and the grounds. I don't like the circle of flags on the grounds and feel it was really not a good use of funds. Right now, the exterior of the Capitol is filthy.*

*How much better it would have been to put that money into maintenance."*

*Visited inside the gold man*

*The disappointment of not being able to really see the Gold Pioneer when I did finally get to the top of the dome. I did love the Cherry Trees in full bloom though.*

*Meeting with then governor Tom McCall as part of the requirements to earn the Girl Scout government badge. I was in elementary school and Governor McCall recommended that working in government was a career path I should consider. That single comment set my future; my entire professional life has taken place in government and I am a lifelong student of political science.*

*The awe-inspiring sesquicentennial celebration in and around the capitol on 2/14/09. It was SO great to see so many people crowded in the capitol to celebrate Oregon's birthday and rich history....at least I hope they were there for that instead of free food. :)*

*I enjoy the display panels on Oregon and legislative history.*

*Youth in Government*

*It is a busy place where I run into many folks from many parts of Oregon.*

*Attending special events such as Governors' portrait unveilings, state-of-the state addresses, reunions, etc.*

*One that is important to our family is when my oldest daughter was about 3 months old. I think it was during the 1996 Special Session, our state senator (then Shirley Stull) introduced her as one of her newest constituents during Senate floor courtesies. We have the tape of that event. Great memory but also a way we've encouraged our children on the importance of the Oregon Legislature and possibly serving there one day.*

*I love going to the Capitol at Christmas time to see the decorations and hear the kids sing*

*Paintings of previous governors - McCall, Roberts, etc.*

*Singing in the rotunda with my Middle School Choir.*

*Great gift shop*

## Strategic Plan: Oregon's History Gateway at the State Capitol

*I seen Governor Kithaber eating cereal in the cafeteria which reminded me he is no different than the rest of us.*

*Loved the art showing different important industries. Love that it was built with care and design after fire.*

*When demonstrating on behalf of an innocent man convicted of murder, dozens of individuals from diverse statewide organizations brought banners, signs and their presence to the capitol steps, despite inclement weather.*

*My daughter's school choirs performed in the Rotunda every year she was a student in the Salem-Keizer Schools. I was present in the House Chambers when the Oregon Cultural Trust legislation was passed.*

*Hearing about and seeing the sewer seal.*

*I was intrigued by and pleased with the elaborate carpeting in the legislative chambers.*

## K-12 Educator Challenges and Opportunities

Grade levels represented (N=20. By Percent)	
K	9.1%
1	9.1%
2	9.1%
3	9.1%
4	22.7%
5	9.1%
6	27.3%
7	22.7%
8	31.8%
9	36.4%
10	50.0%
11	45.5%
12	45.5%

## On teaching civics

### What are the greatest challenges you face in teaching civics to your students?

**(N=16)** Responses are presented below as were submitted by respondents.

*I wrote two long responses to questions 11 and 12. When I clicked next, they seemed to disappear. I have no time to redo them.*

*We don't have a "stand alone course" which I think should be required. Otherwise, the standards are shoved into another course and rarely met.*

*Finding engaging activities. With budget cuts, many programs I used to be involved with either are no longer in existence, or I am no longer able to participate due to cost.*

*Having available current/historical information to build lessons.*

*providing accurate, up to date info or documents relating to the lessons*

*Their lack of interest in politics. Hands on examples, living in a rural community.*

*Finding that legislators (mostly federal) don't work together well. The students point this out constantly.*

*It is not directly tied into the curriculum at every grade level. I have attended the Classroom Law Project and have the We the People curriculum but no official support to teach it in addition to my required curriculum.*

*making it real - but I use a "mock-government" simulation in class to "make it real"*

*Help the students participate in a mock legislative session*

*Getting students excited about the topic.*

*Making it interesting to the students and/or breaking through the apathy/devotion to ignorance.*

*The students need opportunities to engage in civic action and creating interactive lessons and simulations can be a challenge due to resources*

*It is not a focus of the school system as it once was, not many others teach it. I think it should be required and could be intertwined through out all grades and all subjects*

*Finding ways to keep kids engaged.*

*Students are interested in current politics and current events, but not motivated to learn the history behind the way we are today.*

**How might the creation of an Oregon State Capitol history center – in whatever form it takes (online or in the building) - help you address one or more of these challenges? (N=15)** Responses are presented below as were submitted by respondents.

## Strategic Plan: Oregon's History Gateway at the State Capitol

*If it is a resource for teachers—it will be used! Any handouts, general information is always appreciated on how our State and Local Gov't work...*

*Any resources online would be helpful....assuming they are free of charge to access.*

*Having an online program would give me more information, both current and historical to help build more informative lessons for my students.*

*maintain and provide a cache (electronic or paper) of pertinent documents for inquiring individuals, as well as a list of speakers available for schools. Lessons on processes, etc, would also be welcomed.*

*It would be a great help for us rural people.*

*Not sure.*

*I think working with the Oregon Historical Society would be a great partnership so that some exhibits could travel. It seems that too much of Oregon history focuses on the pioneers and not enough on contemporary, local civic involvement. A way to bridge that gap and make it relevant for non-voting students would be extremely helpful.*

*Isn't the Capitol itself a history center? You already have this. I don't understand the question.*

*Would be nice to see an Oregon history timeline that was kid friendly. To show the sequence of how Oregon has evolved.*

*Finding new material that students can identify with is very important. An Oregon State Capitol history center would be an excellent resource in attaining materials that my students are more likely to be familiar with.*

*Not sure*

*Online options are more feasible with restrictions on field trips and other visits*

*It could be a resource. I could use in a lesson plan. I would love a website that could be a resource for students to conduct research.*

*By having a center to get resources from, or possibly take groups to visit.*

*Finding innovative ways to teach history is difficult. Any ideas for active or interactive lesson plans would be superb.*

### **On teaching history**

#### **What are the greatest challenges you face in teaching history to your students?**

**(N=15)** Responses are presented below as were submitted by respondents.

*Time and again, the standards are shoved into a course with economics—ridiculous in my opinion.*

*Having technology available for my students.*

*Again, having relevant information for my 8th grade students that is different (or more*

## Strategic Plan: Oregon's History Gateway at the State Capitol

*informative, possibly) than what is taught in fifth grade curriculum.*

*Providing documentaries, documents, historical literature and lessons oriented to the subject matter. Early history is especially hard to find.*

*No state requirements to teach Oregon History.*

*Point of View.*

*History tends to be something old and curriculum draws few parallels with contemporary issues. When I do connect the news of today I get in trouble with my community for being too liberally minded and teaching outside my prescribed curriculum.*

*"schools today haven't been able to incorporate technology effectively, YET*

*it's a lot of work to dress up like John McLaughlin"*

*Helping the students have fun inter active learning experiences. Oregon Trail Vistor's Center has closed. Fort Vancouver is a long way to travel and Mission Mill does a poor job on the tours.*

*Time. Interest.*

*Relating history to their young lives.*

*Students need more opportunities to see how history shapes the present and influences their lives.*

*Bad student behavior. Class disruptions by poorly behaved students*

*Keeping them engaged. They see no state tests in this subject, and since everyone teaches to the test, they look to us, the social studies teacher, as a person that will not stress them out.*

*A lack of a strong foundation in philosophical history - the circumstances that birthed the notion of representative government, for instance.*

**How might the creation of an Oregon State Capitol history center – in whatever form it takes (online or in the building) - help you address one or more of these challenges? (N=14)** Responses are presented below as were submitted by respondents.

