Narrative Section of a Successful Application

The attached document contains the grant narrative and selected portions of a previously funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful application may be crafted. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the NEH Division of Preservation and Access application guidelines at http://www.neh.gov/grants/preservation/humanities-collections-and-reference-resources for instructions. Applicants are also strongly encouraged to consult with the NEH Division of Preservation and Access staff well before a grant deadline.

Note: The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials.

Project Title: History of Women's Education Open Access Portal Project

Institution: Bryn Mawr College

Project Director: Dr. Jennifer Redmond

Grant Program: Humanities Collections and Reference Resources

Narrative

Significance

The seven colleges' extensive collections of college women's letters, diaries and scrapbooks[1] constitute a rich and largely underused set of documentation on the history of women in the United States from the mid-nineteenth century to the late twentieth century. During these years the political, economic and social status of women in America changed dramatically, with the graduates of these seven colleges playing a major role in expanding opportunities for women[2]. Together, these materials constitute an important resource documenting the rise of women's higher education—a movement that has been the subject of significant study in its own right. The value of these sources, however, extends beyond the study of educational history: this project aims to expand their utility as sources on a wide range of topics, within both women's history and the broader analysis of American cultural history.

The narrative of the opening of higher education to American women revolves largely around the institutions known colloquially as the Seven Sisters, a group of colleges in the Northeastern United States founded between 1865 and 1889. These schools defined the model of advanced study for women and shaped the identity and national perception of the female college graduate. The climate of the educational environment for women during the late nineteenth and early twentieth century is an incredibly rich area of study: because of the integral role played by higher education in many concurrent movements of the Progressive Era, the experiences of these first students offer deep insights into the evolution of women's role in society that extend far beyond the walls of the elite institutions that educated them.

While at college, many students maintained frequent correspondence with loved ones and documented private thoughts in diaries and scrapbooks that now shed light equally on their individual identities and on the cultural landscapes that surrounded them. At a time when women's presence in the public sphere was limited, these seven schools produced a remarkable number of female leaders, professionals, and scholars whose subsequent impact on the world can be analyzed through the environment in which they were steeped during their college years. There is also value, however, in the intimate writings of the students whose later lives are not known but whose voices illuminate a wide variety of perspectives on the college experience. The documents from both famed and little-known alumnae reveal rhythms of daily life; reflections on national and international events; experiences of sexuality and gender roles; social attitudes on issues of race, class, and religion; and myriad other topics significant to our cultural history. They can also help to reconstruct lives and narratives that are underrepresented in the public record. Though few official sources have preserved the identities of the mostly African-American maids and porters, for example, fragments of their stories emerge in the students' anecdotal letters and diaries, or in the occasional scrapbook photo. Thus, these collections reveal stories and voices that are often absent from the cultural record, but that are heavily sought by historians.

The value of the collections at the Seven Sisters institutions has been demonstrated by the scholarly work based on them. For the study of the history of women's education they are essential, and have been used by Helen Horowitz for her book on the colleges, *Alma Mater* (Knopf, 1984) and her biography

---

[1] Summaries of the collections at each institution have been included in this proposal as an attachment.

[2] Strong linkages have been established between education and activism. For example, historian Joan Marie Johnson, in her book *Southern Women at the Seven Sister Colleges*, cites a study showing that "a sampling of prominent women included in the 1914 Woman's Who's Who of America found that over 60 percent had some advanced education, and a full 43.8 percent had college degrees, compared to less than 8 percent of the female population as a whole." Johnson, 144.

of Bryn Mawr president M. Carey Thomas (Knopf, 1994), and several studies of women scholars in the late nineteenth and early twentieth centuries, such as Patricia Ann Palmieri's *In Adamless Eden: the Community of Women Faculty at Wellesley* (Yale, 1995) and Miriam Levin's *Defining Women's Scientific Enterprise: Mount Holyoke Faculty and the Rise of American Science* (Univ. Press of New England, 2005). In several academic fields, there are now efforts to compile collective biographies of prominent women in the field, which inevitably leads to faculty and alumnae from the Seven Sisters colleges. One of the best examples of this work is *Breaking Ground: Pioneering Women Archaeologists* (Michigan, 2004), which has now been significantly expanded by the website at Brown University, "Breaking Ground: Women in Old World Archaeology."

