

StEPs

MVG

AUD

INT

COLL

HSL

MGMT

Audience

Standards and Excellence Program for History Organizations

SECTION TWO:

Audience

The Audience section addresses:

- Marketing and PR
- Audience and visitor research
- Community relations
- Visitor services

— Middletown Historical Society —

Barbara Smith, Middletown Historical Society's executive director, was reading the newsletter of a theater company in the next town, admiring its sleek, crisp look. She noticed a short article on page three about a team of students from Springfield University School of Management that had completed a marketing study and communications plan for the theater company and concluded that the newsletter redesign must have been an outcome of the project. She found the professor's contact information on SU's website and called her immediately. "Yes, we're always looking for good field placements," said Marcia Herman. "In fact, we still need a few for the spring term. I'll email you the information about hosting a team and we can take it from there."

One of the requirements for hosting a team of students was that someone with marketing experience be assigned as the team's liaison with the client site. Barbara called Betsy Inman, vice president of the MHS board, who had been in the marketing department of Middletown Company before her retirement. Betsy eagerly agreed to work with the students.

Barbara was thrilled when the historical society was selected as a field work site and looked forward to the kick-off meeting with Marcia, Betsy, and the three students assigned to MHS. In preparation for the meeting, she collected all the brochures, flyers, and newsletters the historical society had produced in the last year, as well as all the press releases it had prepared.

The kick-off meeting was exhilarating. Marcia brought several communications plans her students had completed for other nonprofits, including the theater company. The students were bright and eager; one had even majored in history in college. Betsy asked many good questions and seemed to click with Marcia.

Barbara pushed her file of materials across the table to the students. Marcia opened it, glanced at the publications, and said, "Oh, we won't get to collateral

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until the very end.” Barbara was disappointed. They had a newsletter due to go to press in six weeks and she really wanted a new design by then. When she raised the issue, Marcia said, “You are putting the cart before the horse, Barbara. And anyway, my students won’t do any design work! Here’s what we do need from you before the students start work. We understand you probably won’t have all of this information.”

Barbara and Betsy looked at the list of items:

- visitation statistics by month for the last three years, noting any events that skewed attendance up or down
- profile of visitors including age, gender, zip code, reasons for visiting, circumstance (in groups, with family, with friends, solo), race, educational level
- summaries of visitor surveys and other evaluation reports
- website statistics (page views preferable to hits)
- membership statistics for the last three years including length of time members have belonged, retention rates, and zip code breakdown
- summary of other mailing lists
- clippings of press coverage

Barbara said quietly, “We don’t have *any* of this information. Well, I could do a zip code analysis of members, but I know the answer: ninety-five percent live in Middletown.” She thought to herself, “What have I gotten us into?”

Case Study Group Discussion Questions

1. How is Barbara defining “marketing?” Is she wrong?
2. What should be Betsy’s role in this project?
3. How might Barbara and Betsy prepare for the next meeting? What other resources might they have access to?
4. Should MHS withdraw as a field placement?

Audience Standards*

AUD Standard 1

The institution identifies current and potential audiences it serves, and makes appropriate decisions in how it serves them.

AUD Standard 2

Regardless of its self-identified communities, the institution strives to be a good neighbor in its geographic area.

AUD Standard 3

The institution demonstrates a commitment to providing the public with physical and intellectual access to the institution and its resources.

AUD Standard 4 [This standard is specific to AASLH]

The institution regularly promotes the institution and its activities and thinks strategically about how it shares information.

AUD Standard 5 [This standard is specific to AASLH]

The institution is committed to providing a high level of basic visitor services and makes continued improvements in the delivery of those services.

*Unless otherwise noted, all standards in this section are common to both the American Association for State and Local History (AASLH) and the American Association of Museums (AAM). One difference, however, is that within the standards AASLH uses the term “institution” when referring to museums, historic houses, historic sites, and other history organizations whereas AAM uses the term “museum.”

Unacceptable Practices

While many appropriate policies and practices are described in *StEPs* standards and performance indicators, there are unacceptable practices that may occur within history organizations that require special attention. The following list addresses practices that are unethical and in some cases illegal.