*Any resources that are accessible are appreciated. However, I find that history is readily available--OR State/Local would be more useful for me.*

*Being able to find relevant information for my 8th grade students in one place.*

*Act as a focal point for teachers wishing to use these resources.*

*Great if you made Oregon History a requirement.*

*not sure*

*An online Oregon history website would be helpful resource to find primary source documents. Students especially connect with images, video, and sound files. Making these resources searchable by key words and tagging them by theme can help teachers pull old history sources*

## Strategic Plan: Oregon's History Gateway at the State Capitol

*along side modern issues.*

*I'll have to see it/use it to answer this. It would be nice, but it wouldn't replace the capitol tour.*

*Would love to see the Oregon Trail stuff exhibited, now that the center closed.*

*Another place to find local/state examples of broader national events. A resource for seeing history through a local lens.*

*not sure*

*Oregon is where students live and connecting them to the state beyond the community will help them recognize what shaped the local politics, neighborhoods, and economy.*

*Legislation that allows disruptive students to be removed from the mainstream classroom*

*By providing me with more ideas to teach, if i taught oregon history.*

*If it includes a discussion of why Oregon was founded (and doesn't gloss over the negative aspects of our history) then it will be a useful center.*

### Potential History Center Themes

**Please rate below the importance of the themes or stories that could be explored by visitors of an Oregon State Capitol history center. (N=192)**

**(1= Very Important to 7= Not at all Important)**

How citizens have been and can be involved in the legislative process	1.80
How state government works in Oregon	1.86
The legislative process in Oregon	1.94
Important laws that have been passed in Oregon	2.01
The Oregon State Legislature's role in Oregon Government	2.05
The Oregon State Capitol building history	2.09
Ways in which Oregon's government has been innovative	2.15
The architectural symbolism, artwork and design of the building	2.28
Things that have happened in various spaces in the building	2.65

**What important themes or stories could be uniquely explained by an Oregon State Capitol history center? (N=104)** Responses are presented below as were submitted by respondents.

## Strategic Plan: Oregon's History Gateway at the State Capitol

*I would try not to duplicate themes and subjects covered in other museums. The capitol was built for Government focus on that.*

*Our Ballot measure process; reform in Oregon would be a great theme.*

*Women and minorities in Oregon history. The importance of agriculture to the state.*

*The early beginnings of the Oregon government, from territory to statehood. The initiative process and the strengths and weaknesses of such a process.*

*Logging, perserving our wildlife, exploration, discovery, growth, marine developments,  
none*

*The biography of Oregon United States Senator Edward Dickinson Baker.*

*The cultural diversity of Oregon State and how those culture are represented by Oregon's Government. How children are represented by the State and how they can influence government. The botanical variety represented in the grounds landscaping and public art (tour self guided)*

*All the these themes are important, but I favor historical presentation of civics. It is to be a history center, and a history center should focus on the roots of the govt and the structure and these lesson they teach.*

*"The history of the state between The Oregon Trail, which everyone seems to know about, and statehood.*

*What was going on in Oregon at the time of major national and international events.*

*Human interest details about our governors and their families; how they happened to end up in Oregon, among other things.*

*History of immigration in the state, beginning with the first people."*

*I think that the question that lumps 'architectural symbolism' in with artwork and design of the building is poorly phrased. History and information about the artwork and design of the building is an important, interesting theme/story that could be explored in a history center. Architectural symbolism, on the other hand, sounds like schmaltz.*

*The legislative process; legislative and gubernatorial history.*

*"- Lewis and Clark*

*- State government and how it works"*

*Native History!!!!!!!!!!*

*The stories currently on the first floor in the display cases are great. Perhaps more description of Oregon's former governors (and current governor). Description of the creation of the Oregon Health Authority through HB 2009.*

*"Initiative process ("The Oregon System")*

*Bottle Bill*

*Beach Bill*

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### *Copperfield"*

*The history of the previous capitol buildings in Salem. Symbolism throughout the building. Legislative process.*

*Stages in the development of Oregon as a state and government from the very beginning way before it became a state--the original governing bodies, "governors" before there was a state, etc.*

*Detailed insights of the artistic details of the building (s) and grounds; other communities around Oregon; little known landmarks throughout the state, a timeline of advancement such as, most Oregonians do not have a pioneer heritage, the diverse communities of Russian, Asian and other culture's that thrive in Oregon, allow museums throughout the state to rotate exhibits of their area of focus.*

*We haven't always done things right (e.g., bans on African-American immigrants, anti-Chinese laws) but we've done some things right (e.g., beach bill, de-centralized agencies).*

*The theme of citizenship and the process of law making. Our children don't understand that they have a role to play in the formation of laws, and enacting of those laws. For that matter many adults have no idea how it works!*

*Themes could include Oregon's leading role in setting policy for the U.S. (e.g., the bottle bill, which set a precedent; death with dignity, etc.); Oregon's role in the initiative and referendum; and Oregon's role in settling the West, drawing people of ingenuity and fortitude. Illustrate stories with examples of individuals who played leading roles in the above examples (i.e., Gov. Tom McCall; Joel Palmer, Sam Barlow, William S. Uren, etc.);*

### *Relationship between the States and the Federal Gov't*

*Our incredible history of pioneers, adventurers and why we are so delightfully creative and a bit weird.*

*Stories that make it easier to understand and retain positive legislative successes that help one navigate past the party politics. Heros, like Tom McCall, or Oswald West, who stepped beyond the normal expectation, stick in our minds. They are also a basis for comparisons to judge the good, bad, and ugly.*

*How race and gender has been hampered and championed in Oregon's history.*

### *Disability and Human rights!*

*"The 4 historical murals in the rotunda*

*The story of the chair at the governor's desk in the ceremonial office.*

*The story of Jean Baptiste Charbonneau - Sacajawea's son. He was passing through eastern Oregon - fell ill and passed away on a ranch at Danner near Jordan Valley where he is buried.*

*[from previous incorrectly filled out section:]*

*An emphasis on civics for ADULT visitors would be so helpful. I'm amazed that in my 19 years as a tour guide that we have so many adults without a basic knowledge of civics - state and country."*

## Strategic Plan: Oregon's History Gateway at the State Capitol

*Role of different ethnic groups in making "Oregonians" who we are today*

### *CIVIL RIGHTS*

*Indian History of Oregon, plus their contribution to its history. I believe that there has not been a credit to [sic. ?] the history of Indians to their contribution to Oregon.*

*Religions in Oregon [Or they wrote "Regions" with a squiggle in between the 'e' and the 'g' ... ?]*

*"The history of the state from the native Americans to the present.*

*Objects from the past -- pictures, clothing, tools, documents*

*Geology of the state"*

*Oregon St CAPITOL History*

*Connections/relationships between those who have served at the Capitol with other states, key events in our nation, or at the national/international level. For example, use the names around the friezes in the Chambers to tell Oregon stories.*

*"The Oregon Trail Center*

*The old capital in Oregon City*

*The importance of rivers and water in Oregon"*

*Heritage, culture, history, industries in the state*

*"why is the state's capital in Salem?*

*what does it mean to be a State?"*

*"How decisions about procedures in Oregon government (initiative, referendum) impacted practice throughout the nation.*

*Legislation that makes Oregon the place it is -- public ownership of beaches, Bottle Bill, etc."*

*"Evolution of the Legislature, including changing of district boundaries,*

*party dominance, important legislative leaders, role of lobbyists, changing roles of the public, implementation of the Oregon System under Bill U'Ren/others, Third Parties and their impact, notable*

*legislatures in Oregon history and a history of Oregon capitols going*

*back to territorial days. \*Note: I should be on your planning committee."*

*Societal changes reflected in or by Oregon History and Legislation.*

*I think citizens need to be more involved in state politics but entering in to that conversation takes time to attend legislative sessions. I think something similar to OPB's Think Out Loud online public conversation hub could be a start. Another thing that is missing from the up above list is Oregon's historical role in federal politics and our global influence.*

*Informing the public about the Legislature, the overall process and how they can effectively be involved is very important. Maybe the History center could focus part of it's efforts on displaying stories/examples of how every day citizens have taken part and made a difference in the legislative process. Show people that it is possible to be involved and to make a difference*

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*in Oregon's future.*

*There have been many non-elected contributors to the process, and many times they are overlooked or ignored.*

*How a bill becomes law. Joe Meek's story.*

*How the murals, stonework and architecture was selected and planned would all be good.*

*Oregon trail*

*Oregon trail, rebuilding of the capitol, historic meetings or laws*

*Innovation of government in Oregon and Oregon's political history*

*The way our laws protect people. The ways our laws have discriminated against people, and the ways our laws have been turned around to protect people.*

