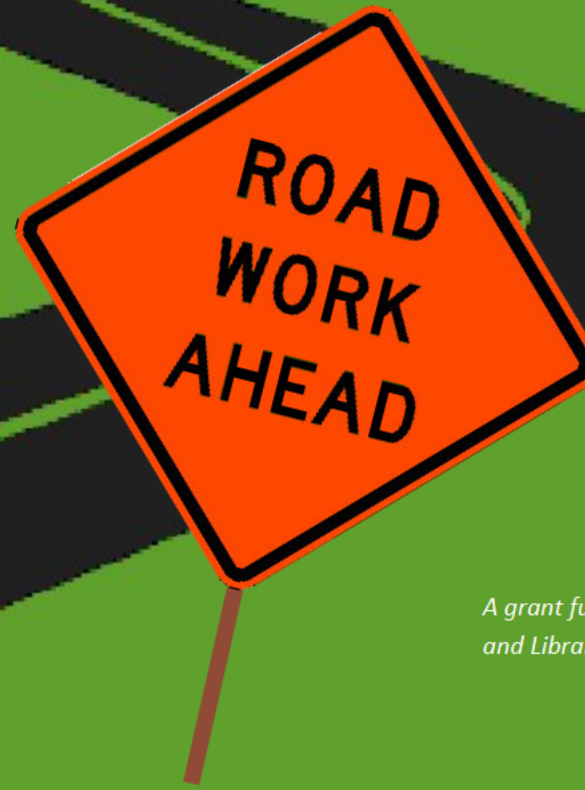


A Values Portfolio Workbook (VPW)

A guide for collecting institutions

A road map to help you
EXPLORE what you have,
DISCOVER who you are, and
LEARN what you can do with it.



A grant funded project from the Institute for Museum and Library Services Connecting to Collection Initiative.

It's **REALLY** as easy as a conversation.



Do people call you a museum, archives, treasure chest, or repository?



your answer below

YES

NO...Are you sure?

Do you hold things or collect items for public enjoyment, education research, preservation or just because?

Do you hold or collect things?

If you answered **YES**, then...

Let's **TALK**.



This workbook was created by museum and archive professionals to help you **EXPLORE** what you have in your collections, **DISCOVER** who you are as an organization and **LEARN** what you can do with this information to promote your mission and enhance your efforts.

The results *could* include: higher visitation, increased membership, targeted fundraising, and greater community support. At the very least, you will be in a better position to assess organizational needs, prioritize goals and plan for your future.

What is a Values Portfolio Workbook or VPW?

Why bother?

The VPW is a guided self-study for creating a values assessment ranking system.

By answering the questions in this workbook, we will **tease out the many values hidden in your collections.** Basically you will tell us why your collections are important to you. You'll also gain a better understanding of your organization and the people there who use and care for it.

We all hold collections in the public trust and our resources are becoming more and more limited. **How do we continue to care for the collections we have and encourage others to care for them too?** We can begin by understanding and prioritizing what we have and how it's used or could be used in the future.

Our collections matter! We know that. The challenge is helping the public understand why.

Assigning values to your collections leads to informed dialogue with the public, your partners, and primary stakeholders—in other words, all those people you want to care about your organization.

The better you can articulate the **value** of your collections, the better equipped you are to:

- **CARE** for your treasures;
- **ATTRACT** supporters; and,
- **GARNER** resources (whether that is money, people or more items in your collections!)

This might sound **SCARY**, but it's not. It's **FUN**. It's **INFORMATIVE**. And it **WORKS**. Let's get started!



Step 1: Grab some coffee and let's assemble your team.

Who cares about your collections and "gets" why they matter?

This could be town officials, residents, a neighbor, chamber members, board members, educators, volunteers, staff. Any person who already loves and values what you are doing and maybe include someone you know doesn't like you or might not know you even exist.



Remember, this group should be diverse and balanced. The broader the view point the better the end result. Consider the custodian as well as the president of the board.

Who's on your team?

My Values Assessment Team

List your team here. In some cases it might only be you. That's okay. Who else?

⚠ CAUTION

If assembling a team of three or more, consider choosing a Navigator to keep things on track and keep your team focused on the big picture.

Our Navigator:

Step 2: Pick a date, time and a venue to meet.

What do you need for this road trip?

Meeting Date and Venue

Meeting Date & Time:

Venue:

Be Prepared!

Make sure your team has the following during the meeting:

- Appendix 2: VPW Vocabulary List
- Appendix 3-6: Case Studies
(Choose the most relevant or interesting study for your group.)
- A way to capture notes and comments
(a flip chart, whiteboard, computer or even a tape recorder will work)
- Coffee, drinks and snacks. You need fuel for this journey!