The colleges were also a training ground for women who became prominent activists, and whose lives are receiving new attention from scholars, such as Kirstin Downey's biography of Mt. Holyoke graduate Frances Perkins (Doubleday, 2009) and Kristen Gwinn's biography of Bryn Mawr graduate and Wellesley faculty member Emily Greene Balch (Illinois, 2010). While only a few of the colleges' alumnae achieved such prominence, many became leaders of social reform and women's rights movements at the local and state levels. Joan M. Johnson's study *Southern Women at the Seven Sister Colleges: Feminist Values and Social Activism, 1875-1915* (Georgia, 2008), discusses how the southern women who attended these northeastern schools became leaders of the social reform and education movements in their region.

The collections also address wider social and cultural issues. Women's colleges were leaders in creating athletic programs for women, in large part to address the late-nineteenth century concern that women were not physically capable of rigorous scholarly work. The continuing interest in women's athletics and issues of body image has led to several books and dissertations on the subject that drew from our collections, including Margaret A. Lowe's *Looking Good: College Women and Body Image, 1875-1930* (Johns Hopkins, 2003) and Patricia Campbell Warner's *When the Girls Came Out to Play: the Birth of American Sportswear* (Massachusetts, 2006). The collections have been used less extensively for studies that examine the history of sexuality and gender roles in the United States, but such issues arise routinely in students' letters and diaries, with frequent references to "crushes" on other students and an awareness of life options other than marriage. Rona Wilk's article "'What's a Crush?' A Study of Crushes and Romantic Friendships at Barnard College, 1900-1920" (OAH Magazine of History, 2004) is an example of one study that has made use of the collections for sexuality studies.

Student letters, diaries and scrapbooks address most other important political and social issues in the late nineteenth and first half of the twentieth century. Voting rights for women naturally was one of the critical issues in the decades before 1920, and is reflected in the papers of a number of students who were active in the movement, such as Stella Bloch Hanau at Barnard, Mary Whitall Worthington at Bryn Mawr, and Maud Wood Park at Radcliffe. Many students were also concerned with more than the rights of privileged women, and their writings shed light on the experiences of a broader cross-section of American society. Bryn Mawr and Barnard students in the 1920s and 1930s, for example, were active with the experimental Summer School for Women Workers, a program that brought an interracial group of women working in industrial jobs to campus for education in both humanistic studies and social activism. The population at these schools was also not limited to white Protestant women. They all admitted Jewish students at a time when anti-Semitism was still the rule in much of American society, and so the letters of these students, such as Bertha Szold at Bryn Mawr in the 1890s, provide a view of a young Jewish woman's experiences in college. The colleges also hosted students from Asia early in their histories. Vassar holds the papers of their first Japanese graduate, Stematz Yamakawa, along with letters and diaries of other students who commented on her presence.

Utilizing the expertise of humanities scholars, librarians, archivists, digital humanists, and metadata and technical specialists, this project seeks to establish a framework for the digital sharing and aggregation of the collections dispersed across our institutions. Until recently, women's educational history has been underrepresented in the digital revolution in humanities scholarship. Much of the pioneering digital work thus far has focused on digitizing the materials of famous men or has secluded women's history behind the paywalls of proprietary holdings such as the Alexander Street Press databases. Free, open access to online material related to the history of women's education has been slow to develop. Part of the aim of this project is to chart a path toward the revitalization of research in the area by providing access to a new body of rich source material for historians interested in studying the national landscape through women's lives and educational experiences in the late nineteenth and early twentieth centuries. A conference held at Bryn Mawr College in March 2013, entitled "Women's History in the Digital World," saw a strong turnout and generated significant interest among the scholarly community. Through conversations at the event it became evident that, while there is much activity in digital women's history, most are scattered small-scale independent projects that address specific historical themes. The History of Women's Education Open Access Portal Project would pilot a federated model of collaboration that could serve as a valuable anchor for this community of digital practitioners.