*History, design, art and significance of the Capitol building.*

*"This is a great question, what stories can you tell that no one else really can. And obviously the ones just mentioned in question 10 include some of them.*

*A couple other themes, though, are as follows:*

*1. A general but brief overview of the state's history, as reflected in the current murals in the lobby area AND to create some more visuals to cover other basics of history, too -- and all this especially as an introduction to 4th graders AND for tourists as well. Also, we need to get away from the very simplistic story of Lewis and Clark and the Oregon Trail and also talk about the Hudson's Bay Company, the British, French Canadians, Hawaiians, and other groups that are wedged in between the 1805-06 expedition and 1843 wagon train.*

*2. Tell the story of government in Oregon, from the beginnings of today's government before there was an Oregon Territory, when it was the "Oregon Country" with joint occupancy with Great Britain, and it went from Provisional Government to becoming a state in 1859. There really are some incredible stories about all this, and since we are wired to hear stories, to want to listen to stories, such integration in creating interpretive/educational programs would be both very interesting and effective, too. As part of this "history of government" you could also include government before the EuroAmericans showed up on the scene, in terms of tribal government, both before Captain Gray in 1792 and into the 20th century when Tribes were being recognized once again by the federal government and tribal councils and government today. Another story that could be told is about history, about history can make mistakes and create myths versus reality, excellent examples of which pertain to Oregon's own first Speaker of the House, Robert Newell, and how Joe Meek saved Oregon for the Union. Newell having been written out of history until most recently and the Joe Meek myth, too, which is actually the mural in the House Chamber.*

*Resources for some of this information and additional advice can be sought from myself, Al LePage, M.Ed. who portrayed Newell for the House and addressed them, and most likely Bob Hart, Director of the Lane County Historical Society and Museum, who portrayed Meek in the House, and continues to do so as a special one-man show. My number is 503-335-3876/email: Al.LePage@SpireTech.com"*

*Historical accounts of the early Oregon Country, Provisional Government, Territorial*

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*government, and State government. When, why, what, and where? Also, important individuals in Oregon history (both American Indians and non-Indians).*

*As co-founder of the Oregon Civil War Sesquicentennial Commission, I'm a bit biased...but I would like to see the Oregon State Capitol History Center include the very important stories of Oregon's connections (human and events) to the Civil War. This would include a permanent memorial to Oregon United States Senator Edward Dickinson Baker, his friendship with President Lincoln, his contributions to the growth of Oregon in the first two years of statehood, and his battlefield death at the Battle of Ball's Bluff, and the bicoastal obsequies. (This is just one of several ideas I have.)*

*"The stories in the artwork. I haven't been there in about 20 years, but I think this includes the Lewis and Clark Expedition, Oregon Trail emigration, the Champoege vote?, missionaries? and many more that I can't remember.*

*Some of Salem's history could be explained here as well."*

*"Contributions by women in Oregon's history.*

*Contributions by minorities in Oregon's history.*

*Various Native American tribes in Oregon and their contributions in Oregon's history.*

*Early Oregon government and how it has evolved.*

*Pioneer life, hardships and successes."*

*"The State Library has an online exhibit of the Centennial of Oregon State Documents. It includes links to important laws in Oregon history:*

*<http://library.state.or.us/home/Centennial/events.html>*

*initiative and referendum*

*public beaches*

*bottle bill*

*land use planning*

*Oregon health plan*

*Vote by mail*

*death with dignity"*

*Could be the interface between public & legislature replacing a less-than-adequate space occupied by the legislative library*

*Pioneers, not sure*

*"I would definitely spend time explaining the history of the initiative process in Oregon.*

*I also might honor certain Oregonians that have had an impact on how we perceive legislation today, like Judge Lindsey."*

*"How a Bill Becomes a Law*

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*Great Leaders from Oregon*

*First Ladies of Oregon"*

*Diversity of our population and the role various groups have played in the evolution of the laws of Oregon*

*the earthquakes and their effect upon the building as well as the fire that destroyed earlier versions.*

*how the pioneers worked to establish their government and how important citizens are to the ongoing process - the Capitol belongs to all of us and we should all feel a sense of responsibility for maintaining the building - as well as all that it stands for.*

*History of the building.*

*Why is Salem the capital?*

*Stories about the murals.*

*How individuals can impact legislation and Oregon's relationship with its underserved communities.*

*One important theme could be the founding generation of Oregon legislators who served during the 1800s. This founding generation of legislators infused state government with a pioneer spirit that still drives new innovation in Oregon government to this day.*

*Key governors and legislators, wood products, agriculture, environmentalism, high-technology, pioneer beginnings, regionalism.*

*Important events in history such as how the 18-yr.-olds got the vote, bottle bill, open beaches, etc. Events that affected Oregonians.*

*How important the citizen is in the development and passage of the legislation and implementation of the laws passed in the building.*

*History specific to the building itself: fires, different buildings and sites, etc.*

*"The Foundations Oral History Project*

*The buildings art work and unique design*

*The history of Oregon and the Legislature"*

*The ease that one person or a group can be involved in the Capitol history..*

*Focus on people who have been in the building and their contributions.*

*I would say its most important to give historical examples (even recent history) of how organized citizens have been able to make their voices heard in the legislative process.*

*"The history of the building and previous Oregon capitols, including its architecture, materials, art, etc.*

*Important people in the Capitol - legislators, governors etc. - who have had an impact on Oregon or US history.*

*Important legislation passed here that has had an impact on Oregon and US history."*

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...

*Many stories from Oregon's history either begin or end at the Capitol. The central players (especially in modern history) often touched public life through the Capitol. Events were precipitated by or resulted in changes in Oregon law. Additionally, this Building is where Oregonians of every background, region, and interest, find themselves together side by side. This is the one plot of common ground for all Oregonians.*

*"The New Deal art and building style is wonderful. It is very unique among the various state capitols in the nation.*

*It brings all of Oregon together to do the people' business, business that shapes our future. And how that business is conducted is influenced heavily by the setting there is the Capitol."*

*Personal stories of each Governor; what different rooms in the building were used for in years gone by; more about the architecture of the Capitol; strange but true stories; memorabilia and artifacts shown from as far back as possible; more about the people who made Oregon Oregon.*

*See just above.*

*The Legislative process. How President of the Senate and Speaker of the House are elected and Caucus leaders*

*"Landmark legislation.*

*The people who were important in landmark innovations.*

*A purview of how important legislation happened."*

*Too many to list*

*Methods of communications with the people of Oregon*

*That this is the third building, previously two burned to the ground, how the site was selected, why the Gold Pioneer was selected, the importance of the names in each chamber. The importance of the murals, the state seal...the engravings on the outside of the building.*

*"State legislative history*

*History of the current Capitol building*

*relationship to Salem [city]"*

*"Oregon is a beautiful state, a wonderful place to live, a healthy place to live. Its people want to keep it healthy.*

*Its open government, & fine schools have nurtured innovation."*

*"The legislative process*

*Significant people & events in Oregon history*

*Important legislation and how it has impacted Oregon"*

*The role the legislature has played over the years in citizens' lives (good and bad laws passed), people who have served in the Legislature that have gone onto higher office or notable things, citizen legislators, the uniqueness of the building's architecture and decorative features, the connection to and involvement of Oregon's Indian tribes, the importance of that building as the*

## Strategic Plan: Oregon's History Gateway at the State Capitol

*center of state government and its position as the centerpoint of Oregon governance.*

*Since most people that visit the history center will be tourists, I think its a good opportunity to provide a clear understanding of how the state government works in Oregon; and with that they can see where it happens.*

*More information on the formation of the Oregon Territory - Statehood, etc.*

*Recovering from adversity (the capitol being rebuilt twice).*

*All fo the above topics should be taught in schools, not at the capital...the legislators WORK there right? They should busy themselves w/ that...*

*Governing bodies prior to Oregon's state hood and territorial experience.*

*"New frontiers" how the spirit that set people off on the Oregon Trail to carve out a new life is reflected in various facets of our communities: commerce, science, education, religion, arts, environment, sports, etc...*

*\*Women's right to vote [1912-2012].*

*\*Citizens' historical narratives conveyed through music, literature, visual and theater arts.*

*\*Oregon Bluebook Information: state bird, rock, flower et al.*

*as visually portrayed [ie Dennis Cunningham's block prints]."*

*Oregon's progressive public policies (which are now outlined in the lobby display cases designed by the Oregon Historical Society); the role of various individuals and groups that played a role in their passage*

*Stories about how how NON-governmental people shaped governmental decisions*

*The crippling effects of an initiative system that allows tax policy to be established by popular vote.*

*Oregon philosophy, pioneer history*

*How oregon became a state.*

## Respondents who haven't visited the Capitol building

**Why might you visit the Oregon State Capitol building or its grounds in the future? (N=9)** Responses are presented below as were submitted by respondents.