That's it. Along with informed people, you are ready to hit the road!

Make it **FUN!** Remember to include a break or two. Plan on two to three hours and then make sure you **STOP**. Otherwise you'll fall asleep at the wheel!



See Appendix 1 for wording to use when inviting your team to participate.

Step 3: Let's Talk! (Allow 1/2 your meeting for this step.)



Led by your Navigator, begin your meeting with a review of Appendix 2: VPW Vocabulary. You should feel comfortable with these definitions before you begin.

What is your favorite object or story about this place?

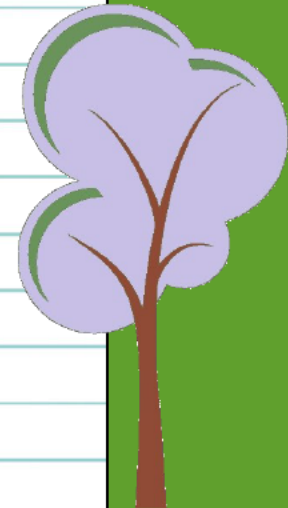
How would your organization change if you lost that thing?

What has value here?

What We Love & Why it Matters

Record everyone's answers below with the underlying VALUE of each item in mind.

A large white rectangular area with horizontal blue lines, serving as a workspace for recording answers. A vertical red margin line is on the left side.



What We Love & Why it Matters

CAUTION

You will get lost in conversation. You will be tempted to take side trips. The Navigator's job is to keep you on the right track!

DETOUR



Your conversation will lead to a discussion of User Groups. Record those observations as they come up under User Groups on Page 13.

Step 4: Assign Values.



Which of your objects are irreplaceable?

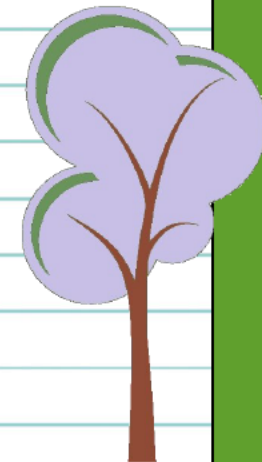
What item, if lost, would fundamentally change who you are or what you do?

Irreplaceable Value Items

Review your answers on page 6 & 7 and record your responses below.



Remember, an irreplaceable value item might be a staff member, building, association or something created by staff or volunteers (See Appendix 3-6: Case Studies for examples).



It might help you to see how other groups responded to the Values Assessment in Appendix 3-6: Case Studies.

Significant Value Items

Review your answers on page 6 & 7 and record your responses below.

Which of your objects would be difficult or costly to replace?



Remember, a Significant Value Item though costly or difficult to replace would not result in a significant loss of value if it was replaced. For example, a first edition copy of a book could be replaced by another first edition copy of that same book. (See Appendix 3-5: Case Studies for additional examples).

Which of your
objects are
replacEable?

Replaceable Value Items

Review your answers on page 6 & 7 and record your responses below.



Remember, a Replaceable Value Item can be replaced but there is some value lost as a result (See Appendix 3-6: Case Studies for additional examples).

Consumable Value Items

Review your answers on page 6 & 7 and record your responses below.

Which of your objects are best used by being consumed?



Remember, Consumable Value Items can easily be replaced with little to no value lost in the process. These items are often used for educational programming (See Appendix 3-6: Case Studies for additional examples).

Which of your objects are unassessed?

Unassessed Value Items

Review your answers on page 5 & 6 and record your responses below.



You may want to take a **BREAK** before you move to the next step!



Remember, no one value is more important than another. Assigning value categories is simply one way to recognize why these objects matter. Calling some items replaceable makes them important, but so are the replaceable items that make up your daily programming. Your organization is a function of its parts. And all those parts are necessary to keep moving!



Step 5: Define Your Users.

Who Comes Here & Why

Record your USER GROUPS here.

Who uses this place & why?



Brainstorm any possible users that you have not previously come up with. Who would be a good fit for each value you've identified? Think about: artists, gardeners, musicians, special interest groups, crafters, plumbers, sports enthusiasts, birders...the sky's the limit!

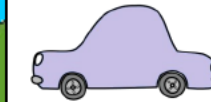


Let's clean up our work from the previous page so we can really understand our users. See Appendix 2 for more info on User Types.

What motivates people to visit your organization?

A lot of people visit your site. And you have relationships with all of them. But those relationships vary in their level of intensity.

What do you expect from those who visit or use your stuff?



