Collaborative Curation Model Example
Used in Plateau Peoples' Web Portal Collaborations
Digital Stewardship Curriculum

1. **Community planning**
   Document and understand community needs and goals by discussing research areas, topics for programming, and ideas for collaborative projects.
   a. Discuss and define areas for research, areas of emphasis for collections growth, and ideas for present and future projects with community stakeholders.
      i. Work with a cultural committee, elders, youth or other groups.
      ii. Meet with your department staff and supervisors or other departments.
   b. Assess your broader community's needs and priorities through a survey, feedback form or questionnaire.
   c. Discuss potential collaborators with colleagues from other Indigenous cultural heritage institutions or other departments to gain insight about their experiences working with other repositories.

   Duck Basket example: Project Director Dr. Kim Christen made many visits to the Confederated Tribes of Warm Springs to meet with Valerie Switzler (Head of Culture and Heritage Department) and others, before starting any projects. There were two years of discussions, listening to what the community wanted, meeting with different departments.

2. **Collections research**
   Understand what the repository has and how it is organized.
   a. Understand where to find and how to interpret finding aids, collections guides, metadata schemes, and other collection description.
   b. Get to know the institution, people, and procedures for research and digitization.
   c. Research collections materials, items, belongings and information in person, over the phone or online.
   d. Develop a list of collections, topics, subjects and other information you are interested in, or questions you have specific to each repository.

e. Develop a list of search terms including common subjects, themes, events, and places that community members are interested in, and include alternate spellings.

Duck Basket example: Community members did research at various institutions holding their collections. They got to know what was there, what the processes are (since they are different at each institution). Seeing the overlaps in collections also helps to see what is missing in the records. The institution that holds the Duck Basket is the Northwest Museum of Arts and Culture.

3. **Community consultation**
   Consult with your community or communities about the information you have gathered through your research.
   a. Listen to and integrate community stakeholders feedback about resources into your plans and goals. This may require multiple conversations.
   b. Work with a cultural committee, elders, youth or other groups to understand their needs in relation to the collections.
   c. Meet with your department staff and supervisors, or other departments to gather feedback on materials, priorities, use and access.
   d. Assess your community's needs through a survey, feedback form or questionnaire.
   e. Consider what knowledge various community members can add to the content and how best to integrate it into the collection.
   f. Revise your research information based on your conversations and develop a list for your repository visit along with any questions you may have.

   Duck Basket example: Valerie took pictures, print outs and a finding aid back to the Confederated Tribes of Warm Springs and discussed there. She emphasized community and family connections. Then we would update requests for more materials on subsequent visits. After two years, this led to the final selection process at the repositories.

4. **Repository visits**
   Visit repositories in person or work with repositories online.
   a. Bring members of the community to each repository to allow time to interact with the collections materials.
   b. Meet with staff at the repository (have questions prepared).

  c. View collections and take notes about collections and items of interest. Note important organizational information or other knowledge that you gain from in person visits on a separate document or spreadsheet.

  d. Work with the repository staff to get to know other collections not on original lists - hidden collections, unprocessed collections, etc.

  e. Gather information relevant to digitization or access copy procedures, costs, and timelines.

Duck Basket example: The Confederated Tribes of Warm Springs group took multiple trips to the MAC, and carried out consultation. The Elders viewed, held, stayed with materials.

5. **Content selection**

   Create a prioritized list of collections and items based on your repository visits.

     a. Work with community members to make sure selections meet community needs and define what community knowledge and information can be added to content.

     b. Work with the repository to understand what they will be delivering to you, and the transfer procedures.

     c. Ensure that the repository can deliver your selections and accompanying information in formats that are useful to you. Communicate your department's required specifications for file types, metadata, and other details.

     d. Share request list with repository following their procedures.

   Duck Basket example: For this project, the Confederated Tribes of Warm Springs representatives were selecting which materials should be uploaded to the Portal. WSU assisted in creating a "pass," with xeroxed copies of the materials to choose from, and a spreadsheet to record choices. This step required WSU to work closely with the MAC to prepare the "pass." Then, Confederated Tribes of Warm Springs representatives went through every item and provided their choice.