This project proposes to digitally link the collections of the Seven Sister colleges in a searchable portal, which would both expand access to the individual collections through digital facsimiles and increase the research value of each one within the context of the whole. The digitization, aggregation, and transcription and mark-up in TEI (Text Encoding Initiative) of these items would yield several immediate benefits for both the materials in the collections and for those interested in using them. First, digitizing these archival materials, many of which are fragile, ensures their future use and physical preservation. Second, the project will result in a standardized approach to digitization, transcription, and cataloging the documents to ensure that these closely related collections can be discovered and used in a consistently reliable fashion.

The impact of a shared metadata standard will extend beyond the items initially included in this project: a foundational shared vocabulary for materials related to the history of women's education will define categories of interpretation and analysis that will lead to deeper, more complex research. The use of common metadata will open avenues of inquiry into larger themes by enabling distant readings, which are only possible across large bodies of material that can be analyzed comprehensively. A broader, aggregated view of the collections included will therefore greatly enhance their scholarly use. Furthermore, in the long-term vision of the project, we hope to reach out to other women's colleges whose holdings could enlarge the database. Any materials thus included would adopt the cataloging standard developed by this project in order to facilitate precise and agile analytical research.

Our preliminary talks with scholars in the field have highlighted the difficulties of finding this source material and the challenges of making broader research findings, when so much material is uncategorized or lacking detailed metadata. Should the project receive funding, we expect to see an exponential growth in the use of the materials, both in quantity and in diversity of purpose. This new resource will contribute to research by making sought-after materials more available to scholars in many fields, including history; education; gender and women's studies; life writing and autobiographical studies; the material culture of women's lives; the impact of consumer culture on personal memory recording; and scholarly research into the nature and history of identity. Scholars interested in the physically delicate scrapbook collections, in particular, will find greatly reduced barriers to their work. However, the major impact of such a tool will be in the connections that will be illuminated through the gathering of these currently disparate collections into a single resource, where individual items can be compared side-by-side or analyzed as a group. We anticipate that methodologies of digital scholarship

5

such as data mining will facilitate fresh paths of inquiry, such as tracking patterns of linguistic change over time, or enabling comparisons of large bodies of data such as the experiences of students of American women's colleges versus international ones. Women's history continues to be a major area of research, and the development of women's education in the United States is a topic that currently attracts particular interest in light of the international landscape: across the globe, women's education exists in varying states of development and is still controversial in many regions. It is, therefore, a matter of intense cultural interest and attention. We believe that making these collections much more accessible is a critical step toward advancing the important work that is being done across many communities, both scholarly and beyond.

History, scope, and duration

This proposed collaboration has grown out of the significant work that all of the institutions have done in recent years to make their collections of student letters and diaries more widely known. The lead institution, Bryn Mawr College, has been particularly focused on the topic since receiving a grant from The Albert M. Greenfield Foundation in 2010 to establish The Albert M. Greenfield Digital Center for the History of Women's Education. During the course of developing this site, the Center's director, Jennifer Redmond, began working with archivists from most of the other participating institutions to create an online exhibition on early entrance examinations at selective colleges. These contacts led to informal conversations about the potential value of bringing together our digital collections, which then led to a series of planning meetings beginning in November 2012 and continuing through the spring in a series of online conversations and two in-person meetings: one at Bryn Mawr during the "Women's History in the Digital World" Conference, organized by the Greenfield Center, and one at Barnard College in April 2013.