Type 3: Special Interest Users:

Generally these user groups are a subset of the general public. By meeting the needs of special-interest users, your organization creates a direct venue for reaching a critical, and supportive audience.



Type 1: Mission-Driven Users:

These groups are core to your institution's purpose and carefully defined. Your organization actively seeks out these users in order to meet your mission.



Type 4: Non-Targeted Users:

A more passive user type, the required resources are available to meet the needs of this user type by actively meeting the needs of other user types. For example, walk-in visitors and web-based users.



Type 2: Value-Added Users:

Your organization provides services to these groups with the expectation that they'll provide tangible results back to your institution.



Type 5: Unassessed Users:

Potential future users that have or have not yet been identified. No active relationship presently exists.



User Groups

How They Relate

Type

List your USER GROUPS, explain how they relate to your organization and assign them a USER TYPE

Would your organization or collections benefit if you changed your relationship with any of these user groups?

Step 6: Putting it all together.



For this step you will compile information from Pages 8-15 into the graphic organizer found on Pages 18-19.

Now what?

By now you have had a fun and insightful conversation on the many values of your collections and the types of groups using your collections.

There are two more stops before reaching your final destination:

- **SCOPE of INFLUENCE**
- **ORGANIZATIONAL RELEVANCE**

Both **INFLUENCE** and **RELEVANCE** depends on the **VALUE(S)** being discussed and the **USER GROUP** being targeted. Giving each of the objects you've identified in previous pages a rating with regard to its influence and relevance will help you **PRIORITIZE** what is next in the stewardship of the value categories just discussed.

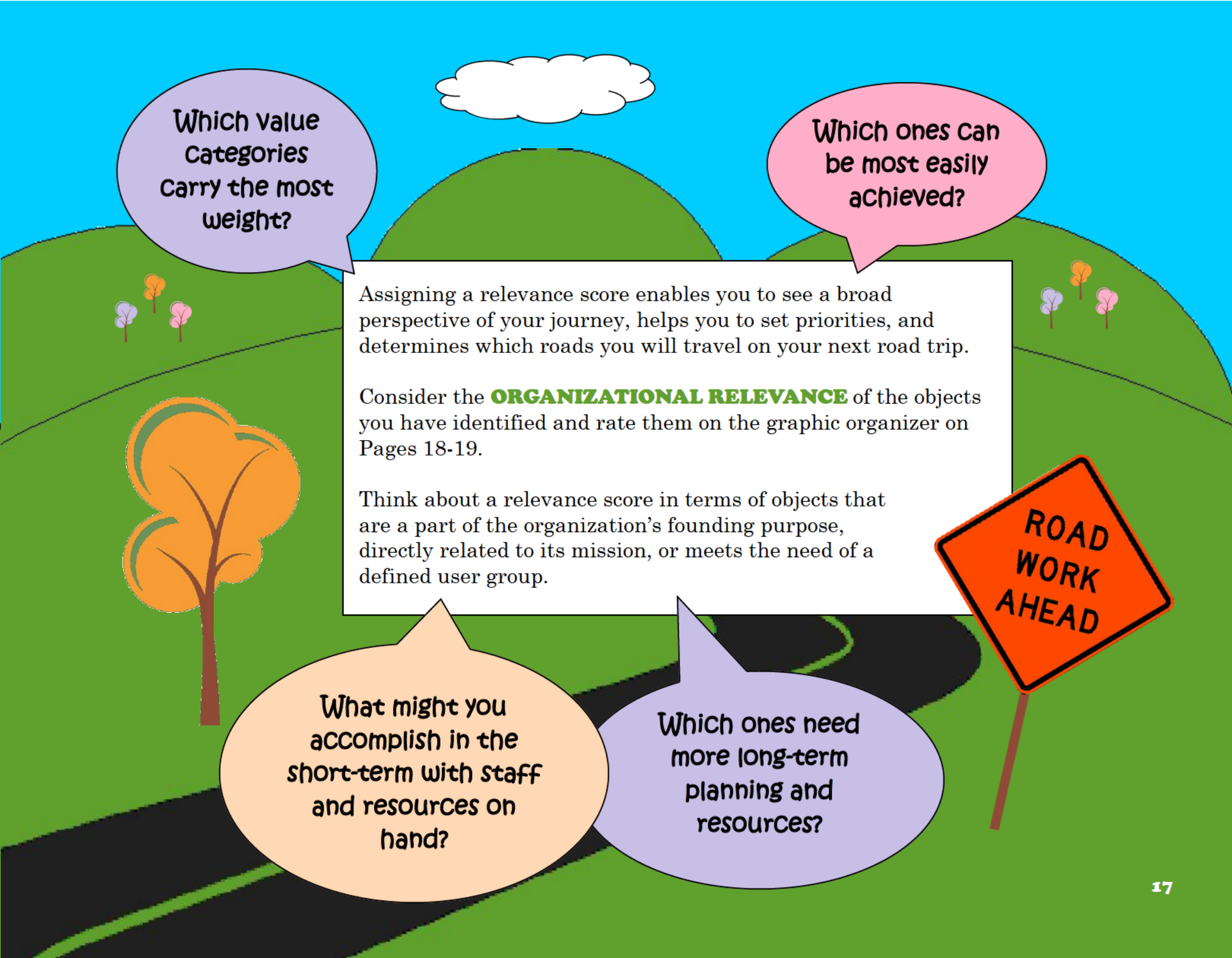
What is the level of significance for this object?