6. **Gather or create digital copies**
   Digitize materials or copy digital surrogates of original materials.
   a. Digitize using public equipment at repositories, bring your own digitization equipment to repositories, or work with repository staff to digitize materials.
   b. If digital surrogates have already been created by the repository, arrange to copy files onto temporary storage or work with staff to arrange a transfer.
   c. Ensure you also make a copy or recieve all available metadata and contextual information about the collections in as much depth as possible.

   Duck Basket example: In this case, the photograph of the basket was shared by the MAC, as well as metadata. WSU organized this information into our system, then uploaded to the Portal.

7. **Content review**
   Review content and metadata that you have digitized or recieved.
   a. After receiving content, check for completeness, quality, and descriptive information.
   b. Ensure that there is no additional content or information needed from the repository.
   c. Work with the repository to ensure citation information is included. This might include the repository name, collection name and number, or a website link, depending on the repository. This is important if you plan to make the content available on your own platform.
   d. Review content in depth, create your own internal descriptive information.
   e. Bring in community members to review with material.

   Duck Basket example: This project includes content review *after* selection by multiple sets of stakeholders from the Confederated Tribes of Warm Springs. This step could be seen as redundant but necessary to ensure community needs met.

8. **Access decisions**
   Plan and make decisions on how to provide appropriate access to content.
   a. Gather stakeholders to help you make access decisions.

b. Decide what levels of access should be applied to content (WHO should be able to view and interact with the content, and HOW).

c. Consider cultural values, practices, and norms for viewing, circulation and accessing the content. Then decide how these should be applied at your institution. If using Mukurtu CMS, create Cultural Protocols.

d. Discuss which Traditional Knowledge (TK) Labels (localcontexts.org) will be necessary, appropriate, or helpful to add based on the collection materials and their access parameters.

Duck Basket example: We worked together to determine the Confederated Tribes of Warm Springs access Protocols decisions in the Portal for items like this from the MAC, and then for their own materials in the PPWP. The Confederated Tribes of Warm Springs has eight Cultural Protocols in the Portal and use TK Labels.

9. **Gather and/or create community metadata**

Work with community members to gather knowledge, memories, stories, historical information, and other information and metadata about content.

a. Gather information about the collections. Invite people into your institution and go into your community to record information (audio, video, and text as appropriate).

b. Consider what will help community members add information to content (printouts, identification forms, digital audio recorders).

c. Identify people, places, events, and dates.

d. Identify missing, erroneous, or outdated information. For example you may identify people, update misspelled names, specify locations, and/or add other relevant cultural information.

e. Discuss updates with the repository that created the metadata. Decide on updates to metadata for the repository and for your institution.

f. Create text, video, audio, or other information to describe content from various community perspectives.

Duck Basket example: For this project, Confederated Tribes of Warm Springs Elders added cultural narrative and traditional knowledge to the items. WSU assisted in creating transcribed text notes on each basket, as well as creating video narratives with Elders handling and describing the baskets. The video was made possible by using grant funds for the project.

10. **Community review**

Meet with community stakeholders to review the new community metadata.
   a. Gather community stakeholders to evaluate the created or updated metadata. The review process may lead to added or updated information.
   b. If needed, return to earlier steps to gather additional community metadata or engage in further community feedback.
   c. If using Mukurtu CMS, create Community Records in your site to display content and metadata.

Duck Basket example: Confederated Tribes of Warm Springs representatives reviewed the videos and audio as well as the transcriptions we made from audio files.

11. **Share, engage, review**

Share content in your community and engage with others in appropriate ways.
   a. Add content to a sharing platform. For example, a Content Management System like Mukurtu CMS ensures protocols are respected.
   b. Consider using Traditional Knowledge (TK) Labels to ensure your tribal values are visible when making content public.
   c. Promote content to multiple sets of stakeholders (community members, families, other departments, schools, etc)
   d. Provide resources connected to your content for appropriate use of materials. For example, point to collections on your site that can be used for educational purposes.
   e. Continue to review materials as needed to provide updated use and access guidelines.

Duck Basket example: This item is in the Portal, available for community and for interested publics. The Confederated Tribes of Warm Springs are able to use for many different purposes, from sharing in their immersion preschool class, to curriculum development as part of state mandate (Senate Bill 13), to helping current day artists learn from their ancestor's belongings.