

Research Questions

- How is the lack of awareness of historic education/historic preservation hindering Historic preservation efforts in Rochester?
- What is the importance of historic preservation education?
- What can be done in Rochester to create a greater understanding of Historic Preservation?

Introduction

The reason that we want to find new ways to create a greater understanding of historic preservation is because “An important part of encouraging historic preservation is educating the public about its importance” (Community Tool Box, Chapter 26, Section 7).

- To answer our research questions we are going to use the following tactics:
 1. Focus Group -With professionals that work in the field of historic education/historic preservation in Rochester.
 2. Key person Interview #1- Peter Bruckner Vice Chair of the Historic District Commission/Planning Board Member.
 3. Key Person Interview #2- Shanna Sauders Director of Planning and Development for the City of Rochester (Only if we do not conduct the focus group).
 4. Research- Analyzing Case Studies

Through this research project we need to keep reflexivity in mind because both of us conducting this research have very strong opinions about historic preservation and historic preservation education. We need to be open to new ideas for this research project to be successful.

Definition: Historic Preservation: “safeguarding the existence and appearance of historic elements of the community” (Community Tool Box, Chapter 26, Section 7).

Focus Group

Description of Method: A focus group is a type of research method in which a whole group of people with different jobs and backgrounds come together to discuss a topic. When asking questions in a group everyone gets to hear different points of view and can learn even more about the topic. We want to facilitate a group that includes the Rochester historic board, those who help with development and planning in Rochester, because they all have impacts on education of historic preservation. We do not want to include residents of Rochester, because the main issue is that they don't have enough education on historic preservation and would not be able to help improve it.

Goal: To foster conversation among different professionals that work within the field of Historic Preservation to bring about new ideas about how to approach historic preservation awareness in Rochester.

Focus Group Members Contact Info (Key People/Key Groups):

- Molly Meulenbroek- Chair of the Rochester Historic District Commission
 - Phone- (603) 332-4565
 - Email- molly@studleys.com
- Bob Griffin- President of the Rochester Historical Society

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- *Phone-* (603) 330-3099
- *Email-* Rochesterhistoricl@metrocast.net
- Jenn Marsh- Assistant Director of Economic Development of the City of Rochester
 - *Phone-* (603) 335-7522
 - *Email-* jennifer.marsh@rochesternh.net
- Nick Cracknell- Principal Planner for the City of Portsmouth NH, and the adviser to the Portsmouth Historic District Commission.
 - *Phone-* (603) 610-7328
 - *Email-* njcracknell@cityofportsmouth.com
- Shanna Saunders- Director of Planning and Development for the city of Rochester.
 - *Phone-* (603) 335-1338
 - *Email-* Shanna.Saunders@rochesternh.net
- Brandee Loughlin- Preservation Planning & Development Coordinator new hampshire Division of Historical Resources
 - *Phone-* (603) 271-3583
 - *Email-* N/A

Staff: We will have one person that is the facilitator, one person who is the note taker, and one person who is the scribe.

Location: The conference room at the Annex Building in Rochester NH. This room has the space and chairs needed to have this group there. There will also be a Teams option so if people can not make it to Rochester they can still participate in the conversation. (31 Wakefield St, Rochester, NH 03867)

Time: TBA

Food: We will have light refreshments for everyone. We will email everyone ahead of time to see if anyone is allergic to anything.

Materials: A computer for the note taker to take notes on, the question sheet for the facilitator to go off of, a big piece of white paper for the scribe to write ideas that the group has on, and tape to tape the pieces of paper on the wall.

Rules of Engagement: We will have a code of conduct.

Question Route: We will first start with introductions, asking everyone to say their name and what they do for work. After the introduction we will start with the questions.

- Introductory Questions
 - What are your thoughts on historic preservation and historic preservation education?
- Transition question
 - What do you think the biggest misconception people have about historic preservation?
- Key questions
 - Do you think there is a lack of awareness of historic preservation and its importance? Why or why not?
 - Do you think education on historic preservation and historic preservation itself is important? Why or why not?

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- What are some ways we can work together to spread awareness of historic preservation through projects/initiatives?
- In what ways can development and historic preservation work together?
- Ending questions
 - Taking all things into consideration, what is the most important thing Rochester can do to improve historic preservation and education?
 - Is there anything else anyone would like to add about our topic today?

Conclusion: Conclusion will consist of a summary of what was talked about and the participants will have the opportunity to add and/or ask anything they think is important to the topic. Followed by a thank you for their time and answers.

Follow Up: The facilitator will send each member/organization that participated in the focus group a list of resources we talked about and the notes/summary of the focus group. They will also thank them for participating in the focus group again.

Analyzing Data: We will analyze the data that we gathered from this focus group and compare it to the key person interviews to help answer our research questions.

Key Person Interview #1

Description of Method: “To better understand a subject, it is usually helpful to seek information from an expert in the field. The media often rely on experts to give facts, statistics, and opinions to support their news stories and articles” (Community Tool Box, Chapter 38, section 8). A key person interview allows us to talk to an expert in the field and get those in depth answers. We chose a planning board representative because they know everything that is occurring within the community.

Goal: To gather information on what can be done to foster a greater understanding of Historic Education in Rochester. Also to gather examples of how the lack of Historic Preservation Education has affected Historic Preservation efforts.

Staff: We will have one person that is the interviewer, and one person who is the note taker.

Materials: A computer for the note taker to take notes on, and the question sheet for the facilitator to go off of.

Interviewee Contact info (Key Person):

- Peter Bruchner- Vice Chair Rochester HDC/Planning Board Member
 - Phone- N/A
 - Email- peterb@pjbruckner.com

Question Route: Just like the focus group, we will start with an introduction and have him introduce himself and his position of work. Following the introduction we will go into the questions.