What audience or potential audience might have a special interest in this object?

Consider the objects you have identified and rate their **SCOPE of INFLUENCE** on the graphic organizer on Pages 18-19.

 **CAUTION**

There are varying degrees of influence. Be prepared to assign more than one rating. For example, a nationally significant object may have local significance if it was donated to you by the town's most prominent family. Be sure to note all scopes of influence.



Which value categories carry the most weight?

Which ones can be most easily achieved?

Assigning a relevance score enables you to see a broad perspective of your journey, helps you to set priorities, and determines which roads you will travel on your next road trip.

Consider the **ORGANIZATIONAL RELEVANCE** of the objects you have identified and rate them on the graphic organizer on Pages 18-19.

Think about a relevance score in terms of objects that are a part of the organization's founding purpose, directly related to its mission, or meets the need of a defined user group.

What might you accomplish in the short-term with staff and resources on hand?

Which ones need more long-term planning and resources?

ROAD WORK AHEAD

User Type

Influence

Relevance



Use the following scoring system to rate the **ORGANIZATIONAL RELEVANCE** of each value category.

1. **Highly relevant:** Primary. This is your mission, and meets the need of a defined user group.
2. **Moderately relevant:** Meets the need of a defined user group, easily achievable.
3. **Relevant:** Secondary. May involve long-term planning in order to achieve.
4. **Slightly Relevant:** Important, but not a priority at this time.

Step 7: The End of the Road

Have you identified some goals?

Do you see a quick and easy route to accomplishing these goals?

Our New Goals

Record the goals that came out of your conversation today.

Which goals need long-range planning and a more detailed road map?



Rank your goals with regard to the time frame in which you can reasonably accomplish them:



Sunday Drive = 6 months to 1 year



Road Trip = 1 to 3 years



Cross Country Trek = 3 to 5 years

Thanks for the **CHAT!** It's been a great **TRIP!**

What has surprised you the most about this road trip?

Have you enjoyed this journey and the conversations along the way?



That was quite a **JOURNEY!** We meandered down side roads, took some detours and finally found the way to our destination using the **VALUES PORTFOLIO WORKBOOK** as our map.

Taking the time to articulate the many **VALUES** of your collection, puts you in the driver's seat!



You are now better equipped to **CARE** for your collections and to attract **SUPPORTERS** and **RESOURCES** down the road.

Appendix 1: Sample Invitation to Your Team

Sample Invite 1: To someone who is familiar with your institution

Let's Talk!

Dear [potential team member's name]:

As one of [organization's name] key volunteers who is familiar with our collections, please join us for coffee and conversation on:

Date:

Start Time to End Time:

Location:

We'd like your perspective. During the meeting, we will walk-through a guided self-study that will get us talking about our collections, why they matter, and their many values to us, our members, and the general public. Our collections matter – our institution matters. As a result of this conversation, we'll be able to articulate the case for our collections, be better stewards, and attract supporters and garner more resources in the long-run.

We hope that you will be a part of this important, and fun, conversation.

Please RSVP to [name] at [phone/email] by [date].

Sincerely,
Director/Curator/Board Member

Sample Invite 2: To someone not as familiar with your institution

Dear [potential team member's name]:

The [organization's name] is about to embark on an important journey and we seek your perspective about our organization. Please join us for coffee and conversation on

Date:

Start Time to End Time:

Location:

As an active member of [potential team member's affiliation], we are eager to hear your perspective on the value of our organization in the greater community. During the meeting, we will be walking through an easy and fun guided self-study that will get us talking about our collections, why they matter, and their many values to us, our members, and the public. As a result of this conversation, we'll be able to articulate the case for our collections, be better stewards, and attract supporters to garner more resources in the long-run.

We hope that you will be a part of this important, and fun, conversation.

Please RSVP to [name] at [phone/email] by [date].

