



COMMONWEALTH of VIRGINIA

Department of Historic Resources

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Historic Preservation Internship Program: African American Historical Highway Marker Program Assistant

[Click here](#) for the [Commonwealth of Virginia Application for Employment](#)

Email **Additional Application Materials**
To: Tim.Roberts@dhr.virginia.gov



Requirements:

- Enrolled at one of Virginia’s Historically Black Colleges and Universities**
 - All majors may apply.

- At least 20 hours each week available for internship responsibilities:**
 - 10% Travel.....(2 hrs)
 - 20% Training(4 hrs)
 - 20% Meetings(4 hrs)
 - 25% Research.....(5 hrs)
 - 25% Writing.....(5 hrs)

- Access to a computer or tablet with:**
 - Reliable internet access;
 - Functioning microphone and webcam;
 - Permission to download software.

NOTE: Cellphones *cannot* be used in place of computers or tablets!

Additional Application Materials:

- Letter of Interest:**
 - *Why* you are interested in assisting with DHR’s historical highway marker program?
 - *How* will this internship contribute to your educational and professional goals?

- Reference Letter:**
 - Signed by your advisor, professor, dean, fraternity / sorority chapter president or graduate advisor, or lodge officer.

- Current class and work schedule:**
 - Include number of weekly hours you have available for this internship.

Legislation:

A [2021 Virginia General Assembly Special Session Budget Amendment](#) authorized

The Virginia Department of Historic Resources,

...to enter into an agreement with one or more Virginia-based Historically Black Colleges and Universities to provide paid internships to enrolled students for data collection and outreach activities to expand Virginia's historical property catalogue to include underrepresented African American and indigenous communities.

Responsibilities:

- *Locate* historic architecture and archaeological sites associated with significant people, places, and events in African American history;
- *Identify* new historical highway marker subjects through independent research and community engagement;
- *Draft* historical highway marker texts;
- *Assess* historical highway marker locations for tourism potential;
- *Meet* Black preservation professionals currently working Virginia;
- *Attend* a quarterly joint meeting of the State Review Board and Board of Historic Resources;
- *Participate* in historical highway marker dedication ceremonies.

Background:

[DHR's Historical Highway Marker](#) program administers the agency's most widely known and public-facing product. The first markers were erected in 1927 along U.S. Route 1 between Richmond and Mount Vernon, making Virginia's [the oldest such program in the nation](#).

Almost all of the early markers are focused on the contributions of wealthy white men and/or military engagements. However, in the last 5 years, 53 percent of new markers approved by the [Board of Historic Resources](#) have focused on African American history.

Engaging directly with community members for whom specific historical highway marker subjects are particularly significant is an essential part of the process of identifying and researching marker subjects, drafting marker texts, supporting fundraising efforts, and facilitating marker dedication ceremonies. These culminating ceremonies regularly draw diverse audiences and media coverage, and provide occasions for informing the public about DHR's mission and range of services.

Accountability:

Historic Preservation Interns at DHR are official state employees in the Commonwealth of Virginia's Secretariat of Natural and Historic Resources. Interns report directly to DHR's Community Outreach Coordinator, who reports directly to DHR's Director, the State Historic Preservation Officer, who reports directly to the Secretary of Natural and Historic Resources, who reports directly to the Governor of Virginia.

Historic Preservation Interns at DHR are accountable to the State as well as the public. They are expected to address each other, other agency officials, and members of the communities they serve with professionalism, due respect, and appropriate formalities in all interactions during and outside of work hours.

Complaints filed by colleagues, other agency officials, or the public with regard to employee behavior will be addressed individually but may result in sanctions including but not limited to reprimand, assignment of restitutive tasks, formal reporting to the employee's academic or organizational reference providers, unpaid furlough, or termination of employment.

As employees of the commonwealth, Historic Preservation Interns shall abide by the Virginia Department of Human Resource Management's (DHRM's) Employee Handbook and Policies and Procedures Manual.