The planning grant is intended to be only the beginning of a long-term commitment to provide a single point of access for documentation on women's education. In the year funded by this planning grant, we will catalogue, digitize, transcribe and mark up a small batch of material in order to effectively test a prototype product. After the pilot site and common standards are in place, we will pursue funding to expand the amount of material available in the repository through a massive effort to digitize items and build in metadata. We hope that by sharing our methodology, workflows, metadata standards and open source platform, we can assist in stimulating other institutions with similar collections to share their sources following our lead, and we intend to eventually include other partners in the project. Ultimately, we envision that this collaboration will lead to the establishment of a federated union or council, based on the model of the NINES (Networked Infrastructure for Nineteenth-Century Electronic Scholarship) database, which will support smaller projects that focus on women's education. This would include promoting the standards we have used for digital projects on women's education and creating a scholarly review board of international standing that can authoritatively evaluate the merits of new projects in the area. The group already has dedicated staff time to researching our collections, sharing information about platforms we use, and agreeing upon preliminary arrangements for effectively managing this collaboration.

Thus, although our Foundations project will last for just one year, we are applying with the intention that this will be the start of a long-term alliance among the partner institutions.

Methodology and standards

We envision that the pilot phase of the project will include at least ten examples each of scrapbooks, letters and diaries from each institution in order to test the software platform and have a significant enough corpus of materials to gauge the user experience. These will be selected to reflect diversity within the collections based on experiences over different decades, from students of different ethnicities and social backgrounds. This initial selection of sources will help us to decide the exact scope

of the larger collaboration. Items will be digitized according to the guidelines outlined in the [Federal Agencies Digitization Guidelines Initiative](#), and the partners will hold discussions of appropriate mark-up standards both for the prototype and the long-term project.

We will also produce a comprehensive survey of existing open source software systems that could house the type of portal that we envision and provide an interesting and engaging viewer for our content types, particularly for scrapbooks. We will critically examine the functionality and metadata possibilities in a variety of software platforms, including Collex, VuDL, Bia, Scalar, Islandora, and Omeka, by installing an instance of each of these systems on a shared server so that all participating institutions can test them. Although team members already have experiences with many of these frameworks, we will ensure that each participant will be able to engage with all the candidate systems in a much more critical way during this planning phase.

Our technical analysis will include the following facets:

- *Technical barriers and digital preservation*: What barriers present themselves in a collaborative structure? We recognize that our partnership and future institutional support both influence the stability of what we wish to create, and we will thoroughly examine questions of how to manage the collaborative nature of this project in order to insure future stability. In particular, this will be affected by decisions around shared hosting services and maintenance. We also believe that any new model must consider the short- and long-term digital archiving needs of the materials it curates. Are there one or more pieces of software that provide the technical, preservation, and humanities pieces to our puzzle? Will our software allow us to robustly describe our objects in a way that is compatible with our local systems? If repository software is adequate, but the presentation of the materials is not, should we work to create that presentation layer in as scalable a way as possible?

- *Use and access related barriers*: What do digital humanities scholars consider to be the core functionality of their work, and how can we ensure that we develop to best serve their goals? The nature of these materials will present complex questions as we work to design a system that will translate their content to digital users. For example, the scrapbooks have an intricate part-to-whole relationship (one scrapbook page often consists of a variety of disparate items), and we are excited to tackle the challenge of representing their rich structures in a meaningful way. Similarly, letters and diaries will benefit from transcription and detailed mark-up, which will provide new search opportunities to uncover themes that may have been nearly impossible to discover without digitization. These value-added features, however, will also expose the need for additional information, and our analysis will help chart a course for further participation by the seven institutions and others.

In addition to evaluating software functionality, questions remain as to what type of additional user-based services can or should be offered in conjunction with such a repository. For instance, what kind of "portal" type services can be included, such as options for arranging research materials virtually into personal collections, annotating those materials, and sharing or collaborating with other scholars in the virtual space, or even creating and publishing digital projects. Therefore, in addition to testing software functionality, our developer will also review these systems to ascertain which ones lend themselves to the type of development work that will allow us to feature letters, scrapbooks and diaries.