Sincerely,
Director/Curator/Board Member

Appendix 2: VPW Vocabulary—Values

VALUES: As talked about in Step 4

What do we mean by Values? Values are the reasons that best reflect why you strive to maintain your collections. Several easy to understand values are monetary, aesthetic or educational. **Remember:** no one value is more important than another. Assigning value categories is one way to recognize the different perspectives on why we keep, maintain and collect those objects. Assignment of irreplaceable objects in no way diminishes the need to define values for the other three category groups.

VALUE CATEGORIES

IRREPLACEABLE VALUE OBJECT:

Replacement is not possible
Helps define who you are as an institution
It's loss would fundamentally change who you are and what you do
The value does not change across multiple constituency groups or users
Examples: The Declaration of Independence, a town charter, or a recently extinct species.

SIGNIFICANT VALUE ITEM:

Difficult or costly to replace
Its replacement results in a minimal loss of the intended value or values
Often collected or chosen for a specific purpose, such as exhibition
Examples: A mill exhibit—replacement of this mill might be costly and difficult, but would not fundamentally change the intended purpose (or value) of this exhibit. In science, a rare or endangered species.

REPLACEABLE VALUE OBJECT:

Replacement is possible, but results in the loss of some of the object's inherent value(s)
Examples: An archival document (the information contained in the document is of primary interest over the physical document), objects used for educational purposes.

CONSUMABLE VALUE OBJECT:

Replacement is possible, with minimal loss to the original value or intent
Situation or use driven, such as for exhibition, education or living history programs
Examples: Exhibition of a period room. If a piece gets lost or damaged, it can be replaced as long as it fits the criteria for the proper period.

UNASSESSED VALUE OBJECT:

This artifact, object, collection or resource has not been adequately assessed or evaluated
Example: Un-acquisitioned collection due to backlogs or inadequate staffing.

Appendix 2: VPW Vocabulary—Users

USER GROUPS: As talked about in Step 5

It becomes easier to categorize your collections when you think about who uses them and for what purpose. An easy place to start is to review your guest book or start one to keep a log of all your visitors and note the reason why they visited. **Examples:** Genealogists, School and Youth Groups, Researchers, Tourists, Teachers, Scientists, Board Members, Volunteers

Remember: Think about any potential user groups you may inadvertently be missing. This is a process you will undertake again and again. There are no right or wrong answers, **just new ways of viewing your collection in order to seek out new areas of possible support.**

RELATIONSHIP TYPES (used on page 14)

Once you have brainstormed user groups, the next step is to determine the LEVEL of relationship that your organization currently has with each group. What is their motivation in visiting your organization? What is your expectation of them? Assign each user group to one of the five user types listed below:

Type 1: Mission-Driven Users: These groups are core to your institution's purpose and carefully defined. Your organization actively seeks out these users in order to meet your mission.

Type 2: Value-Added Users: Your organization provides services to these groups with the expectation that they'll provide tangible results back to your institution. Researchers and educators are primary examples: researchers use your resources with the expectation that their research will be shared with you; educators use your facility with the expectation that they'll bring students to you.

Type 3: Special Interest Users: Generally these user groups are a subset of the general public. By meeting the needs of special interest users, your organization creates a direct venue for reaching a critical, and supportive, audience. Examples of special interest users may be artists, birders, etc.

Type 4: Non-Targeted Users: A more passive user type, the required resources are available to meet the needs of this user type by actively meeting the needs of other user types. For example, walk-in visitors and web-based users. This user type should be regularly assessed to determine if a more active relationship and should be established.

Type 5: Unassessed Users: Potential future users that have or have not yet been identified. No active relationship presently exists.

When finished, ask yourself: Would our organization or collections benefit if we changed our relationship with any of these user groups?

Appendix 3: Case Study—L.C. Bates Museum

About LC Bates

- 1 full-time staff and 3 part-time educators
- 43 volunteers, plus groups for special one-day projects
- 21,500 visitors reached through on-site and off-site programs in 2012

Organizational Overview: The L. C. Bates Museum at Good Will-Hinckley is an early 20th century natural history and cultural museum. It is housed in an historic 1903 Romanesque Revival brick school building. Museum exhibits include Maine natural history, Americana, art, archaeology, minerals, ethnology, and Maine history. Featured museum exhibit tells the history of Good Will-Hinckley and the children who called it home.