- Avoidance of, or resistance to, participation in museum activities by any person based on race, ethnicity, social status, gender, ability, or sexual orientation.
- Prejudicial interpretation of visitor assessments.

Standards	Self-assessment Questions	Performance Indicators
<p>AUD Standard 1: The institution identifies current and potential audiences it serves, and makes appropriate decisions in how it serves them.</p>	<p>A. <i>Does the institution actively collect information about current and potential visitors?</i></p>	<p>Basic</p> <p><input type="checkbox"/> The institution collects basic numeric information about current visitors (e.g., overall attendance, heaviest attendance days, visitor groups, etc.).</p> <hr/> <p>Good</p> <p><input type="checkbox"/> The institution collects demographic information about current visitors (e.g., age range, zip code, school grade levels, etc.).</p> <p><input type="checkbox"/> It analyzes visitor information to determine trends and patterns in visitation (e.g., seasonal) and in interest (e.g., most popular programs).</p> <hr/> <p>Better</p> <p><input type="checkbox"/> The institution has identified the audiences (families, special-subject buffs, elementary school-age children, etc.) it feels it can best serve, and potential audiences it is currently underserving.</p> <p><input type="checkbox"/> The institution works with other entities, such as the local chamber of commerce and its state tourism agency, to learn more about current and potential visitors.</p>

Standards	Self-assessment Questions	Performance Indicators
<p>AUD Standard 1:</p> <p>The institution identifies current and potential audiences it serves, and makes appropriate decisions in how it serves them.</p>	<p>B. <i>Does the institution regularly evaluate its activities?</i></p>	<p>Basic</p> <ul style="list-style-type: none"> <input type="checkbox"/> Paid and unpaid staff are aware of the significance of evaluation. <input type="checkbox"/> The institution informally collects and reviews feedback from audiences that participate in its programs and other activities and discusses this feedback with its governing authority, staff, and volunteers. <hr/> <p>Good</p> <ul style="list-style-type: none"> <input type="checkbox"/> Paid and unpaid staff have knowledge of visitor research and evaluation methods through readings, training, conferences, etc. <input type="checkbox"/> The institution conducts some types of evaluation (e.g., interviews, surveys). <input type="checkbox"/> Visitor information influences the decision-making process for creating visitor experiences. <hr/> <p>Better</p> <ul style="list-style-type: none"> <input type="checkbox"/> Paid and unpaid staff keep current through articles, journals, books, and other literature on visitor research and evaluation. <input type="checkbox"/> The institution evaluates most of its activities (exhibitions, public programs, publications, etc.). <input type="checkbox"/> When possible, the institution compares its evaluation results to those of peer institutions.

Standards	Self-assessment Questions	Performance Indicators
<p>AUD Standard 2:</p> <p>Regardless of its self-identified communities, the institution strives to be a good neighbor in its geographic area.</p>	<p>A. <i>Does the institution know its neighbors?</i></p> <hr/> <p>B. <i>Does the institution respond to demographic, economic, social, and political changes in the community and region?</i></p>	<p>Basic</p> <p><input type="checkbox"/> The institution has identified its geographic neighbors.</p> <hr/> <p>Good</p> <p><input type="checkbox"/> The institution uses already-published resources (e.g., U.S. Census, Department of Education, chamber of commerce) to create profiles of its neighbors in geographic, demographic, or behavioral terms every five years or so.</p> <hr/> <p>Better</p> <p><input type="checkbox"/> The institution uses neighborhood profiles to strategically develop appropriate activities.</p> <hr/> <p>Basic</p> <p><input type="checkbox"/> The institution is aware of major changes in its community or region.</p> <hr/> <p>Good</p> <p><input type="checkbox"/> The institution is able to respond to some of the major changes in its community or region.</p> <hr/> <p>Better</p> <p><input type="checkbox"/> The institution responds to most of the major changes in the community or region.</p>