*I am the Assistant Director of the Arizona Capitol Museum. I would be interested in a comparison between the two Capitols. Ironically AZ and OR have the same statehood day.*

*To view the architecture.*

*A visit to Salem, maybe.*

*All Oregonians should visit their state capitol at least once in their lifetime to learn about government and perhaps meet their state representative.*

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*To learn more about the history of the State, Capitol and the art in and of the building.*

*To see the architecture*

*I would only go to the capital if I was attending a meeting. I would rather see state funds spent locally on history projects, or in salem at designated museums and present historical projects. They are ALL struggling to survive...why would the state want to take funds away from those already woking projects???? TOO MUCH GOVERNMENT WASTE & SPENDING. The capital is not a historical project!!*

*To show my son where the government takes place*

*Did not take the time*

### Interest in and support of preserving and presenting Oregon's history

#### Rating personal interest in Oregon History

Ave 1.79, 1=Very Interested to 7=Not at all Interested

#### Rating the importance of Oregonians' knowing their own state history

Ave 1.63, 1=Very Important to 7=Not at all Important

#### Have you purchased a Pacific Wonderland license plate? (N=184. By Percent)

Yes	9%
No	91%

#### Would you support a portion of your tax dollars dedicated to preserving and presenting the history and heritage of our state for future generations? (N=178. By Percent)

Yes	81%
No	19%

#### Would you make a contribution to support efforts to preserve and present the history of our state for future generations? (N=177. By Percent)

Yes	75%
No	25%

## National Survey Results

### Overall Respondent Profile

**Does your building also provide visitors a history museum experience serve as a history center or offer interpretive heritage displays? (N=27. By Percent)**

Yes	74%
No	26%

<b>Annual Overall Visitors (N=15. By Percent)</b>	<b>Annual Schoolchildren Visitors (N=17. By Percent)</b>
Less than 100000      60%	Less than 25000      40%
Between 100000 and 250000      40%	Between 25000 and 50000      33%
	Between 50001 and 100000      13%
	Between 100001 and 250000      7%
	We don't keep track or don't know      7%

<b>Budget (N=13. By Percent)</b>	<b>Staffing (N=13. Ave Number)</b>
Less than \$100K      54%	Paid Full-Time Employees      3.58
Between \$100001 and \$250000      15%	Paid Part-Time Employees      4.6
Between \$250001 and \$500000      8%	Volunteers      34.11
Between \$500001 and \$1 million      8%	
More than \$1 million      0%	
I don't know      15%	

## Mission, Services, and Operating Structures

### Mission Statements (N=15)

*The share the history of the Capitol building and the history of Wyoming.*

*The state capitol building itself does not have a formal mission statement. It is part of a larger multi-building historic park within the capital city.*

*To preserve, protect, and interpret the Alabama State Capitol, its interiors, and grounds.*

*We don not have a distinct History Center but our free guided tours go through the buildings history as well as the State's history.*

*"The mission of the Tennessee State Museum, which oversees the Tennessee State Capitol, is to procure, preserve, exhibit, and interpret objects which relate to the social, political, economic, and cultural history of Tennessee and Tennesseans, and to provide exhibitions and programs for the educational and cultural enrichment of the citizens of the state."*

*I do not know of a written mission statement. We are focusing on making sure as many people as possible know how to visit the building on either guided or self-guided tours. The Historical Society in conjunction with the Legislative Services Office and Capitol Commission have turned portions of our Garden Level into informational displays. Along with videos that are available on demand from a touch screen kiosk.*

*Pennsylvania's Welcome Center was built around the theme "Exploring Pennsylvania at Work." The Center illustrates democracy at work and explains the role of state government in the democratic process.*

*Provide a historical and informational tour experience for state, national, and international visitors.*

*To provide a variety of learning experiences about the political process, the history, art & architecture of the State Capitol and to provide leadership as stewards for its future preservationist.*

*To present and interpret the history of Michigan's three state capitols and two capital cities to the general public, state government employees and the legislature.*

*N/A*

*No formal "history center" with no stated purpose or mission. Most of this is provided through our Visitor Services department, which provides tours of the building (1938), including its design and history and the Legislature.*

*To share the history of the Kansas State Capitol with visitors in a historically accurate and engaging manner.*

*We at the Arizona Capitol Museum connect people with Arizona's government -- past and present.*

*Vermont's State House is small by capitol standards, and our visitor experience is fully integrated with the building. The main lobby is where it all comes together, providing self-guided, audio, and guided tours for a wide variety of subjects and purposes.*

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<b>Visitor services you currently provide at the State Capitol. (N=15. By Percent)</b>	
Guided tours (paid staff)	100.0%
Self-guided tours	93.3%
Staffed information desk	73.3%
Permanent history exhibits	66.7%
Guided tours (volunteers)	53.3%
Online interpretive content	46.7%
Special one-time history exhibits	46.7%
Teacher resources	46.7%
Traveling history exhibits	33.3%
Public programs	33.3%
Family oriented events	33.3%
On-site technology interpretation: Audio supported	20.0%
On-site technology interpretation: Video/audio supported	20.0%

### Operating Structures

<b>Percentage of overall budget by revenue source (N=13)</b>					
	<b>None</b>	<b>0-25%</b>	<b>26-50%</b>	<b>51-75%</b>	<b>76-100%</b>
State Capitol operations/legislative administration budget	27.3	18.2	18.2	9.1	27.3
Other state government budget(s)	25.0	25.0	12.5	12.5	25.0
Other governments (city, county)	100.0	0.0	0.0	0.0	0.0
Fundraising (grants, contributions)	40.0	60.0	0.0	0.0	0.0
Sponsorships	66.7	33.3	0.0	0.0	0.0
Memberships	40.0	60.0	0.0	0.0	0.0
Partner organization resources	50.0	50.0	0.0	0.0	0.0
Endowment interest	100.0	0.0	0.0	0.0	0.0
Other	50.0	50.0	0.0	0.0	0.0

<b>Operating Your History/Interpretive Center (N=11. By Percent)</b>	
We contract with a curator/historian	0%
Staff	64%
A committee of experts	0%
Board of Directors	18%
Other (see comments below)	18%

*We work in conjunction with the Historical Society curator.*

*Our staff includes two professional curators, who also work with different groups, including the Friends of the Vermont State House, a private nonprofit that raises private funds to support certain projects, publications, etc.*

<b>Who creates programming exhibits and interpretive content? (N=12. By Percent)</b>	
We contract with a curator-historian	0%
Staff	75%
A committee of experts	8%
Board of Directors	0%
Other (see comments below)	17%

*We work in conjunction with the Historical Society curator.*

*Our staff includes two professional curators, who also work with different groups, including the Friends of the Vermont State House, a private nonprofit that raises private funds to support certain projects, publications, etc.*

**Please identify and describe the groups and/or individuals who have any authority to review/approve plans and budgets.(N=9)**

*Our state agency's (the Alabama Historical Commission) appropriate staff: Site Director, Head of Historic Sites Department, Finance Director, Executive Director.*

*"The TN Capitol Commission develops budget and formulates all policies for the TN State Capitol.*

*Staff-TN State Museum Director of Public Programs*

*Staff-TN State Museum Curator of Education*

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*Staff-TN State Museum Sr. Curator of Art & Architecture"*

*Secretary of State's Office*

*I am unsure. There is the Capitol Commission Committee and the Capitol Services Committee, as well as many other individuals who have an impact on these decisions.*