Object (Step 3)	Value (Step 4)	Influence (Step 6)	Relevance (Step 6)	Goals (Step 7)
L.C. Bates Museum Building	Irreplaceable	International, National	Highly Relevant	Action requires more staff resources than currently available
Charles Hubbard Dioramas	Irreplaceable	International, National	Highly Relevant	Target for conservation resources
Wadsworth Insect Collection	Irreplaceable	International, National	Highly Relevant	High Priority for Fundraising
Materials used in education programs (rocks & shells, etc.)	Consumable	Regional	Moderately relevant	Continue use
Unassessed collections	Unassessed	?	Slightly Relevant	Low priority at this time; may require contract staff

User Groups (Step 5)	User Type (Step 5)
School Groups	Mission Driven
Genealogists	Special Interest
Tourists	NonTargeted
Facebook Visitors	Value Added
Scientists	Value Added
Historians	Value Added
Alumni	Mission Driven
Birders	Special Interest

Highlights, Surprises and Outcomes: As a test study in the creation of the Values Assessment Portfolio Workbook, it became clear at L.C. Bates that the assessment process could benefit by adding the value category of “unassessed.” In the case of L.C. Bates the back log of unassessed materials was highlighted through this exercise. Staff recognized that these collections might hold highly relevant materials that could benefit the organization and add value to its missions. By simply recognizing what was not assessed they were able to identify and clarify the need for funding, staff or the necessary resources to gain intellectual control over their materials.

“Our values assessment was completed as we were finalizing our new 5 year strategic plan. It has helped to inform the plan and helped us to identify and prioritize collections care and management activities, to define our diverse audience and to identify what audience driven educational programs are most supportive of our mission...It is helping the museum document and explain its value to potential funders.” —Deborah Staber, Director

Appendix 4: Case Study—Washburn-Norlands Living History Center

Organizational Overview: Norlands is the family home of the Washburns, one of the great political and industrial dynasties of the 19th century. It is a multi-faceted museum offering in-depth experiences in 18th- and 19th-century rural life. Here, the visitor is an active participant in daily and seasonal farming and housework, and becomes involved in the social, political and educational activities of the time.

About Norlands

- 4 part-time staff
- 22 key volunteers, plus special event volunteers
- Approximately 2900 visitors per year
- \$160,000 operating budget

Object (Step 3)	Value (Step 4)	Influence (Step 6)	Relevance (Step 6)	Goals (Step 7)
Washburns as an ancestral family	Irreplaceable	International, National, Regional, Local	Highly Relevant	Link to other Washburn family sites across the United States. Look for partnership and collaborative opportunities. Update Washburn genealogy.
Rural setting	Irreplaceable	National, Regional, Local	Highly Relevant	Turn "Ruralness" into a Sellable Asset. Enhance/complete the setting by rebuilding the barn. Keep caretaker position and livestock. Add historical interpretive information about the area to website and in programs.
Library	Irreplaceable	National	Moderately Relevant	Target funding sources specific to libraries only
Barn	Significant	Regional, Local	Highly Relevant	Rebuild a more historically accurate structure with funds already raised
Furniture, clothing, quilts	Replaceable		Moderately relevant	Continue Research, Documentation and Use
Kitchen utensils, farm tools	Consumable		Slightly Relevant	Continue Research, Documentation and Use

User Groups (Step 5)	User Type (Step 5)
Washburn Family Descendents	Value Added
School Groups	Mission Driven
Tourists, Drop-Ins	Non-Targeted
Scouts, 4-H Groups	Special Interest
Historians, Artists	Value Added
Weddings	Value Added

Highlights, Surprises and Outcomes: The significance of the rural setting became very clear and was determined to be an irreplaceable value. The presence of a caretaker was also determined to be highly relevant to the success of the institution. The loss of the property's barn to a fire and subsequent fundraising to build a replacement structure was seen as a significant value item because the new barn would be more historically accurate.

"The values assessment is helping us build our case in seeking support for two ambitious restoration projects. It has helped us to think not only about our collections in new ways, but also the larger, intangible values of our museum campus and its rural setting. By starting a conversation on values, we were able to think about new user groups and how they might be attracted to our site. It was really helpful at the end of the process to have a working prioritized list of new ideas and potential partnerships."—Sheri Leahan, Director

Appendix 5: Case Study—Readfield Historical Society & Museum

Organizational Overview: The collections of Readfield Historical Society and Museum include artifacts, historical documents, old photographs and other objects all related to the town of Readfield, Maine. Their collections are housed in an old schoolhouse, built in 1823 which also includes exhibits and a research area. They have a historian and genealogist on call.