Standards	Self-assessment Questions	Performance Indicators
<p>AUD Standard 2:</p> <p>Regardless of its self-identified communities, the institution strives to be a good neighbor in its geographic area.</p>	<p>C. <i>Does the institution work with other groups in the community?</i></p> <hr/> <p>D. <i>Does the institution allocate resources to serve the community and enhance quality of life?</i></p>	<p>Basic</p> <p><input type="checkbox"/> The institution is occasionally involved with its neighbors and community.</p> <hr/> <p>Good</p> <p><input type="checkbox"/> It frequently works with its neighbors and community.</p> <hr/> <p>Better</p> <p><input type="checkbox"/> The institution shows leadership in working with its neighborhood and community.</p> <hr/> <p>Basic</p> <p><input type="checkbox"/> The institution is willing to make its facility available for community meetings as appropriate.</p> <p><input type="checkbox"/> The institution understands that it should be a community asset and aware of significant community issues.</p> <hr/> <p>Good</p> <p><input type="checkbox"/> The institution participates in local activities and provides expertise.</p> <p><input type="checkbox"/> It offers opportunities for free admission.</p> <p><input type="checkbox"/> It takes steps to reduce or eliminate negative effects on the environment, both as a good neighbor and as a steward of historic structures, landscapes, and collections.</p> <hr/> <p>Better</p> <p><input type="checkbox"/> The institution provides scholarships for public participation in its fee-based activities.</p> <p><input type="checkbox"/> It is a catalyst for community forums.</p> <p><input type="checkbox"/> Staff take leadership roles in local activities.</p> <p><input type="checkbox"/> The institution serves as an example for reducing or eliminating negative effects on the environment.</p>

Standards	Self-assessment Questions	Performance Indicators
<p>AUD Standard 3:</p> <p>The institution demonstrates a commitment to providing the public with physical and intellectual access to the institution and its resources.</p>	<p>A. <i>Does the institution regularly offer the public a variety of opportunities for physical and intellectual access (e.g., tours, events, programs, publications, website)?</i></p>	<p>Basic</p> <ul style="list-style-type: none"> <input type="checkbox"/> The institution has regular and posted days and times that it is open to the public. <input type="checkbox"/> The institution sometimes provides the public with different opportunities for physical and intellectual access (e.g., events, programs, publications, website). <input type="checkbox"/> Exhibits and programs offer choices so that visitors and audiences can learn from the presentation methods they prefer. <hr/> <p>Good</p> <ul style="list-style-type: none"> <input type="checkbox"/> The institution actively provides different opportunities for physical and intellectual access. <hr/> <p>Better</p> <ul style="list-style-type: none"> <input type="checkbox"/> Providing a variety of opportunities for physical and intellectual access is an integral part of program planning.

Standards	Self-assessment Questions	Performance Indicators
<p>AUD Standard 3:</p> <p>The institution demonstrates a commitment to providing the public with physical and intellectual access to the institution and its resources.</p>	<p>B. <i>Does the institution actively promote its activities and resources to the public?</i></p>	<p>Basic</p> <ul style="list-style-type: none"> <input type="checkbox"/> The institution has identified most of its resources available to the public (e.g., genealogical information, local history collections, facilities for use or rental, museum store, speakers' bureau). <input type="checkbox"/> The institution responds to public requests for information and assistance in a timely manner. <input type="checkbox"/> The institution makes use of voice mail or an answering machine so callers can leave messages; messages are checked regularly and the institution's recorded message to callers is kept current. <hr/> <p>Good</p> <ul style="list-style-type: none"> <input type="checkbox"/> The institution promotes some of its resources to the public. <input type="checkbox"/> The institution has a website with basic visitor information. <hr/> <p>Better</p> <ul style="list-style-type: none"> <input type="checkbox"/> The institution promotes most of its resources to the public using a variety of communications and marketing tools. <input type="checkbox"/> The institution has a website that offers contact information including a telephone number and that is regularly updated.