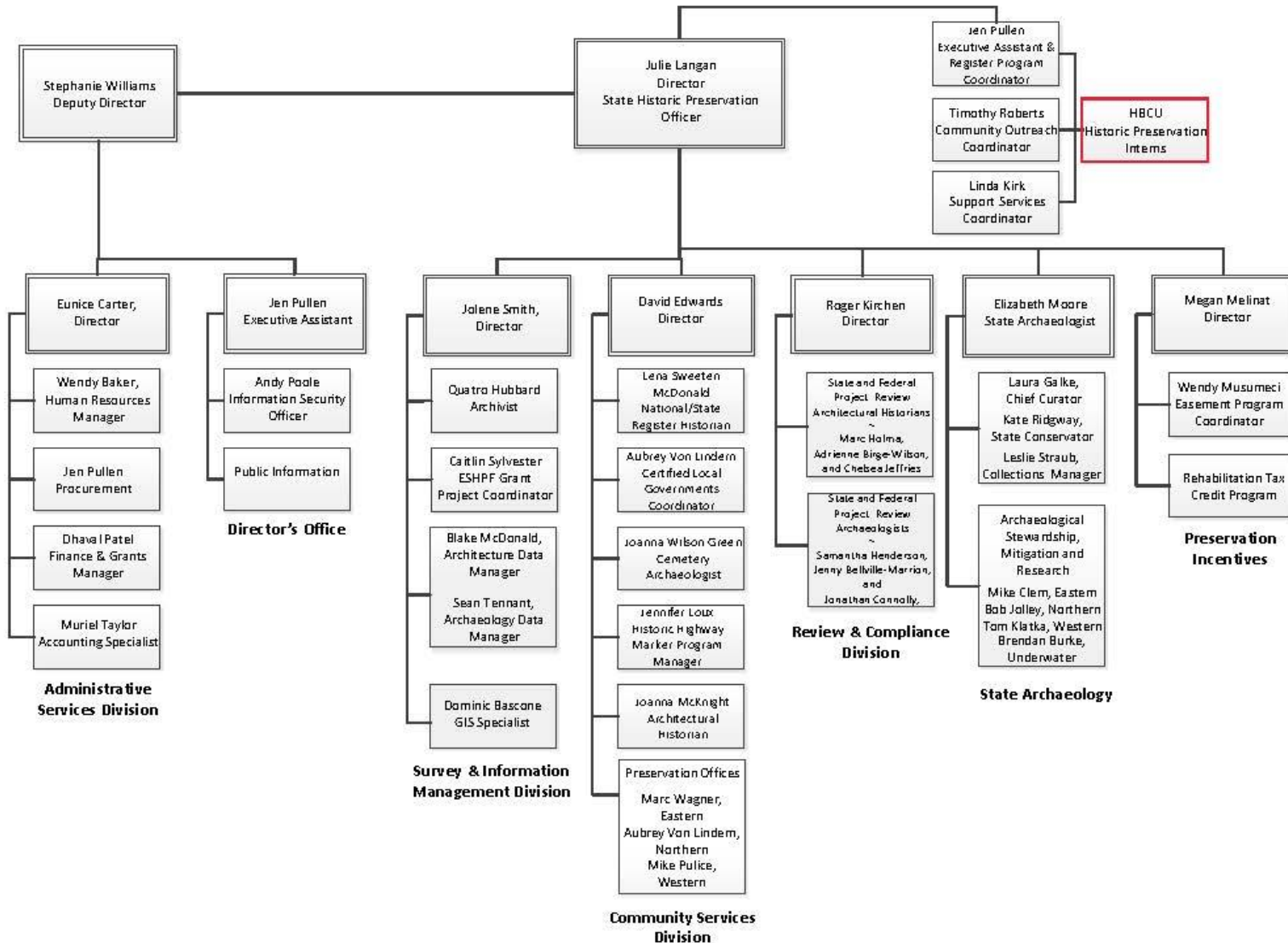
Code of Ethics:

As employees of the Commonwealth of Virginia, and to earn the confidence of those we serve, we will not:

- Accept anything of value as a means to influence our decisions.
 - Use public resources for personal gain.
 - Engage in business that is inconsistent with the conscientious performance of our governmental duties.
 - Knowingly allow release of information that contains a misstatement or omission of a material fact.
 - Fully comply with all laws and regulations applicable to the Commonwealth.
 - Uphold the Virginia Standards of Conduct for Employees and related regulations.
 - Seek to discover and implement more efficient and economical ways of achieving the tasks expected of us.
 - Act with honor and integrity in our work and all relationships.
 - Respect the dignity and diversity of all individuals, treating all persons in a fair and courteous manner.
- and*
- Commit to the highest ideals in the stewardship of public, environmental, and historic resources.