*Legislative Council, Capitol Legislative Facilities Agency*

*"Legislative Administrator (staff)*

*Legislative Administration Committee (legislators)*

*Capitol Preservation Advisory Committee*

*Oregon State Capitol Foundation*

*Ways & Means Committee (legislators; budget)*

*The Legislature"*

*Kansas Historical Society*

*Depending on the activity, Volunteers, Museum Guild members, teachers, visitors, professional colleagues may be invited to review, but not approve, plans.*

*The State Curator's Office staffs and runs all interpretive, preservation and curatorial programming, in partnership with volunteers of the Friends of the Vermont State House. The Legislative Advisory Committee on the State House is the ultimate approval authority.*

## Politics and Policies

### What role do elected officials play in the oversight of exhibits, displays and/or programming in your State Capitol? (N=11)

*Secretary of State*

*No formal role*

*Little to none.*

*The TN Capitol Commission consists mostly of elected officials.*

*A key role: SoS and Governor are currently working together to preserve most historic item the State of Rhode Island owns: The Royal Charter of 1663*

*The legislators sit on the Capitol Services Committee. This committee works with the Legislative Services Office on exhibits, displays and other educational opportunities.*

*None*

*Little*

*Consult with the head of the Historic Society*

*We are under the umbrella of the Arizona State Library, a division of the Secretary of State, so our budget is allocated from the overall appropriation for that office.*

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*Some (Legislative Advisory Committee on the State House) approve such plans. Most are what we refer to as our "living exhibits" during that season.*

### **What policies have you developed that you believe could be valuable to us here in Oregon? (N=10)**

*No formal policies*

*Exterior Grounds Policy; Internal Use Policy in development*

*Not applicable.*

*We offer free tours to everyone, which has helped bring the number of visitors up and has help partnerships between Universities in the area, such as Johnson and Wales University*

*We are very strict with the guided tours for 3rd grade and higher policy. This has allowed us to get more of the older school groups in who glean more information from a tour. The younger kids are invited to do a self-guided tour so that they can still enjoy being in the building. Also, our building is open from 6 am - 6pm Monday - Friday, and 9 am - 5 pm on Saturday and Sunday. This has worked very well also.*

*Clear line of responsibility between state Plant Management staff (maintenance, janitorial) and the Minnesota Historical Society's about who cares for and maintains the exhibits, historic artwork and artifacts within the State Capitol.*

*"Few*

*We do have Building Use Policies on the public use of the building."*

*We are under renovation and working on new exhibits for the future 2013 at least. Nothing to share yet*

*"Volunteer guidelines and training.*

*Museum Educator training.*

*Guidelines for tour scheduling.*

*Opening/Closing guidelines."*

*We'd be happy to share any of ours with you, not knowing very fully what your own plans are....*

### **Non-Capitol History Center Respondents**

#### **Please indicate other nearby buildings with significant historical interpretive exhibits that are located in your capital city. Please check all that apply. (N=6)**

A state-owned history museum, State Archives, State Library and a state-owned history museum (in an older State Capitol, no longer used for government activities)

### **Potential Partners**

## Strategic Plan: Oregon's History Gateway at the State Capitol

### **Suggested Partners** *(in no particular order)*

Boy Scouts of America  
Future Farmers of America  
Oregon Historical Society  
Oregon Cultural Trust  
All of the private and public universities  
Bill Robbins  
Oregon Tribes  
Oregon Newspapers  
Oregon Humanities  
All of the county Education Service Districts  
Oregon Department of Education  
Oregon Historic Preservation Office  
Oregon Historic Properties Commission  
Willamette University  
Salem Historic Landmarks Commission  
Salem Chamber of Commerce  
(Legislators past and present)  
Willamette Heritage Center  
Oregon State Library  
Oregon State Archive  
Girl Scouts  
Service Clubs (Kiwanis, Lions, Rotary, etc.)  
Veterans of Foreign Wars  
4-H  
Pendleton Roundup  
Grange  
Oregon Century Farm and Ranch program  
State Forestry History Center  
Oregon State Parks & Recreation

### **Content Resources** *(in no particular order)*

Oregon Public Broadcasting (has a lot of long documentaries that would be valuable)  
The County Historical Societies  
All of the private and public universities have collections  
Baker City Oregon Trail  
High Desert Museum  
Columbia River Maritime Museum  
Lane County Historical Society  
Legislative Commission on Indian Services  
Oregon State Grange  
Oregon Newspaper Publishers Association  
Springfield News  
Commission on Indian Services  
Pre-history museum at Oregon State  
Jewish Museum  
Champoeg State Park  
National Conference of State Legislatures  
Classroom Law Project  
Boys and Girls State  
Youth and Legislative (a YMCA project)  
Northwest Speaks  
Oregon Blue Book  
oregonencyclopedia.org  
Capitol Librarians Group (Alice Laviolette)  
The Three Law Schools and their corresponding law reviews  
The Oregon Chief Justice of the Oregon Supreme Court  
Urban League of Portland  
The Chinese community  
The City Club of Portland

## **Interview Protocol**

### **Introduction – Providing Context for the Interview**

Thank you for taking the time to meet with me today.

Our company, The Canoe Group, has been contracted by the Oregon State Capitol Foundation to help them figure out the best path to establish a history center in the State Capitol. There has been legislative direction to create a History Center and we've been working for several months with a variety of leaders - from the Foundation Board and other potential partners - to understand the opportunities and challenges this project presents.

Our next step is to develop agreements between all involved as to the clear purpose

## Strategic Plan: Oregon's History Gateway at the State Capitol

and goals for the project. The Foundation has already established that a history center must be affordable and sustainable, should involve partners and would have both a physical presence in the building as well as an online component.

Between now and the end of January, we will be conducting a couple dozen interviews with key leaders from across the state. We're also researching what other states have done in their capitol buildings. Next month, we will be circulating an open public survey and conducting a number of focus groups.

We'd like to talk with you today for [30-45 minutes, depending on expectations set during scheduling] to add your input to the thinking. You were chosen by both the Board and the pre-planning group as someone whose insights, advice and possible involvement would be important to the project.

The results of our research will be synthesized and shared as we develop a Strategic Framework, beginning in February.

If you want, we can go off-the-record at any time. We need your honest input, even if you have anonymous suggestions or information to share.

Do you have any questions of me before we get started?

### **Warm-up**

1. What can you tell me about the way history is currently displayed in the Capitol?

### **Exploring purpose**

2. Why is it important for the Oregon State Capitol to have a History Center?  
Why now?
3. What could it mean to you?
4. What could it mean to the citizens of Oregon?
5. What unique value could having a History Center in the building provide?
6. What unique value could having an online State Capitol History Center provide?

### **Exploring potential partners [skip if interviewee is a potential partner]**

7. Who are the partners that should be involved as this project moves forward?  
(they don't want to duplicate efforts, content providers, operational partners, other?)

### Exploring history and experience

8. What should be the interpretive focus of the Oregon State Capitol History Center? (e.g. What history should be addressed? The history of the capitol? The legislature? State government?)
9. Imagine for a moment that the Capitol History Center has opened – in whatever form it takes. Describe an experience you'd want a visitor to have with the Oregon State Capitol History Center.

### Advice/Wrap-Up

10. What would strengthen public support for such a project?
11. What additional advice would you give to members of the Oregon State Capitol Foundation as they continue with this process?
12. Do you have any questions of me?

### Public Survey Protocol

**Introduction**

**Welcome to this short survey about the Oregon State Capitol and its history.** As a citizen of Oregon or a tourist who has visited our Capitol, we need your help and insights.

The Oregon State Capitol Foundation is committed to improve how history is presented in the Capitol so visitors of all ages have the most meaningful possible experience. As you may be aware, funds from the sale of the commemorative Pacific Wonderland license plate are dedicated to this program.

**We expect this anonymous survey to take approximately 10 minutes.** Your feedback will be used to inform important decisions regarding these improvements.

Thank you for your time and insights!