Standards	Self-assessment Questions	Performance Indicators
<p>AUD Standard 4:</p> <p>The institution regularly promotes the institution and its activities and thinks strategically about how it shares information.</p>	<p>A. <i>Does the institution regularly promote its activities through a variety of methods (e.g., newsletter, press release, website, brochure, media)?</i></p> <hr/> <p>B. <i>Do the institution's promotional materials communicate a consistent institutional identity?</i></p>	<p>Basic</p> <ul style="list-style-type: none"> <input type="checkbox"/> The institution has printed promotional materials that contain accurate information (e.g., brochure, flyer). <input type="checkbox"/> The institution maintains updated mailing lists. <hr/> <p>Good</p> <ul style="list-style-type: none"> <input type="checkbox"/> The institution's mailing list is categorized by major groups (e.g., members, media, local schools) and sends messages specifically targeted to these groups. <input type="checkbox"/> It regularly promotes its activities by sending out press releases and pitching story ideas to newspapers and reporters. <hr/> <p>Better</p> <ul style="list-style-type: none"> <input type="checkbox"/> The institution has a mailing list that can also be sorted by various constituent groups. <input type="checkbox"/> It follows developments in media and communications and tests new avenues of communication. <hr/> <p>Basic</p> <ul style="list-style-type: none"> <input type="checkbox"/> The institution has a few basic photos available for press/publication use. <input type="checkbox"/> The institution has basic printed materials (stationery, business cards, and newsletter) with its name and logo. <hr/> <p>Good</p> <ul style="list-style-type: none"> <input type="checkbox"/> There are a variety of current photographs available for press and publications. <input type="checkbox"/> Promotional materials are consistent in appearance and identity. <hr/> <p>Better</p> <ul style="list-style-type: none"> <input type="checkbox"/> The institution offers a variety of printed materials to serve its diverse communities.

Standards	Self-assessment Questions	Performance Indicators
<p>AUD Standard 4:</p> <p>The institution regularly promotes the institution and its activities and thinks strategically about how it shares information.</p>	<p>C. <i>Is there a written plan for promoting the institution?</i></p>	<p>Basic</p> <p><input type="checkbox"/> Responsibility for providing public relations information and responses is assigned to a specific volunteer or staff member.</p> <hr/> <p>Good</p> <p><input type="checkbox"/> The institution has an official spokesperson and/or primary contact for the press.</p> <p><input type="checkbox"/> Staff and governing authority understand proper procedures for press inquiries.</p> <hr/> <p>Better</p> <p><input type="checkbox"/> The institution has a written public relations/marketing plan, updated within the past three to five years, that includes targeted media outlets for each major activity and different communities, schedule for the promotion of activities, strategy for identifying and pitching stories, and that demonstrates an understanding of new communication technologies.</p> <p><input type="checkbox"/> The institution maintains an organized file of press clippings for reference and analysis.</p>

Standards	Self-assessment Questions	Performance Indicators
<p>AUD Standard 5:</p> <p>The institution is committed to providing a high level of basic visitor services and makes continued improvements in the delivery of those services.</p>	<p>A. <i>Can visitors easily navigate to and around the institution?</i></p> <hr/> <p>B. <i>Are basic amenities such as restrooms, water, and seating available to visitors?</i></p>	<p>Basic</p> <p><input type="checkbox"/> Basic signs assist navigation to and around the institution.</p> <hr/> <p>Good</p> <p><input type="checkbox"/> The institution's signs and maps are consistent in their design.</p> <hr/> <p>Better</p> <p><input type="checkbox"/> The museum's navigational aids are satisfactory for all institution activities.</p> <p><input type="checkbox"/> Navigational aids are strategic, and are strengthened through evaluation.</p> <hr/> <p>Basic</p> <p><input type="checkbox"/> The institution strives to keep the facility and equipment clean, well-kept, functioning, and in good repair.</p> <p><input type="checkbox"/> Visitors have access to seating and restrooms.</p> <hr/> <p>Good</p> <p><input type="checkbox"/> The institution has a regular cleaning and maintenance plan that keeps the facility and equipment clean, well-kept, functioning, and in good repair.</p> <hr/> <p>Better</p> <p><input type="checkbox"/> Lighting, temperature, and sound levels are appropriate.</p> <p><input type="checkbox"/> All institution facilities and equipment are always clean, well-kept, functioning, and in good repair.</p>