Department of Historic Resources (DHR) Org Chart

Effective February 2022
MEL 52



Absences and Tardiness:

- Internship term is 10 weeks: Start dates are flexible.
- Punctual attendance is expected at ALL scheduled, virtual and in-person meetings and events; present and prepared to engage in the event prior to the scheduled start time.
 - **Punctual attendance** means that the employee is seated / signed-in 5 minutes prior to the scheduled meeting or event start time.
- Each employee is personally responsible for informing the Coordinator no less than 48 hours prior to the meeting or event if they anticipate or are aware of a scheduling conflict or experiencing illness that may prevent them from punctual attendance.
 - **Personally responsible** means that the employee will communicate directly with the Coordinator and *not* through a third party.
- Emergencies happen despite our best efforts, and will be addressed as necessary.

Communication is a fundamental professional obligation:

- Untimely notifications, tardiness, and absences without leave will be assessed individually but may result in sanctions including but not limited to:
 - Reprimand;
 - Assignment of restitutive tasks;
 - Formal reporting to the employee's reference providers;
 - Unpaid furlough;
 - Termination of employment.

Responsibilities, assigned tasks, and performance evaluations:

- Completing all trainings and assigned tasks;
- Submitting all deliverables to the Community Outreach Coordinator according to established deadlines;
- Responding within 24 hours to all emails from the Community Outreach Coordinator and project partners;
- Arriving on time to all scheduled virtual and in-person meetings. Remaining on camera for the duration of all virtual meeting;
- Wearing appropriate business casual attire when visiting DHR's offices and participating in scheduled meetings and events unless otherwise directed by the Community Outreach Coordinator;
- Submitting weekly timesheets to the Community Outreach Coordinator no later than Sundays at 5pm.

(Week 1)

New Employee Orientation

Learning Targets:

- I can recite [The Virginia Department of Historic Resources' Mission Statement](#);
- I can access the [Commonwealth of Virginia Learning Center \(COVLC\)](#).

Training:

- MVP HR Policy & Law – Understanding State Government
- DHRM-WC – Safety Tips for Teleworkers
- MVP HR Policy & Law – Civility in the Workplace
- 2020 MVP – Alcohol and Other Drug Policy for Employees
- DHRM – The Road to Cultural Competence
- DHRM-WC – Understanding Workers' Compensation: What an Injured Worker Needs to Know
- VDEM – Virginia State Employee Safety and Disaster Awareness Training

Tasks:

- Complete New Employee Orientation with DHR's Human Resource Manager;
- Submit completed onboarding paperwork to Community Outreach Coordinator by Friday;
- Complete Commonwealth of Virginia Learning Center (COVLC) training modules by Friday;
- Attend (or watch remotely) the quarterly joint State Review Board and Board of Historic Resources meeting (hybrid) - highway marker application evaluation session;
- Submit a qualitative reflection (at least 500 words) on the joint State Review Board and Board of Historic Resources meeting by Monday.

(Week 2)

Introduction to DHR's Historical Highway Marker Program

Learning Targets:

- I can explain the Highway Marker Program's [Marker Criteria](#) and [Marker Application Approval Procedures](#);
- I can access, search, and navigate the [Marker Online Database](#);
- I can list the [National Register Criteria for Evaluation](#);
- I can locate examples of [historic properties in Virginia listed in the National Register of Historic Places](#) associated with African Americans.

Readings:

- DHR's [Highway Marker Program Policies 1-5](#);
- National Register Bulletin 15: [How to apply the National Register Criteria for Evaluation](#) – Ch. I, II, and VI;
- Browse DHR's [A Guidebook to Virginia's African American Historical Markers](#) and [updated supplement](#).

Tasks:

Log into DHR's [Marker Online Database](#);

Identify four (4) historical highway markers with African American subjects within 2-miles of a Black-owned establishment by Friday;

- You will likely have to access other sources to locate Black-owned establishments.

Populate [the Week 2 Google Sheet](#) with information for each marker and establishment by Friday;

Select one (1) African American legislator from the Virginia General Assembly MLK Monument Commission's [List of African American Legislators in Virginia](#) for future research, and prepare a short statement on why you chose this person by next Monday;

Select one (1) African American historic highway marker subject from DHR's [list of African American marker subjects](#) for future research, and prepare a short statement on why you chose this subject by next Monday.

