

HRC Annual Meeting - January 11, 2019 - Meeting Notes (JBW)

Members Present

Alissa Diamond
Madeleine Hawks (chair)
Genevieve Keller
Margaret O'Bryant
Liz Sargent
Jalane Schmidt

Dede Smith
Ellen Wagner

Members Absent

Melanie Miller
Heather Hill

Staff

Jeff Werner

Guests

Extern 1 and Extern 2

Discussion of questions

Question #1: Why do you care about our organization? What do you personally want to get out of the committee as a member?

- Historic preservation/resource protection is vital
- Improve how we organize/archive the city's historic resources. (maps, docs, photos, records, etc.)
- Repository of information we have; making it available.
- Fun and interesting group; there is a shared vision.
- Not fighting city hall; we are a resource to them.
- We recognize things of value and the importance of sharing them.
- Proactive/respected/trusted.
- We are a source of information; we are storytellers.

Question #2: Why is our organization's work important? What difference do we make in the community? What makes the HRC unique in the landscape of history and preservation resources in the area?

- We have government backing; we have a budget/funding.
- Responsibility to change with the times.
- We produce things.
- We are, essentially, a public/private partnership valued by city council. We need to build on that; to let people know who we are.
- We bring attention to stories not otherwise told; stories the community can be proud of.
- Events of 2017 put us front and center. World is watching: How will Charlottesville respond?

Question #3: What kind of training/education/additional meetings do you want the HRC or members of the HRC to be part of?

- Repository of expertise within this community. (We are experts and we have access to experts.)
- See assistance from groups like the *Center for Non-profit Excellence*. They offer workshops on community outreach, setting goals, planning, etc.
- Continue to meet with Albemarle Historic Pres Comm.
- Get involved with other groups.
- Not just invite people/groups to present to us, but offer our expertise/storytelling to other groups. Be a resource--both learn and teach.

Question #4: What groups is the HRC serving well? How?

Question #5: What groups could we better serve? How?

Discussion merged these together.

- Suggestion that there are (at least) five groups to be working with/for:
 - Lifelong residents. They know this place. We can't lose their stories.
 - People who have moved here. Want to/need to know about their neighborhood

- City residents as a whole. Educate people in, say, Belmont about the city's other neighborhoods.
- Tourists and visitors. What stories information are they looking for?
- Students. Educate our young people about their community/city.

Question #6: How can the HRC help make history feel relevant in the current landscape of our city?

- Maybe have a creativity session to identify needs and strategies. Think outside the box.
- Maybe use a survey or questionnaire to determine what/if people know about the HRC.
- Proactive outreach, exchange of ideas.
- Make local history a relevant in city schools.

Question #7: What specific projects would you like to see the HRC focus on in 2019?

Question #8: How could we improve meetings to ensure projects get completed and that we meet our goals?

Discussion merged these together.

- Outreach/collaboration/coordination with other groups.
- *We know what is going on.*
- Amplify and distribute what we find.
- Make people aware of things.
- Use social media. Be more visible.
- Get an intern dedicated to HRC.
- Inventory, review and update what we have: web links, surveys, signs and markers, etc.
- Need to structure how things are organized.
- Use a *bridge building* strategy for outreach
- Structure meetings around a specify goal or strategy
- Become a resource for other groups.
- Steer the meetings to the matter at hand; not procedures and processes.
- Finish the Court Square markers
- Finish the Walking Tour Map revisions
 - Circulate the Walking Tour Map as a resource for schools.
 - Maybe consider new maps specific to a school or neighborhood.
 - Talk to teachers
 - Schools and parks can become places for neighborhood examination and investigation.
- Establish tangible goals. A work plan built around themes.
- Coordination and connections.
- *Amplifying footnotes:* Find what people are interested in and share what we have.
- Engage diverse interests.
- Help people evaluate and *self-correct* their views of history. Allow self-examination. Lead them on a *path of inquiry*.
- Interactive commemoration of statues: Bring history into context of Aug 2017.
- Work with UVa et al to collect and archive narratives and artifacts from summer of 2017.
- Are markers and signs a thing of the past? What can be done in lieu of them?
- Markers and signs do allow us to elicit public responses to history.
- How do we *identify places* within the city?
- Questions visitors are asking and how do we help provide answers:
 - What is Charlottesville?
 - What's the deal?
- Inventory, review, update material etc. that HRC has made available to public.
- Wiki-project. Talk to UVa.

- Web info: Inventory, Initial review to fix errors, admin issues, grammar, spelling
- Establish themes for the year. Have a theme for each meeting.
- Develop plan for teaching and educating the community.
- Engage the community and encourage self-examination and awareness.
- Share the stories that the average citizen is not hearing or getting access to.
- Pay attention to the Comp Plan revisions. Keep history and historic resources part of the Comp Plan goals.
- Special guests at meetings.
- Full accounting of available funding.
- Put 2017 into context. We are still so close to those events.
 - Images and artifacts to preserve and inventory.
 - We are in the midst of something that was a watershed moment.
 - Make the events image-able.
 - How can we contribute to the narrative that must be preserved?
- The slave auction block: Part of our journey is learning how to tell that story.