**Visiting the Oregon State Capitol Building**

**\*1. Have you previously visited the Oregon State Capitol Building or its grounds?**

- Yes
- No

**Visiting the Oregon State Capitol Building**

**2. In what capacity have you visited the Oregon State Capitol Building or its grounds?**

**Please select all that apply.**

- As a tourist
- As an individual
- As a member of an adult group
- As an elected official
- As a citizen advocate
- With my family
- As a student
- As a teacher
- As an employee of state government
- Other (please specify)

**3. What was the purpose of your visit?**

**Please select all that apply if you have visited the Capitol building or its grounds more than once.**

- Take or give a self-guided tour of the grounds
- I work in the building
- Visit a legislator
- Attend an event
- Take a guided tour of the building
- Have a picnic
- Attend a meeting related to my work
- Attend a protest or demonstration
- Take a guided tour of the grounds
- Attend a legislative committee meeting
- Take or give a self-guided tour of the building
- Visit an exhibit
- Other (please specify)

**Visiting the Oregon State Capitol Building**

**4. Describe a memory or story from a previous visit to the Oregon State Capitol building or its grounds that is important to you today.**

**Visiting the Oregon State Capitol Building**

**\*5. Have you ever visited the Capitol building and found it closed when you expected it to be open?**

- Yes
- No

**\*6. Have you ever visited the Capitol Building expecting to participate in a tour and found none available?**

- Yes
- No

**Visiting the Oregon State Capitol Building**

**7. Why might you visit the Oregon State Capitol building or its grounds in the future?**

**Are you an educator?**

**\*8. Are you currently employed as a K-12 educator in an Oregon school?**

- Yes
- No

<p><b>Your teaching activities</b></p> <p><b>*9. Please indicate the grade levels you teach:</b></p> <table><tr><td><input type="checkbox"/> K</td><td><input type="checkbox"/> 5</td><td><input type="checkbox"/> 10</td></tr><tr><td><input type="checkbox"/> 1</td><td><input type="checkbox"/> 6</td><td><input type="checkbox"/> 11</td></tr><tr><td><input type="checkbox"/> 2</td><td><input type="checkbox"/> 7</td><td><input type="checkbox"/> 12</td></tr><tr><td><input type="checkbox"/> 3</td><td><input type="checkbox"/> 8</td><td></td></tr><tr><td><input type="checkbox"/> 4</td><td><input type="checkbox"/> 9</td><td></td></tr></table>	<input type="checkbox"/> K	<input type="checkbox"/> 5	<input type="checkbox"/> 10	<input type="checkbox"/> 1	<input type="checkbox"/> 6	<input type="checkbox"/> 11	<input type="checkbox"/> 2	<input type="checkbox"/> 7	<input type="checkbox"/> 12	<input type="checkbox"/> 3	<input type="checkbox"/> 8		<input type="checkbox"/> 4	<input type="checkbox"/> 9	
<input type="checkbox"/> K	<input type="checkbox"/> 5	<input type="checkbox"/> 10													
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<input type="checkbox"/> 3	<input type="checkbox"/> 8														
<input type="checkbox"/> 4	<input type="checkbox"/> 9														
<p><b>Teaching civics</b></p> <p><b>*10. Do you teach civics as part of your curriculum?</b></p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>															
<p><b>Teaching civics</b></p> <p><b>11. What are the greatest challenges you face in teaching civics to your students?</b></p> <div style="border: 1px solid gray; height: 50px; width: 100%;"></div> <p><b>12. How might the creation of an Oregon State Capitol history center – in whatever form it takes (online or in the building) - help you address one or more of these challenges?</b></p> <div style="border: 1px solid gray; height: 50px; width: 100%;"></div>															
<p><b>Teaching history</b></p> <p><b>*13. Do you teach history as part of your responsibility?</b></p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>															

**Teaching history**

**14. What are the greatest challenges you face in teaching history to your students?**

**15. How might the creation of an Oregon State Capitol history center – in whatever form it takes (online or in the building) - help you address one or more of these challenges?**

**Your relationship with history**

**\* 16. Please rate your response to the questions below:**

	1 (Very Interested)	2	3	4 (Neutral)	5	6	7 (Not at all interested)
How interested are you in Oregon history?	<input type="radio"/>						

**\* 17. Please rate your response to the questions below:**

	1 (Very Important)	2	3	4 (Neutral)	5	6	7 (Not at all important)
How important is it for Oregonians to know their state’s history?	<input type="radio"/>						

**Exploring Oregon State Capitol themes and stories**

**18. Please rate below the importance of the themes or stories that could be explored by visitors of an Oregon State Capitol history center.**

	1 (Very Important)	2	3	4 (Neutral)	5	6	7 (Not at all Important)
The legislative process in Oregon	<input type="radio"/>						
Important laws that have been passed in Oregon	<input type="radio"/>						
Ways in which Oregon’s government has been innovative	<input type="radio"/>						
How citizens have been and can be involved in the legislative process	<input type="radio"/>						
The Oregon State Capitol building history	<input type="radio"/>						
The architectural symbolism, artwork and design of the building	<input type="radio"/>						
Things that have happened in various spaces in the building	<input type="radio"/>						
The Oregon State Legislature’s role in Oregon Government	<input type="radio"/>						
How state government works in Oregon	<input type="radio"/>						

**19. What important themes or stories could be uniquely explained by an Oregon State Capitol history center?**

**Tell us a little about yourself**

Please remember that this survey is anonymous. This information will deepen our understanding of your comments and ideas.

**20. Please let us know your age.**

- Under 18
- 18-24
- 25-34
- 35-44
- 45-54
- 55-64
- Over 65
- I prefer not to answer

**21. What is your gender?**

- Male
- Female
- I prefer not to answer

**22. Do you have any children under the age of 18 living in your household?**

- Yes
- No
- I prefer not to answer

**Tell us a little about yourself**

**23. What of the following best describes the highest level of education you have completed? Please select one.**

- I prefer not to answer
- Some high school
- High school/GED
- Some college
- 2-year college
- 4-year college
- Professional degree
- Masters degree
- Doctoral degree
- Other (please specify)

**\*24. In what Oregon county is your primary residence?**

**Wrap up questions**

**Pacific Wonderland license plate**



**25. Proceeds from the Pacific Wonderland license plate sales will preserve and teach Oregon's unique history by supporting both the Oregon State Capitol Foundation and the Oregon Historical Society.**

**Have you purchased a Pacific Wonderland license plate?**

**Wrap up questions**

**26. Would you support a portion of your tax dollars dedicated to preserving and presenting the history and heritage of our state for future generations?**

- Yes
- No

**27. Would you make a contribution to support efforts to preserve and present the history of our state for future generations?**

- Yes
- No

**Thank You!**

Thank you for your time and valuable insights. You can complete the survey by clicking the 'DONE' button below.

## State Administrators National Survey

### Introduction

Dear Colleague,

Oregon is undertaking a strategic plan for a "history center" that will enhance the visitor experience at our State Capitol. We have been working with key stakeholders, historians and leaders since last summer and have developed a range of scenarios which are now under consideration.

Would you be willing to answer some brief questions to inform our planning?

I anticipate that this survey will take from 2 to 12 minutes to complete. If you could complete the survey by May 8th, I would greatly appreciate it.

Thank you for considering my request and for your time.