(Week 3)

Introduction to Geographic Information System (GIS)

Learning Targets:

- I can define a GIS.
- I can access Google Earth Pro.
- I can access, navigate, and collect tax parcel data using municipal online parcel map viewers.
- I can create a map in ArcGIS.
- I can georeference image files in ArcGIS.
- I can create shapefiles in ArcGIS.
- I can export shapefiles to .kml files.

Readings:

- TBD

Tasks:

- Download Google Earth Pro;
- Locate tax parcels for properties associated with the African American legislator you selected from the MLK Monument Commission's list by Friday;
- Locate tax parcels for properties associated with the African American historic highway marker subject you selected from DHR's list by Friday;
- Create shapefiles for the tax parcels in ArcGIS and email them to the Coordinator by Friday;
 - Remember to copy the files to a zipped folder before emailing.
- Export the shapefiles of the tax parcels to .kml files and email them to the Coordinator by Friday.

(Week 4)

Introduction to the Virginia Cultural Resource Information System (VCRIS)

Learning Targets:

- I can create a new Architecture Project in VCRIS.
- I can add a New Property to an Architecture Project in VCRIS.
- I can upload a shapefile to map a new property for an Architecture Project in VCRIS.
- I can complete Initial Data entry for an Architecture Project in VCRIS and submit the project for Initial QC.

Readings:

- [VCRIS User Guide Section 5: https://vcris.dhr.virginia.gov/vcris/help/data-entry-architecture.html](https://vcris.dhr.virginia.gov/vcris/help/data-entry-architecture.html).

Tasks:

Complete VCRIS Training with DHR's Architectural Data Manager by Friday;

Obtain [VCRIS Login](#) credentials from DHR's Director of Survey & Information Management and log in to VCRIS and create a new password by Friday;

Locate and export (with a map) a .pdf version of a VCRIS record for an architectural resource on or near your university campus and email it to the Coordinator by Friday; and prepare a short statement describing the resource by next Tuesday;

Create a new Architecture Project in VCRIS for recording historic resources associated with [the African American legislator you selected in Week 2](#) by Friday;

Complete the Initial Data entry for a new VCRIS record for a historic resources associated with the African American legislator you selected in Week 2. Submit for Initial QC by Friday;

Create a new Architecture Project in VCRIS for recording historic resources associated with [the African American marker subject you selected in Week 2](#) from DHR's list by Friday;

Submit Initial a new VCRIS record for a historic resources associated with the marker subject from DHR's list of African American marker subjects you selected in Week 2 for Initial QC by Friday.

(Week 5)

Introduction to Primary Sources – Library of Virginia

Learning Targets:

- I can distinguish between primary and secondary sources.
- I can create an annotated bibliography.

Readings:

- TBD

Tasks:

Participate in the Library of Virginia Transcribe-a-Thon on TBA;

Identify four (4) potential historical highway marker subjects related to African American history among the primary documents available through the [Virginia Memory Project](#) by Friday;

- Additional research using other sources may be necessary to determine whether a potential subject meets the [Highway Marker Program's Marker Criteria](#)

Identify two (2) primary source resources associated with the African American historic highway marker subject from DHR's list of African American marker subjects you selected in Week 2 by Friday.

Identify two (2) primary source resources associated with the African American historic highway marker subject from DHR's list of African American marker subjects you selected in Week 2 by Friday.

and

OR

and

Submit annotated bibliographies for two (2) primary source resources associated with the African American legislator you selected in Week 2 by Friday.

Submit annotated bibliographies for two (2) primary source resources associated with the African American historic highway marker subject from DHR's list of African American marker subjects you selected in Week 2 by Friday.

(Week 6)

Introduction to the Heart & Soul Campaign and the Black Heritage Trail

Learning Targets:

- I can explain “The A’s of Tourism.”
- I can apply “The A’s of Tourism” to assess the tourism potential of historical highway marker locations.
- I can create social media content according to [Cure’s guidance](#) and [DHR’s Communications Protocol](#).