- Introductory question
 - What are your views on historic preservation and historic preservation awareness within the City of Rochester?
- Transition question
 - Do you think there is a lack of historic preservation and historic preservation awareness in the City Of Rochester? why or why not?

- Key questions
 - Do you think Rochester has lost some of its history because of the lack of historic preservation awareness?
 - What have you seen done in Rochester for historic preservation/historic preservation awareness?
 - In what ways do you think perception of historic preservation can be improved towards the citizens of Rochester?
- Ending questions
 - How do you think the citizens in Rochester see historical preservation?
 - Is there anything else you would like to add about our topic today?

Follow Up: We will send each interviewee a list of resources we talked about and the notes/summary of the interview. We will also thank them for participating in the focus group.

Conclusion: Conclusion will consist of a summary of what was talked about and the participants will have the opportunity to add and/or ask anything they think is important to the topic. Followed by a thank you for their time and answers.

Analyzing Data: We will analyze the data that we gathered from this interview and compare it to other interviews and the focus group to help answer our research questions.

Key Person Interview #2

Description of Method: “To better understand a subject, it is usually helpful to seek information from an expert in the field. The media often rely on experts to give facts, statistics, and opinions to support their news stories and articles” (Community Tool Box, Chapter 38, section 8). A key person interview allows us to talk to an expert in the field and get those in depth answers. For a second key person interview we chose a representative of planning and development within the City of Rochester because they see how historic preservation directly affects building owners and the community.

Goal: To gather information on what can be done to foster a greater understanding of Historic Education in Rochester. Also to gather examples of how the lack of Historic Preservation Education has affected Historic Preservation efforts.

Staff: We will have one person that is the interviewer, and one person who is the note taker.

Materials: A computer for the note taker to take notes on, and the question sheet for the facilitator to go off of.

Interviewee Contact info (Key Person):

- Shanna Saunders- Director of Planning and Development for the City of Rochester.
 - Phone- (603) 335-1338
 - Email- Shanna.Saunders@rochesternh.net

Question Route: Just like the focus group, we will start with an introduction and have her introduce herself and his position of work. Following the introduction we will go into the questions.

- Introductory question
 - What are your thoughts on historic preservation and historic preservation education?
- Transition question

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- Do you think there is a lack of historic preservation and historic preservation education in the City of Rochester? why or why not?
- Key questions
 - What has your department done or what can it do to help improve historic preservation awareness?
 - How have you seen the lack of historic education affect the decisions building owners make when they are re-doing their historic property?
 - In what ways do you think development and planning can work together to help spread education on historic preservation?
 - What projects can be done within Rochester to help improve Historic Preservation education?
- Ending questions
 - Taking all things into consideration, what is the most important thing Rochester can do to improve historic preservation and education?
 - Is there anything else you would like to add about our topic today?

Follow Up: We will send each interviewee a list of resources we talked about and the notes/summary of the interview. We will also thank them for participating in the focus group.

Conclusion: Conclusion will consist of a summary of what was talked about and the participants will have the opportunity to add and/or ask anything they think is important to the topic. Followed by a thank you for their time and answers.

Analyzing Data: We will analyze the data that we gathered from this interview and compare it to other interviews and the focus group to help answer our research questions.

Case Study Research

Description of Method: We will be looking at the case studies that were done on historic education programs that other communities have in place. We are going to limit our research to communities that are a like comparison to Rochester, NH that is because we want the results to be reliable to Rochester (valid data). If we were to analyze a case study from a community that is nothing like Rochester then the data would be useless to our research (not valid data).

Definition: Case Studies: “The case study approach allows in-depth, multi-faceted explorations of complex issues in their real-life settings”(Crowe).

Goal: To gather data of what other communities have done to foster a greater understanding of historic preservation in their communities.

Materials: A computer to conduct the case study research on.

Question: What have other municipalities done to foster a greater understanding of historic preservation and how did that affect their City/Town?

Analyzing Data: Data we can then analyze to see if any of the methods that other communities used can be used in Rochester.

Conclusion: The reasons we are going to conduct case student research is because “Research gives your advocacy substance. Your research adds facts and statistics to your belief and passion” (Community Tool Box, Chapter 31, Section

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1). The case study research will add “weight” to our argument and provide us with examples of what might be able to be implemented in Rochester.

Overall Conclusion

In summary, our research is going to cover three main areas, the importance of historic preservation, the importance of historic preservation education, how the lack of historic preservation awareness has had, and what can be done to improve historic preservation education. Researching how to improve historic preservation awareness is important because if we do not educate the public on how to protect our history then reminders of our history will likely start to fade away and disappear forever.

Resources

“Chapter 26. Changing the Physical and Social Environment | Section 7. Encouraging Historic Preservation | Main Section | Community Tool Box.” *Community Toolbox*, The University of Kansas, ctb.ku.edu/en/table-of-contents/implement/physical-social-environment/historic-preservation/main. Accessed 27 Feb. 2022.

“Chapter 38. Some Methods for Evaluating Comprehensive Community Initiatives | Section 8. Conducting Interviews with Key Participants to Analyze Critical Events | Main Section | Community Tool Box.” *Community Toolbox*, The University of Kansas, ctb.ku.edu/en/table-of-contents/evaluate/evaluate-community-initiatives/interview-key-participants/main. Accessed 28 Feb. 2022.

Crowe, Sarah. “The Case Study Approach - BMC Medical Research Methodology.” *BioMed Central*, 27 June 2011, bmcmedresmethodol.biomedcentral.com/articles/10.1186/1471-2288-11-100.