We also will have extensive discussions about metadata and different file-based frameworks that can describe the facets of our collections. First, we have discussed in previous partner meetings that the

7

Dublin Core Metadata Initiative will likely provide the most flexible element set for our wide variety of objects, particularly in scrapbooks. The nature of a scrapbook also means that a rich relational framework must be employed, and we hope that our explorations for semantic understanding via TEI and relational understanding via RDF (Resource Description Framework) will yield promising solutions. Next, we must engage in an understanding of digital humanities value-added services, such as transcription, mapping, and timeline possibilities, and explore how our metadata can best serve these needs once identified. We also wish to learn more about how we can express our data via Linked Open Data so that we may contribute to this growing body; and we hope that we can leverage already created libraries in this model so that we can enhance our own data. Finally, it will be important to capture as much technical metadata as possible for long-term digital preservation, and we will carefully examine any repository system with an eye to this important facet.

The partnership brings a rich set of experiences to the technological table. Collectively, we have created and maintained digital libraries for many years and with many software solutions, and are well versed in what the landscape currently offers. We will also engage in formal and informal user experience testing for the chosen platform to ascertain how users wish to access the materials and what they feel they gain from the availability of sources online. A planning grant will allow us to evaluate the best software to provide the platform we need to bring our materials to the widest audience possible. We are committed to using an already created open source tool so that any development work will benefit the open source software community. Our own learning experiences will be combined with the views of test users to feed into plans for the larger digital collaboration and will be included in the white paper that emerges from this project. Where there are gaps in our collective expertise, we will identify outside consultants to assist us. For instance, one area where we have little experience is with Linked Open Data.

Sustainability of project outcomes and digital content

The Foundations planning grant will produce a pilot site and a plan for developing linked, sophisticated metadata to explore the collections of the seven partner institutions. One initial task of the group will be to develop a memorandum of understanding for how the group will work, based on our initial conversations on sharing workload, following metadata standards and digitization guidelines, and procuring server space, for example. We have already agreed that the metadata for all items shared on the site, at pilot stage and beyond if funding is successfully obtained, will remain on the site in the event that any partner wishes to leave the project. The server space purchased for the pilot phase will be independent of any institution, ensuring equal access for all partners, and it will be maintained through the grant funding and subsequently covered by the partners after the grant is over. All partners have already agreed to digitally preserve all archival items that are scanned and used in this project in accordance with their own institutional digital preservation policies. As part of the project we will be sharing knowledge on the digital preservation policies currently adopted at each institution, with those partners who have more developed policies assisting partners without policies to develop their own.

We will also be able to provide a strong assessment of the possibilities and challenges we will face, and recommend future actions for the seven-institution partnership to sustain itself beyond the project pilot phase and beyond the initial group. We believe that our technical work will encourage additional participants, streamline difficult procedures, and provide an integrated, highly significant set of primary resources to a wide audience. With an eye to extensibility, so that we can bring new partners as well as new content types into our system in the future, we will assess software and services accordingly. We will also examine our software under the lens of scholarly digital humanities practice, providing a way to select or develop the core set of features that our project should offer its users. The Work Plan below details the timeline for these activities.

Dissemination

In order to position the project to move smoothly from the pilot to its next phase as a fully realized endeavor, we will publicize our initial work both within our local institutions and beyond. We will begin by publicizing both the process and product of the planning phase at our local campuses through email, posters, and social media. We will build interest and awareness among students and faculty, who will be essential allies in this project for gauging effectiveness and user experience of the portal, given their position as the most frequent users of the collections in their current forms. We will also attempt to build local interest through news releases and a series of public events at each campus, in the hope of reaching local populations that might be interested in the materials.

To reach beyond our own communities we will send email announcements to the appropriate scholarly lists, such as the H-Net Humanities and Social Sciences Online listservs, the FemTechNet listserv (through University of Oregon), and the TEI listserv (through Brown University). We will also reach a wide range of potentially interested users including alumnae, independent scholars, and members of the public by leveraging the social media presence that many of us have built through platforms such as WordPress (see the Educating Women blog at http://greenfield.blogs.brynmawr.edu), Tumblr (see the Greenfield Digital History page at http://greenfield-digitalhistory.tumblr.com/), Twitter (Greenfield Digital Center @GreenfieldHWE, Barnard Archives @BarnardArchives), Facebook, and others . Finally, we will reach out to other women's colleges who may wish to collaborate as partners by contributing materials of their own to the product in a later stage of development.