Scott Burgess, Legislative Administrator  
Oregon State Capitol

### How is history portrayed at your state Capitol?

**\*1. State capitol buildings serve many purposes.**

**In addition to government functions, does your building also provide visitors a history museum experience, serve as a history center or offer interpretive heritage displays?**

Yes

No

### Other significant historical assets

**\*2. If your state capitol does not display history, please indicate other nearby buildings with significant historical interpretive exhibits that are located in your capital city.**

**Please check all that apply.**

- A state-owned history museum (in a separate building)
- A state-owned history museum (in an older State Capitol, no longer used for government activities)
- A nonprofit history museum or history center
- History exhibits in other state buildings
- State Archives
- State Library
- My state does not offer any interpretation of its State Capitol or State History
- Other (please specify)

### Visitor Services

**\*3. What is the stated purpose or mission of your State Capitol interpretive center (or History Center)?**

**\*4. To the best of your knowledge, how many people visited your State Capitol in the 2011?**

- Less than 100,000
- Between 100,000 and 250,000
- Between 250,001 and 500,000
- Between 500,001 and 750,000
- Between 750,001 and 1,000,000
- More than 1,000,000
- We don't keep track or don't know

**5. Of your total visitors, how many schoolchildren visited with their class on field trips?**

- Less than 25,000
- Between 25,000 and 50,000
- Between 50,001 and 100,000
- Between 100,001 and 250,000
- More than 250,000
- We don't keep track or don't know

**Visitor Services continued**

**\*6. Please indicate the visitor services you currently provide at the State Capitol. (check all that apply)**

- Staffed information desk
- Guided tours (volunteers)
- Guided tours (paid staff)
- Self-guided tours
- On-site technology interpretation: Audio supported
- On-site technology interpretation: Video/audio supported
- Online interpretive content
- Permanent history exhibits
- Special, one-time history exhibits
- Traveling history exhibits
- Teacher resources
- Public programs
- Family oriented events
- Other (please specify)

**7. Of the visitor services noted above, which three are the most important for achieving your stated purpose for your history/interpretive center?**

	Most important	Second most important	Third most important
Staffed information desk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guided tours (volunteers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guided tours (paid staff)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-guided tours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On-site technology interpretation: Audio supported	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On-site technology interpretation: Video/audio supported	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online interpretive content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Permanent history exhibits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Special, one-time history exhibits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Traveling history exhibits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family oriented events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Financial Support**

**\*8. Do you or your employer oversee the annual operating budget of your State Capitol interpretive center (or history center)?**

Yes

No

**9. How much of your annual operating budget was dedicated to history/interpretive visitor services, exhibits and programs in 2011?**

Less than \$100,000

Between \$100,001 and \$250,000

Between \$250,001 and \$500,000

Between \$500,001 and \$1 million

More than \$1 million

I don't know

Comments

**\*10. Please indicate roughly the percentage of your budget revenues typically coming from the following sources. Please try to make the total be around 100% to 125%.**

	None	0-25%	26-50%	51-75%	76-100%
State Capitol operations/legislative administration budget	<input type="checkbox"/>				
Other state government budget(s)	<input type="checkbox"/>				
Other governments (city, county)	<input type="checkbox"/>				
Fundraising (grants, contributions)	<input type="checkbox"/>				
Sponsorships	<input type="checkbox"/>				
Memberships	<input type="checkbox"/>				
Partner organization resources	<input type="checkbox"/>				
Endowment interest	<input type="checkbox"/>				
Other	<input type="checkbox"/>				

Comments

**\*11. How many full-time, part-time staff and volunteers support your history/interpretive center?**

paid full-time employee

paid part-time employees

volunteers

**Planning and Interpretation**

**12. Who plans the history/interpretive center's offerings and proposes budgets?**

- We contract with a curator-historian
- Staff
- A committee of experts
- Board of Directors
- Other (please specify)

**13. Who creates programming, exhibits and interpretive content?**

- We contract with a curator-historian
- Staff
- A committee of experts
- Board of Directors
- Other (please specify)

**14. Please identify and describe the groups and/or individuals who have any authority to review/approve plans and budgets.**

### Politics and Policies

**15. What role do elected officials play in the oversight of exhibits, displays and/or programming in your State Capitol?**

**16. What policies have you developed that you believe could be valuable to us here in Oregon?**

**17. Would you be willing to share those policy drafts?**

- Yes  
 No

If YES, what is best way to reach you?

### Thank You!

Thank you for taking the time to share your expertise and experience.

**18. Can you please provide your contact information?**

Name:

State:

Title:

Email Address:

Phone Number:

**19. We'd be happy to share our plans as they evolve. Would you be interested in learning more from us when we finalize our strategic plan?**

- Yes  
 No

If YES, what is best way to reach you?

## **APPENDIX D: Interpretive/Design Scenarios For Oregon's History Gateway at the State Capitol**

### **What are Scenarios?**

Scenarios articulate ideas that were described throughout the planning research, design charrettes and discussions.

Ideas addressing a common theme or location are combined in scenarios, which at times include several different, and perhaps competing, ideas. The ideas presented all respond to the strategic framework and to the interpretive themes.

*It is critical that interpretation and design development be undertaken by innovative, cost-conscious experts. These scenarios are recorded to stimulate design after interpretive planning is complete.*

### **Design Delimiters**

A number of limitations were identified during planning discussions:

- ◆ All design should address the potential implementation of the Capitol master plan; and the opportunities that will be presented by the new Concourse level envisioned.
- ◆ Historic preservation concerns are primary.
- ◆ Lighting is fairly dark throughout the building and new exhibit lighting will be needed. Audio (noise) is challenging because of space/materials (e.g. stone travertine, Rotunda) BUT also because it's a working building. Listening cones will help address the audio issues in some areas and self-guided tours can use listening wands.
- ◆ In-session vs. out-of-session visitor experience: The visitor pathway will change (for group tours) depending upon what's going on in the building. For example, it won't necessarily be possible for tour groups to move in a cluster through the Galleria when the hearing rooms are being used.
- ◆ Crowd control is an issue during session.
- ◆ A variety of partners (Secretary of State Kate Brown, State Archivist Mary Beth Herkert, among others) felt that this plan should not attempt to create another institution and that the display of artifacts should focus on connecting the public to the assets already held by existing history institutions.
- ◆ Designing how best to display information electronically or otherwise, whether it is digital signage, audio programs, donor boards or websites, is a different task than creating the content to be displayed.

## **APPENDIX E: Project Roles and Responsibilities**

### **Summary of Phase One Roles and Responsibilities**

All roles and responsibilities listed are further described in the Strategic Plan narrative, budget and workplan.

**Legislative Administration Committee (LAC):** Final authority for the State Capitol, and thus the History Gateway. Acting through its Legislative Administrator, reviews plans and forwards budgets for Legislative Administration's implementation, management and operation of the Gateway as part of annual legislative budget processes.

**Capitol Preservation Advisory Committee (CPAC):** Advisory committee to the Legislative Administrator regarding any changes to the State Capitol related to historic preservation. CPAC will be expanded to include the History Gateway council, or expand an existing subcommittee, to advise and assist Legislative Administration in the implementation of the Gateway.

**Capitol Preservation Advisory Committee History Gateway council:** Representative group of experts who provide counsel and advice to Legislative Administration on History Gateway plans, budgets and decisions.

**Legislative Administrator:** Acting on behalf of LAC,. The Legislative Administrator directs and manages Legislative Administration, which runs all operations and maintenance of the State Capitol, including the implementation, operations and management of the History Gateway.

**Legislative Administration Facility Services (including Visitor Services):** Implements all aspects of the History Gateway project and ongoing visitor services, which will include implementing the History Gateway strategic plan (following design and with content/interpretation contracted from history, museum and other experts); manages all History Gateway operations. Staffs the Capitol Preservation Advisory Committee, History Gateway council, History Gateway strategic planning, and Oregon State Capitol Foundation (at present).

**Legislative Administration History Gateway Coordinator:** Temporary position (as currently proposed) reporting to Legislative Facility Services Manager to assist in the project management, development and design of the History Gateway's Phase One in FY 13, and possibly FY 14.

### **Partners**

**Oregon State Capitol Foundation (OSCF):** Receives, banks and distributes funding to Legislative Administration of Pacific Wonderland license plate sales as directed by legislation and the strategic plan; undertakes private fundraising to support the State Capitol building and services.

**Oregon State Capitol Foundation staff** (at present, provided by Legislative Administration): Tracks and acknowledges all contributions, income and expenses of OSCF, provides staffing of Foundation activities including OSCF liaison, special events coordination, meeting management, publications and administrative duties.

**Potential Key Partner organizations** whose involvement, service and advice can support the effective implementation of the History Gateway, in addition to OSCF. Partners may be contracted for service or may provide service/support within existing operations and strategies of their organization. Include, but not limited to: Oregon State Archives, Oregon State Parks/Heritage Commission, Oregon Historical Society, state universities, Travel Oregon, Travel Salem and others.