About Readfield

- No paid staff
- 6 key volunteers
- 4 interns
- Approximately 200 visitors per year
- \$2800 operating budget

Object (Step 3)	Value (Step 4)	Influence (Step 6)	Relevance (Step 6)	Goals (Step 7)
Fogg wedding dress	Irreplaceable	National	Highly Relevant	Ensure proper storage and exhibition of all society artifacts and archival materials.
The School house	Irreplaceable	National, Regional	Highly Relevant	Encourage researchers to tour exhibits; continue education program with third graders to foster interest & ownership in the organization
Name index	Significant	Regional	Highly Relevant	Encourage casual visitors to explore the name index; encourage use by third grade visitors (part of education program)
Grange ribbons	Significant	Local	Moderately relevant	Ensure proper storage and exhibition of all society artifacts and archival materials.
Clothing	Replaceable	Local	Slightly Relevant	
Archival materials	Unassessed	?	Highly Relevant	The collection, cataloguing and conservation of these materials is the most important part of the organization's mission.

User Groups (Step 5)	User Type (Step 5)
People looking for info on their home	Mission Driven (modify to become Value Added)
Genealogists	Mission Driven & Value Added
Researchers	Mission Driven
Summer Residents	Non-Targeted
Nostalgia Visitors (former students or residents)	Special Interest

Highlights, Surprises and Outcomes: Created by volunteers, the Name Index, though not a historic artifact, was recognized as a irreplaceable value item for the organization; its loss would alter who they were as an institution. Summer users were identified as a target audience. Considered Mission Driven users because they used Society resources to research their homes, they could also be targeted as Value Added users because they bring monetary resources into the community and have a keen interest in the organization. Modifying this relationship could prove beneficial to the future of the institution.

“Walking through the Values Assessment exercise has helped us make decisions on what collections are stored and what is available for the general public. We learned to look at a user not only in terms of what we could do for them, but what they could do for us; leading to ways in which the visitor could become part of our outreach to the community. This project pointed out the importance of cooperation among organizations and the sharing of resources and ideas.”— Florence Drake, President, Readfield Historical Society

Appendix 6: Case Study—Vaughan Homestead

About Vaughan Homestead

- 2 full-time, 2 part-time, one very part-time staff
- 12 volunteers
- 800 visitors in 2012; down from past years
- \$250,000 Annual Operating Budget (or range)

Organizational Overview: The Vaughan Homestead, a historic property settled in 1794 in Hallowell, Maine, was home to seven generations of Vaughans. In 2003, Vaughan descendants established the Vaughan Homestead Foundation to preserve and interpret the homestead's environmental and cultural setting. The collections include family papers, letters and diaries, original furnishings and artifacts. The extensive grounds include formal gardens and a large woods.

Object (Step 3)	Value (Step 4)	Influence (Step 6)	Relevance (Step 6)	Goals (Step 7)
House	Irreplaceable	Local, Regional, National	Highly Relevant	Still a great deal of work to do. Target locals who know about the homestead for information and support.
Grounds	Irreplaceable	Local, Regional, National	Highly Relevant	Focus on Vaughan's agricultural contributions to the town is an easy way to engage interest of local community and the history of Hallowell
Diaries	Irreplaceable	Local, Regional, National	Highly Relevant	Provide stories and valuable information to guide interpretation and programming. Keep working on this research.
Garden	??	??	??	Already established. Keep it weeded.

User Groups (Step 5)	User Type (Step 5)
Woods Walkers	Mission Driven
School Groups	Mission Driven
American Girl Doll Enthusiasts	Unassessed
Fire Engine/Old Equipment Buffs	Unassessed
Weddings	Value Added
Music Aficionados	Targeted
Doctors/Medical History Buffs	Unassessed

Highlights, Surprises and Outcomes: During the Values Assessment, the conversation focused more on the stories surrounding the history of the house, family and its many varied artifacts. The staff felt more research was necessary before they could establish the values of individual items. The discussion of users was very instructive, however, resulting in the identification of several unassessed and potential users who might be interested in specific items in the collections and the stories they impart.

"When the group met, we felt that we weren't yet clear enough about who we are to classify objects into irreplaceable, replaceable, etc. However, the values assessment process allowed us to come to this decision and gave us a jumping off point from which to discuss the role that our collections can play in our programming, etc. It was the perfect opportunity to bring together all interested parties for a formal conversation about our collections. Previous conversations took place informally and in smaller groups. The presence of a navigator—an "outsider"—helped us listen and think in more critical and constructive ways about what we needed to care for and preserve our collections. We will be meeting periodically over the next few months to continue the conversation."—Tracy Weber, Program Director

Credits

The **Values Assessment Portfolio Workbook** is the end result of a collaborative effort by the Preserving Maine Cultural Heritage's Working Team and funded by a grant from the Institute for Museum and Library Services Connecting To Collections Initiative.