Upon project completion, the white paper will be published on the Bryn Mawr College online repository (http://repository.brynmawr.edu) where it will be open to the public and optimized for search engines, and then we will publicize its availability through the outlets mentioned above.

Work plan

Summary

The project's work plan consists of three elements:

      1) The selection of a platform to serve as the portal for accessing the digital collections, and design of the pilot version of the portal;

      2) The development of standards for cataloging digitization and transcription, and the creation of a taxonomy for describing types of documents and subjects found in the collections of women students' papers;

      3) The writing of a white paper describing the project's work and findings, accompanied by the cataloging standards and taxonomy.

Technical support for the design of the portal will come from Interactive Mechanics, a Philadelphia-based web, mobile, and interactive design firm that has worked closely with Bryn Mawr in recent years to develop the site for The Albert M. Greenfield Digital Center for the History of Women's Education. Interactive Mechanics will set up the test server for evaluating platform options, and will work with the project team to design and implement a pilot site by the completion of the project. (For more information on Interactives Mechanics, see profiles of the consultants in Appendix II and a proposal for technical consultancy in Appendix IV.) An important part of designing a site is testing early prototypes through focus groups. We will organize at least two focus groups consisting of scholars in the region specializing in women's history. One focus group will be held at Bryn Mawr and organized by the project

director; the other will be held at one of the other partner schools, and will be organized by that college's project staff.

The responsibility for writing the cataloging and technical standards will be divided up among work groups consisting of members of the institutions' staffs. The participants already have extensive experience in digitization, cataloging, and creating online sites for their collections, so they will bring considerable knowledge to the work of creating a manual that all of the institutions will follow.

The writing of the white paper will be the primary responsibility of the project director, but she will receive considerable assistance from other project participants.

Time Schedule

May - June 2014:
- Technical consultant will begin work on setting up the pilot server space for testing software platforms. Within the first month, one instance of each software system (noted above) will be installed on a server.
- Within the next month, participating institutions will upload items to the repository (at least one scrapbook, one diary and between 5 and 10 letters).
- Virtual meetings conducted by the project team (using Google Hangout) to finalize Memorandum of Understanding for the project; set dates of future meetings; review of work schedule; and appoint work groups to develop taxonomy, cataloging, digitization, and transcription standards.

July 2014:
   First in-person meeting of project team at Barnard College, New York; begin assessments of software; on-going development of standards by work groups.

August - October 2014:
   First in-person meeting of project team with advisory board at Barnard College, New York, to review work done to date and review recommendations for standards and platform; to make final decision on software platform; then technical consultant begins site design work, advised by design committee from project participants.

November -December 2014:
   Focus groups test pilot site; results inform revisions of site.

January -February 2015:
   Ongoing development of site, including uploading of additional documents from participants; completion of standards and taxonomy documents; drafting of white paper begins.

March - April 2015
   Meeting of project team with advisory board to review completed site, documents, and draft white paper; public announcement of site and publicity of the site and project at participating institutions; completion of white paper.

Staff

Bryn Mawr College, lead partner in this application, will coordinate the grant by arranging meetings, managing liaisons with the technical consultants, assigning tasks and taking responsibility for managing the budget. The completion of tasks outlined in the Work Plan will be the responsibility of the individual members named and described here. All those listed as staff on the project will contribute at least 10% of their time to the project throughout the year and will attend the scheduled meetings as well as complete specific tasks assigned to them due to their expertise.