### **Contractors**

**Welcome Center architect:** Selected by Legislative Administration and contracted to design within budget the space remodel required to install the new Welcome Center.

**Curatorial Design Manager/Interpretive Planner:** Selected and contracted to research and recommend the interpretive plan for the History Gateway, to research and recommend history pathway, and recommends the selection, interpretation and displays for the artifacts to be interpreted along the History pathway and in the Welcome Center.

**Curatorial Team:** Selected in collaboration with the Curatorial Design Manager/Interpretive Planner to recommend the design elements of the Welcome Center and the history pathway. Unique skills to be selected and contracted for each assignment, project managed and directed by the Curatorial Design Manager and Legislative Administration. Projected to include: Welcome Center exhibit designer and videographer, Phone Application Designer, Website user experience/designer, Oral History collector/editor, Oregon History Timeline designer/design team; Listening Posts prototype designer

**16 Artifacts Exhibit Design/Development:** Through Phase One, an annual contract with Legislative Administration through which Oregon Historical Society (OHS) designs, plans and collaborates with institutions across the state to install History Gateway-related exhibit of artifacts and interpretation in the existing 16 glass cases. OSCF has agreed to partial funding of the exhibit in addition to other funding secured by OHS and services provided by OHS.

**Branding Consultant, Signage Designer & Map/Guide Designer:** Creates the name, conceptual framework and visual brand to be employed across all aspects (virtual, print and onsite) of the History Gateway for approval by Legislative Administration. Provides a compact style guide to assure style compliance. Designs Map/Guide for the History Gateway.

## **APPENDIX F: Recommendation re Acquisition of Artifacts The Canoe Group, Inc.**

As the Oregon State Capitol is a working building and not a museum, the gifting and/or acquisition of historic artifacts presents unique challenges.

- ◆ There are significant space limitations at the State Capitol, such that some artifacts must be warehoused in closets and offsite, e.g. State Historic Preservation Office (SHPO) and Oregon Historical Society (OHS).
- ◆ The Capitol has no atmospheric controls to protect and preserve artifacts.
- ◆ The Capitol does not have designated museum management or historical curator staffing.
- ◆ Security is an issue, as the public spaces of the Capitol are frequently without security coverage.

At present, there are only inconsistent acquisition policies and operating practices at the Oregon State Capitol. Different leaders, groups, committees and organizations are approached with those who want to contribute artifacts. Before the History Gateway is publically launched, it is important to clarify, focus and reach new agreements about how such offers can best be handled. The focus of the History Gateway is the Capitol building itself and the Legislature and the legislative process, and describing their connections to Oregon history and the Oregon story predominantly through tours and electronic means.

The following recommendations from The Canoe Group provide a starting point for improving acquisition policy and procedure:

The Legislative Administrator) should work closely with the Capitol Preservation Advisory Committee (CPAC) to develop and adopt new, standardized acquisition policy and practices that will then be shared and endorsed by all groups affected (LAC, OSCF, SHPO, etc.) The acquisition policy and procedures should address the following:

1. No individual or group at the State Capitol will have the authority to accept, collect or store historic artifacts on behalf of the History Gateway or the Legislature in general, except for the Legislative Administrator, with advice from the new History Gateway council of CPAC.
2. Most citizens, elected officials or other leaders making gift offers will be encouraged to make their gift(s) to long-standing, history museums and/or the State Archives.
3. In general, and the exception rather than the rule will be that the items that will be accepted will be a) unique artifacts from the current or former Capitol Buildings; b) portraits of Governors; c) artifacts that can be effectively displayed as part of the State Capitol History Gateway; and/or d) artifacts that directly convey stories/themes related to the State Capitol interpretive plan.

Papers from elected officials will be referred to the State Archive

## **Appendix G: Recommendation re Gift Shop The Canoe Group, Inc.**

When Oregon Revised Statute 173.785 was passed and the gift shop in the State Capitol was established (see below), the purpose and intentions of the shop were only suggested, i.e. "the retail sale of Oregon products...All net profits from sales...shall be applied to exceptional and otherwise unbudgeted maintenance expenses and other expenses incurred for enhancement and restoration of the Capitol."

With the new History Gateway at the State Capitol, plans are in place to:

1. Build out a new Welcome Center in a central location to enhance the visitor experience and showcase the History Gateway,
2. To locate the Welcome Center in the current Visitor Services and Building Use offices, and
3. Move visitor services and building use staff into the space now occupied by the Capitol gift shop

The History Gateway strategic plan suggests that the gift shop would be reconsidered and redesigned as part of the new Welcome Center. The inclusion of the gift shop in the Welcome Center (which will be a starting and/or ending point for all visitors touring the building) can enhance the visitor experience and to further convey the interpretive stories presented via the History Gateway.

The Canoe Group offers these recommendations:

Transition from the existing Gift Shop to a smaller space will require a more streamlined approach to inventory and retail in the State Capitol. This offers the possibility to re-examine existing practices and assumptions.

Legislative Administration would benefit from the services of a nonprofit retail expert who could examine and recommend new Capitol gift shop sales goals and clarify a statement of purpose for retail services at the State Capitol.

With new goals and clarified statement of purpose approved by Legislative Administration, the retail consultant will work with staff to develop recommendations and a plan for moving and transitioning the Gift Shop to new quarters and to meet existing and new purposes.

The Legislative Administrator and the retail consultant will work closely with Facility Services, including Visitor Services, on all planning. The Legislative Administrator will have the authority to recommend a gift shop transition plan to LAC for consideration and approval.

This work could help connect the product offerings to the History Gateway themes,

could examine current inventory and operating practices, and might develop new inventory, new buying, display, inventory storage and controls. With the change of location, it could also be necessary to develop new, coordinated Welcome Center/gift shop staff/volunteer training and other system improvements.

***173.785 Capitol gift shop; bidding; use of profits.*** (1) *The Legislative Administration Committee directly or by contract may establish a gift shop in the Capitol to provide for the retail sale of Oregon products approved for sale by the committee. Wholesale purchase of such products is not subject to competitive bidding.*

(2) *All net profits from sales described in subsection (1) of this section shall be applied to exceptional and otherwise unbudgeted maintenance expenses and other expenses incurred for enhancement and restoration of the Capitol and are continuously appropriated therefor. [1983 c.444 §5]*

## **Appendix H: Recommendation re Private Funding & Donor Acknowledgement**

### **The Canoe Group, Inc.**

The Oregon State Capitol Foundation routinely raises funds and solicits memberships to support maintenance, care and to fund new projects that enhance the Oregon State Capitol. The Foundation seeks to provide appropriate donor acknowledgement to honor all contributions, sponsorships, grants and membership.

The Canoe Group recommends OSCF model this activity on well-established nonprofit fundraising practices and implement multiple, integrated new approaches to their donor/member relationship-building activities:

1. Retain professional fundraising counsel to review OSCF's fundraising accomplishments, donor records and future fundraising goals and to identify areas of strength, weakness, opportunities and threats.
2. The fundraising counsel would additionally recommend a realistic and strategic fundraising and membership plan to meet future goals and would recommend improvements to donor tracking, donor benefit levels and donor gratitude and acknowledgement practices (including the execution of an onsite donor board in the State Capitol).
3. The fundraising counsel would additionally recommend OSCF's strongest case for support, linking future fundraising asks to the brand messaging of the History Gateway and to other OSCF priorities.
4. Resulting from these recommendations, OSCF staff would review and reconfigure OSCF's donor database.
5. Resulting from these recommendations, OSCF would implement a more consistent and effective plan of a) annual membership renewal/recruitment, b) project-based and/or c) ongoing annual fundraising events and activities.
6. All solicitation of membership, sponsorships, grants and donations would include consistent offers of visibility and acknowledgement.
7. All gratitude practices would be consistently applied and managed by staff.
8. All donor tracking reports to the OSCF Board would employ the new donation "levels" and categories and would provide comparative, year-to-year results against established goals and sub-goals.

The new and more consistent fundraising plan, donor and membership levels and visibility benefits could be fully implemented by OSCF *before the new donor board is developed and installed at the end of the History Gateway's Phase One.*

Strategic Plan: Oregon's History Gateway at the State Capitol

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