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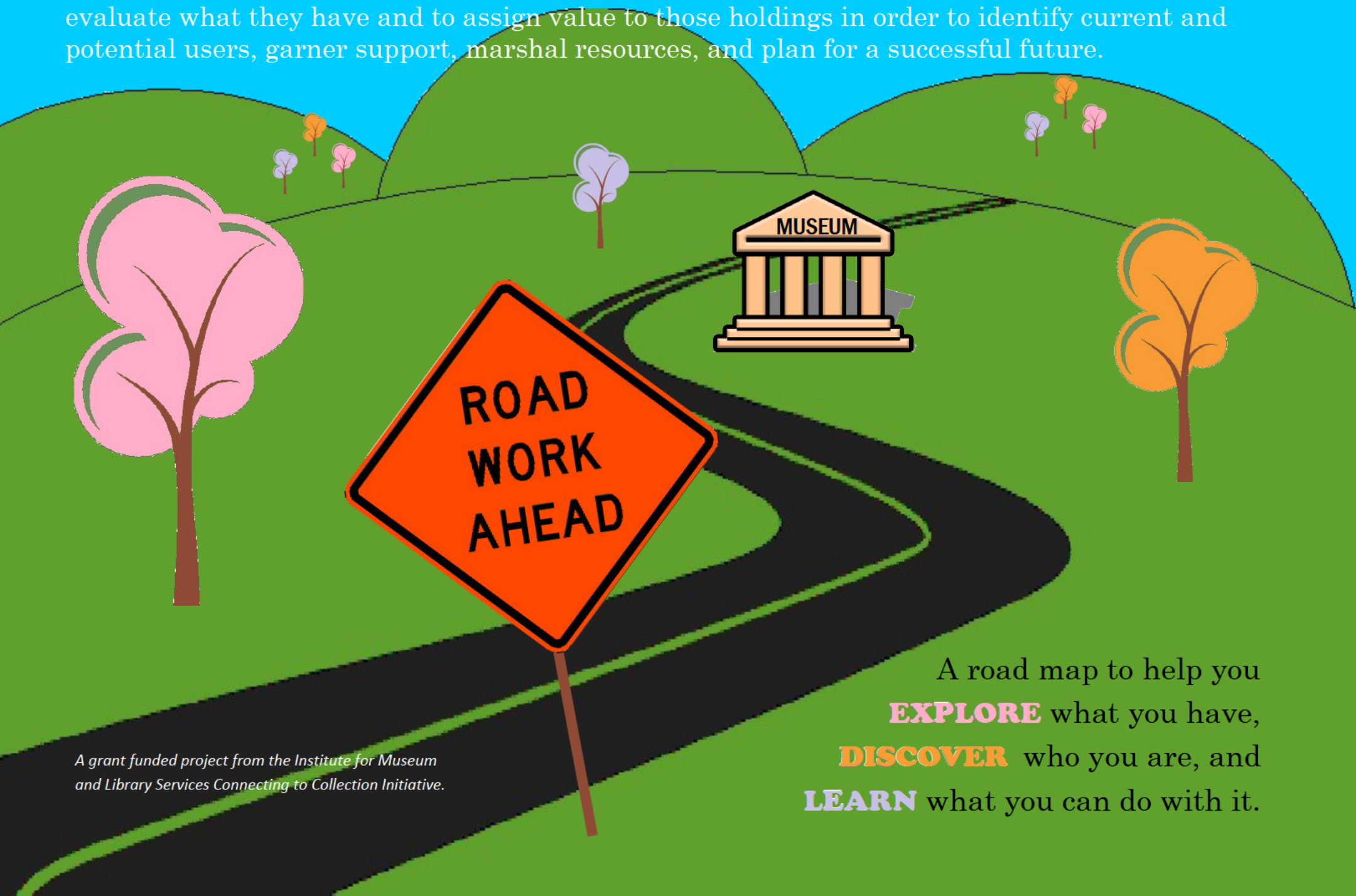
Partner Organizations

Association of Maine Archives & Museums
Bangor Public Library
L.C. Bates Museum
Maine Historical Society
Maine Humanities Council
Maine State Museum
Osher Map Library
Readfield Historical Society & Museum
Vaughan Homestead
Washburn-Norlands History Center

Bibliography

Buckle your seat belts and get ready for a road trip!

The **Values Assessment Portfolio Workbook** is a guide for collecting institutions to really evaluate what they have and to assign value to those holdings in order to identify current and potential users, garner support, marshal resources, and plan for a successful future.



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A road map to help you
EXPLORE what you have,
DISCOVER who you are, and
LEARN what you can do with it.