Standards	Self-assessment Questions	Performance Indicators
<p>AUD Standard 5:</p> <p>The institution is committed to providing a high level of basic visitor services and makes continued improvements in the delivery of those services.</p>	<p>C. <i>Do paid and unpaid staff receive customer service and hospitality training?</i></p> <hr/> <p>D. <i>Does the institution meet the needs of visitors with physical and mental disabilities?</i></p>	<p>Basic</p> <p><input type="checkbox"/> The institution is aware that all paid and unpaid staff should practice good customer service.</p> <hr/> <p>Good</p> <p><input type="checkbox"/> Paid and unpaid staff receive hospitality training.</p> <p><input type="checkbox"/> Paid and unpaid staff are trained to solve visitor complaints to the visitor's satisfaction.</p> <hr/> <p>Better</p> <p><input type="checkbox"/> Paid and unpaid staff receive advanced hospitality training.</p> <hr/> <p>Basic</p> <p><input type="checkbox"/> The institution is aware that it should, and in some cases must, make accommodations for visitors with special needs.</p> <hr/> <p>Good</p> <p><input type="checkbox"/> The institution understands the needs of visitors with disabilities and impairments.</p> <hr/> <p>Better</p> <p><input type="checkbox"/> The institution meets the needs of most visitors with disabilities and impairments.</p>

Possible Projects to Help Your Organization Move Closer to Achieving One or More Audience Standards*

Develop, or Review and Possibly Revise:

- Guestbook stationed prominently to capture information from the majority of visitors.
- Log for daily visitation totals, names of groups that visit, etc., to track trends, types of groups that visit, special program or event counts, etc.
- Survey questionnaire for general visitors and/or program participants (start with only a few questions focused on one topic if your institution is new at surveying).
- Report detailing how the institution interacts with the community it serves (e.g., events it sponsors or co-sponsors, partnerships with other organizations, boards and commissions that have a representative from the institution, etc.) and other ways in which the institution is involved in the community (e.g., genealogical records, school outreach programs, nursing home programs, etc.).
- Review of interior signage.
- Review of directional signage along roadways.
- Review of interior and exterior visitor amenities.
- Review of additional interior and exterior amenities for visitors with disabilities.
- Policy outlining the institution's media policies and identifying who serves as official spokesperson for the institution.
- Building and grounds maintenance and cleaning schedule.
- Review of interior and exterior lighting.
- Communications audit.
- Updated institutional logo, letterhead, and other materials.
- Institutional website if there is not one. For existing website, plan for regular website updating with particular attention paid to correct hours of operation, contacts, events, and directions to the facility.
- Marketing plan.
- Policy on customer service expectations for paid and unpaid staff.

*Note that these project examples are in no particular order; also, this list presents some suggestions and should not be considered a complete list of possible projects.

Print Resources

(You may find related listings in the Interpretation section.)