Readings:

- Virginia Tourism Corporation’s [Black Travel in Virginia: Companion Workbook](#)
- The A’s of Tourism

Tasks:

Evaluate three (3) historical highway marker locations for tourism potential based on “attraction; activities; accessibility; accommodation; amenities; and affordability,” and populate [the Week 6 Google Sheet](#) with this information by Friday;

Prepare a short statement on whether you found “The A’s of Tourism” good for collecting information that would be useful to African American travelers by next Monday;

Produce one 500-word travel blog post recounting your experience visiting the markers and nearby attractions, by next Monday.

or _____

Produce one 15-second Instagram reel highlighting the subjects of the markers you visited and nearby attractions, by next Monday.

or _____

Produce a social media post highlighting the subject of each of the three (3) markers you visited and nearby attractions, by Monday.

(Week 7)

Community Engagement

Learning Targets:

- I can apply [Historical Highway Marker Program Policy #1](#) to identify potential marker subjects.
- I can apply the [National Register Criteria for Evaluation](#) to assess the significance of historic resources.
- I can clearly express DHR's mission and the goals of the historical highway marker program to members of the public.

Readings:

- Non-Daily Newspapers at [Virginia Newspapers Online](#).

Tasks:

Identify four (4) potential African American historical highway marker subjects in Virginia Non-Daily Newspapers

- Marker subjects must meet the [Highway Marker Program Criteria](#);

Populate [the Week 7 Google Sheet](#) with information for your potential marker subjects by Friday;

Send an email to the Coordinator for each of your subjects addressing your contacts, introducing yourself, DHR, the agency's mission, and the historical highway marker program, and inquiring about their interest in developing a historical highway marker on your selected subject(s), by Friday.

(Week 8)

Applying for a Historical Highway Marker Texts

Learning Targets:

- I can complete a [historical highway marker application](#).
- I can explain how to apply for a historical highway marker.

Readings:

- TBD

Tasks:

Complete a [historical highway marker application](#) for the marker subject you selected during Week 2 from DHR's list and email it to the Coordinator by next Friday;

Complete a [historical highway marker application](#) for the African American legislator you selected during Week 2 from the Virginia General Assembly [Dr. Martin Luther King Jr. Memorial Commission's](#) list of the names of [African American Legislators in Virginia](#) and email it to the Coordinator by next Friday;

Submit [historical highway marker applications](#) for the marker subjects you identified during Week 5 through the Library of Virginia's Transcribe-a-thon and email them to the Coordinator by next Friday;

Submit [historical highway marker applications](#) for the marker subjects you identified during week 7 through your newspaper searches and email them to the Coordinator by next Friday;

Schedule a virtual meeting to interview one (1) of the following Virginia preservation professionals to be conducted before Week 10:

[National Park Service Archaeologist](#) – Ms. Alexis Morris ([Email](#))

[NPS Park Superintendent](#) – Ms. Eola Dance ([Email](#))

[Archaeology PhD Candidate](#) – Ms. Chardé Reid ([Email](#))

[Preservation Foundation Executive](#) – Dr. Lisa Winn Bryan ([Email](#))

[Virginia Humanities Program Associate](#) – Ms. Karice Luck-Brimmer ([Email](#))

[Heritage Tourism Executive and Technolgoist](#) – Ms. Lexi Cleveland ([Email](#))

[Preservation Architect](#)– Ms. Jobie Hill ([Email](#))

[Public History Consultant](#) – Dr. Laurant Lee ([Email](#))

[Urban Planning Professor](#) – Dr. Andrea Roberts ([Email](#))

[Independent Public Historian](#) – Dr. Carmen Foster ([Email](#))

[Independent Preservation Consultant](#) – Mr. Jeffrey “Free” Harris ([Email](#))

(Week 9)

Preservation Career Paths

Learning Targets:

- I can describe the career path of an African American preservation professional in currently working in Virginia;

Readings:

- None

Tasks:

Complete an interview with the Virginia preservation professionals you contacted during Week 8;

Compose a short biography (greater than 500 words) on the Virginia preservation professional you've interviewed and email it to the Coordinator by next Friday.

(Week 10)

Conclusion, Reflections, Assessment

Learning Targets:

- I can convey my experiences as a Historic Preservation Intern with the Department of Historic Resources to my academic/organization reference provider(s)

Readings:

- None

Tasks:

Complete the Knowledge, Skills, and Abilities 10-question assessment by Friday;

Submit your signed Department of Historic Resources Agency Departure Checklist to the Coordinator by Friday.