In addition, the project will have an advisory board made up of leading figures in the fields of women's history and the digital humanities. The board will meet twice with the project team to advise on prototypes, standards, and focus groups, and will review drafts of the standards documents and white paper. Advisory Board members are Ellen Gruber Garvey, Professor in the English Department of New Jersey City University; Helen Lefkowitz Horowitz, Sydenham Clark Parsons Professor, *emerita*, at Smith College; Mary Kelley, Ruth Bordin Collegiate Professor of History, American Culture, and Women's Studies at the University of Michigan; Laura Mandell, Director of the Initiative for Digital Humanities, Media, and Culture and Professor of English at Texas A&M University; Katherine Rowe, Professor of English, Director of the Katharine Houghton Hepburn Center, and Director of Digital Research & Teaching at Bryn Mawr College; and Susan Tucker, Curator of Books and Records, who oversees the Newcomb Archives and the Vorhoff Library at Tulane University.

From Bryn Mawr College the following staff will be involved in the planning grant: Dr. Jennifer Redmond is Director of The Albert M. Greenfield Digital Center for the History of Women's Education and will be the project coordinator. She will oversee the grant, ensuring that project tasks are completed on time; she will direct and contribute to the writing of the white paper at the end of the project, as well as contribute to the development of the project's scholarly themes. Dr. Redmond will be supervised by Eric Pumroy, Director of Library Collections and Seymour Adelman Head of Special Collections and current Interim Chief Information Officer. Mr. Pumroy will be the direct liaison between the project and the research and development office at Bryn Mawr College, ensuring that project reporting and budgetary matters are attended to. Dr. Redmond will be assisted by Evan McGonagill, Research Assistant at The Albert M. Greenfield Digital Center for the History of Women's Education, who will assist with necessary research as well as contribute to the white paper. A new Digital Collections Librarian will be recruited to Bryn Mawr College in the intervening period who will also contribute time to the project.

Lisa Norberg, Dean of the Library and Academic Information Services at Barnard College, will oversee the work of her staff, organize the face-to-face meetings to be held there, and contribute to writing the white paper. Shannon O'Neill, College Archivist and Associate Director of Research and Instruction Services at Barnard, will help to plan project outreach activities, including managing the social media profile; she will also help to guide the discussions on the research and scholarly concerns of the project. Martha Tenney, Digital Archivist at Barnard College, will contribute her expertise to the review of software platforms and will assist in writing up relevant parts of the white paper.

From Mount Holyoke College, Leslie Fields, Head of Archives and Special Collections, will lead the plans for developing the digital preservation guidelines for the project and will contribute to the policy for this written into the white paper. Sarah Goldstein, Director of Digital Assets and Preservation Services, Library, Information, and Technology Services, will be part of the technical personnel who will liaise with the technical consultants on platform selection and write up white paper findings on this part of the project. Both will also have significant input into developing the metadata standards and the linked open data discussions.

From the Schlesinger Library at Harvard University, Paula Aloisio, Metadata Specialist and Manuscript Cataloger, will contribute to the decision making process on refining the metadata schema and will work to develop guidelines for the larger project on this issue, contributing to the white paper specifically on this topic.

Joanna DiPasquale, Digital Projects Librarian at Vassar College, will take the lead on the technical liaison conversations and lead the write-up for the white paper on why and how the platform was chosen, given her technical expertise in this area. Laura Streett, Archivist at Vassar, will contribute to developing the project's humanistic themes and will also contribute to writing the white paper section addressing the research questions that will shape how the portal operates for users.

Jane Callahan, Archivist at Wellesley College, will work with others on the archival metadata standards and the humanistic themes of the project. She will contribute to the white paper as will Ian Graham, Director of Library Collections at Wellesley. Ray Schmidt, Manager of Cataloging & Metadata at Wellesley College, will liaise with the technical team on the metadata standards and will also review platform survey results.

Nanci Young, College Archivist at Smith College, will coordinate activities related to digitizing the materials at Smith and will contribute to the metadata standards, the thematic discussions and writing the white paper. Elisa Lanzi, Director of Digital Strategies and Services, Smith College Libraries, will be part of the team to work with the technical consultants on the platform selection, metadata and linked open data. Both will contribute to the white paper findings on these parts of the project.