- Adams, Roxanna. *Museum Visitor Services Manual*. Washington, DC: American Association of Museums, 2001. AUD 5 A-C; MGMT 6 A
- American Association of Museums. "Executive Summary," *Excellence and Equity: Education and the Public Dimension of Museums*. Washington, DC: American Association of Museums, 1992. AUD 1-5
- _____. *A Museums and Community Toolkit*. Washington, DC: American Association of Museums, 2002. AUD 1 A; 2 A-D
- _____. *Mastering Civic Engagement: A Challenge to Museums*. Washington, DC: American Association of Museums, 2002. AUD 1 A; 2 A-D
- Anderson, Gail and Adrienne Horn. "Charting the Impact of Museum Exhibitions and Programs: Understanding the Public's Perspective." Technical Leaflet 204. Nashville: AASLH, 1999. AUD 1 A&B; INT 3 A; 9 A
- Bupp, Ken and Dave Allison. "Opening Doors to Great Guest Experiences." *History News*, 62 (2), (2007): 20-23.
- Falk, John H. and Lynn Dierking. *Lessons Without Limit: How Free-Choice Learning is Transforming Education*. Lanham, MD: AltaMira Press, 2002. AUD 1, 3, 4
- Graft, Conny. "Listen, Evaluate, Respond!" *History News*, 62(2), (2007): 12-16. AUD 1
- Groff, Gerda and Laura Gardner. *What Museum Guides Need To Know: Access For Blind and Visually Impaired Visitors*. New York, NY: American Foundation for the Blind, 1990. AUD 3 A
- Hein, George E. and Mary Alexander. *Museums: Places of Learning*. Washington, DC: American Association of Museums, 1990. AUD 3 A
- Korn, Randi and Laurie Sowd. *Visitor Surveys: A User's Manual*. Washington, DC: American Association of Museums, 1990. AUD 1 A&B; INT 9 A
- Kotler, Neil and Philip Kotler. *Museum Strategy and Marketing: Designing Missions, Building Audiences, Generating Revenue and Resources*. Hoboken, NJ: Jossey-Bass, 1998. AUD 3 B; 4 A-C
- Lewis, Andrea. "Surveying Visitors: Plain and Simple." *History News*, 62(2), (2007): 17-19. AUD 1
- Majewski, Janice. *Part of Your General Public is Disabled: A Handbook for Guides in Museums, Zoos, and Historic Houses*. Washington, DC: Smithsonian Institution Press, 1987. AUD 3 A
- Pilgrim, Dianne. *The Accessible Museum: Model Programs for Disabled and Older People*. Washington, DC: American Association of Museums, 1993. AUD 3 A
- Rand, Anne Grimes, Robert Kiihne, and Sarah Watkins. "Families First! Rethinking Exhibits to Engage All Ages." Technical Leaflet 245. Nashville: AASLH, 2009. AUD 1 A&B; INT 3A; 9A
- Runyard, Sue and Yiva French. *Marketing and Public Relations Handbook for Museums, Galleries and Heritage Attractions*. Lanham, MD: AltaMira Press. 1999. AUD 3 B; 4 A-C
- Sheppard, Beverly. "The Need to Know." *History News*, 62(2), (2007): 7-11.
- Stein, Jill, Marianna Adams, and Jessica Luke. "Thinking Evaluatively: A Practical Guide to Integrating the Visitor Voice." Technical Leaflet 238. Nashville: AASLH, 2007. AUD 1 A & B; INT 3 A; INT 9 A
- Weaver, Stephanie. *Creating Great Visitor Experiences: A Guide for Museums, Parks, Zoos, Gardens, and Libraries*. Walnut Creek, CA: Left Coast Press, 2007.
- Wilkening, Susie and James Chung. *Life Stages of the Museum Visitor: Building Engagement Over a Lifetime*. Washington, DC: American Association of Museums, 2009.

Electronic Resources

AltaMira Press. www.altamirapress.com

American Association for State and Local History. www.aaslh.org

American Association of Museums. www.aam-us.org

Australian Museum Audience Research Centre. www.amonline.net.au/amarc/index.htm

Committee on Audience Research and Evaluation. www.care-aam.org [a standing professional committee open to AAM members that offers a national forum for AAM members who are interested in understanding, promoting, and representing the voice of the visitor in all aspects of museum planning and operations; in 2003 the committee published standards for audience research and evaluation in museums]

Institute for Learning Innovation. www.ilinet.org

Museum-L. An online discussion group open to all. Information on joining the list can be found by doing an online search of the name.

Museum 2.0. <http://museumtwo.blogspot.com> [blog that explores how museums can use Web 2.0 to make them more engaging and community-based]

Museum Audience Insight. http://reachadvisors.typepad.com/museum_audience_insight [blog by Reach Advisors marketing strategy firm]

Visitor Services Professional Interest Committee. <http://groups.yahoo.com/group/vsmus/> [AAM professional interest committee open to AAM members that provides a forum for information and resources for those interested in the quality of the visitor experience in museums]

Visitor Studies Association. www.visitorstudies.org

Visitors' Voices. www.aaslh.org [AASLH affinity group that brings together members who are interested in discussing, sharing, and advancing the work of audience research and evaluation in history museums and related institutions; membership is free to AASLH members]

Note: The StEPs website is frequently updated with links to new resources.
Be sure to visit the website often at <http://home.learningtimes.net/aaslh>



Audience

COMPLETION OF **BASIC** PERFORMANCE INDICATORS

BRONZE Certificate Form

AASLH Institutional Membership # _____

Organization Name (to print on certificate) _____

Mailing Address _____

City _____ State _____ Zip _____

Contact Name and Title _____

Telephone (_____) _____ Email _____

Directions for completing this form:

1. Remove the form from the workbook and complete all information above. Please print clearly.
2. AASLH must have your institution's membership number to process the form. Only organizations with a current institutional membership are eligible to receive certificates.
3. Ask your organization's board president or authorizing official to read and sign this form.
4. Mail the completed form to AASLH at the address below. AASLH processes forms once a month. Allow 4-6 weeks for delivery of your certificate.

As the board president or authorizing official of the organization named above, I confirm that:

1. Our organization understands that *StEPs* is a self-study program that operates on the honor system. While supporting evidence is not required to receive certificates, by signing below I verify that our organization is currently meeting all Basic Performance Indicators in the Audience section.
2. We understand that receipt of a certificate only recognizes completion of one phase of the *StEPs* self-study program. *We will not, under any circumstances, use the certificate to promote or imply that our organization has been granted or awarded endorsement, certification, or a seal of approval from AASLH or any other association.*

Board President or Authorizing Official's Name (please print):

Signature _____

Contact Person's Signature _____



Mail the completed form to: AASLH, 1717 Church St., Nashville, TN 37203



Audience

COMPLETION OF **GOOD** PERFORMANCE INDICATORS

SILVER Certificate Form

AASLH Institutional Membership # _____

Organization Name (to print on certificate) _____

Mailing Address _____

City _____ State _____ Zip _____

Contact Name and Title _____

Telephone (_____) _____ Email _____

Directions for completing this form:

1. Remove the form from the workbook and complete all information above. Please print clearly.
2. AASLH must have your institution's membership number to process the form. Only organizations with a current institutional membership are eligible to receive certificates.
3. Ask your organization's board president or authorizing official to read and sign this form.
4. Mail the completed form to AASLH at the address below. AASLH processes forms once a month. Allow 4-6 weeks for delivery of your certificate.

As the board president or authorizing official of the organization named above, I confirm that:

1. Our organization understands that *StEPs* is a self-study program that operates on the honor system. While supporting evidence is not required to receive certificates, by signing below I verify that our organization is currently meeting all Good Performance Indicators in the Audience section.
2. We understand that receipt of a certificate only recognizes completion of one phase of the *StEPs* self-study program. *We will not, under any circumstances, use the certificate to promote or imply that our organization has been granted or awarded endorsement, certification, or a seal of approval from AASLH or any other association.*

Board President or Authorizing Official's Name (please print):

Signature _____

Contact Person's Signature _____



Mail the completed form to: AASLH, 1717 Church St., Nashville, TN 37203



Audience

COMPLETION OF **BETTER** PERFORMANCE INDICATORS

GOLD Certificate Form

AASLH Institutional Membership # _____

Organization Name (to print on certificate) _____

Mailing Address _____

City _____ State _____ Zip _____

Contact Name and Title _____

Telephone (_____) _____ Email _____

Directions for completing this form:

1. Remove the form from the workbook and complete all information above. Please print clearly.
2. AASLH must have your institution's membership number to process the form. Only organizations with a current institutional membership are eligible to receive certificates.
3. Ask your organization's board president or authorizing official to read and sign this form.
4. Mail the completed form to AASLH at the address below. AASLH processes forms once a month. Allow 4-6 weeks for delivery of your certificate.

As the board president or authorizing official of the organization named above, I confirm that:

1. Our organization understands that *StEPs* is a self-study program that operates on the honor system. While supporting evidence is not required to receive certificates, by signing below I verify that our organization is currently meeting all Better Performance Indicators in the Audience section.
2. We understand that receipt of a certificate only recognizes completion of one phase of the *StEPs* self-study program. *We will not, under any circumstances, use the certificate to promote or imply that our organization has been granted or awarded endorsement, certification, or a seal of approval from AASLH or any other association.*

Board President or Authorizing Official's Name (please print):

Signature _____

Contact Person's Signature _____



Mail the completed form to: AASLH, 1717 Church St., Nashville, TN 37203