Narrative Section of a Successful Application

The attached document contains the grant narrative 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/divisions/preservation 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, 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: College Women: Documenting the Student Experience at the Seven
Sisters Colleges

Institution: Bryn Mawr College

Project Director: Eric Pumroy

Grant Program: Humanities Collections and Reference Resources

Project Narrative

1.   Significance

The colleges once known as the "Seven Sisters," regarded as the equivalent of the Ivy League before those institutions admitted women in the late twentieth century, possess extensive holdings of young women's personal writings from the late 19th and early 20th centuries--an unparalleled and only partially tapped resource for the study of U.S. women's and gender history (**see Appendix 1**). Going to college was not only an intellectually and socially awakening experience for many women, but it also provided occasions for them to engage in extensive letter writing to family and friends, and to keep diaries and scrapbooks that preserved their impressions, ambitions, and memories of their first years of independence from home. These collections of student writings include discussions of political reform and women's rights, sexuality and body image, traditions and campus culture, religion, race and class, and the experience of living through major domestic and international events.

The value of the collections at the Seven Sisters has been demonstrated by the scholarly work based on them. For the study of the history of higher education they are essential, and have been used by Helen Horowitz for her foundational study of the colleges, *Alma Mater: Design and Experience in the Women's Colleges from Their Nineteenth Century Beginnings to the 1930s* (Knopf, 1984; UMass second edition, 1993) and her biography of Bryn Mawr College president M. Carey Thomas (Knopf, 1994), as well as several studies of women scholars in the late nineteenth and early twentieth centuries including Patricia Ann Palmieri's *In Adamless Eden: The Community of Women Faculty at Wellesley* (Yale, 1995), *Breaking Ground: Pioneering Women Archaeologists* (Michigan, 2004), and Miriam Levin's *Defining Women's Scientific Enterprise: Mount Holyoke Faculty and the Rise of American Science* (University Press of New England, 2005). Research on student life at these institutions has made its way into biographies of leading women college alumnae of the early twentieth century—including 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)—and has shaped other studies that look at the student experience across multiple institutions, including Margaret A. Lowe's *Looking Good: College Women and Body Image* (Johns Hopkins, 2003) and Joan M. Johnson's *Southern Women at the Seven Sister Colleges* (Georgia, 2008).

Effective use of the collections by a wide range of researchers is impeded by their dispersal across seven geographically disparate campuses and by the difficulty of locating comparable sets of letters and diaries across institutions. Indeed, despite the growing number of published sources on women at these colleges, and a number of older institutional histories, women's higher education histories are not often the subject of classroom work in U.S. women's history. The research value of these materials will be greatly increased by the ability to consider the materials in conversation with each other, as part of a larger phenomenon in the history of women in

America, rather than as isolated fragments that document only the history of the individual colleges.

In recognition of the potential for expanding the *College Women* portal (collegewomen.org), first developed with a NEH Preservation and Access grant in 2014-2015, the seven project partners have identified important collections at their institutions created by the founding generations of women students. At present, the portal excels in documenting the visual culture of these women's experiences: photographs and snapshots from the seven partner libraries make up a majority of the items currently on offer to researchers. A significant area of growth, then, for the next phase of the project will be to digitize more complex items—collections of letters, photo albums, and scrapbooks—that the project partners tested with the Preservation and Access grant. These materials illuminate expectations for women students from as early as the 1840s (Mount Holyoke College, the oldest of the seven partner institutions, was founded a female seminary in 1837) through the aftermath of woman suffrage in the 1930s. Subject-area highlights include correspondence from student leaders, such as the founders of Bryn Mawr College's Self-Governing Association, the first such college organization in the nation; letters and memorabilia books of students that document the ways in which college women participated in activities on nearby men's colleges as well as their own campuses; and correspondence between mothers and daughters, providing historians with additional resources for tracking the role of the family in young women's educational pursuits. Across institutions, students wrote and collected mementos documenting their experiences in the classroom, at college and community social events, with sports and dramatics, and in forming traditions, creating campus communities during their schools' founding eras. Other collections offer a window into young women's participation in politics through their membership in local chapters of important national organizations, including the YWCA and Young Women's Hebrew Association in New York and the national suffrage movement across the Northeast. A number of the materials identified by all seven institutions also serve as important sources for researching young women's experiences of the home front during World War I.

Many of these sources—both letters and scrapbooks—also include information on young women's secondary education in high schools and academies, the records of which are particularly challenging to locate given the history and short lifespan of many of these pre-college institutions. A number of materials selected for the project also provide an intriguing glimpse into the history of girlhood and adolescence, and suggest more areas of further growth. An additional area of development for this project is enabling digital access to transcriptions as well as original letters. In particular, Vassar College is leading the charge in our collaboration, using OCR to enhance metadata by providing full text transcripts for their collections of student correspondence. Thus, by making primary sources in this important area of study available free and online through one shared portal, the project suggests even greater uses and accessibility for materials that illustrate the experiences of women students during a critical half-century for the

evolution of women's roles in American society—roles that often extended far beyond the walls of the elite institutions that educated them.

The impact of this project will also be felt in the digital scholarship community. The purpose of the original planning grant for *College Women* was to explore the potential for creating a collaborative, subject-specific digital site, one that connects related collections across multiple institutions in a vital and sustainable way, and over the long term, stimulate significant new work in women's history and advance an understanding of the role that women's colleges played in advancing the position of women in society, both in the United States and internationally. This kind of aggregation has been done on a large scale, in other instances, through comprehensive national collections, such as the Digital Public Library of America or the Internet Archive; or state or regional networks, such as the California Digital Library, but comprehensive sites cannot provide the kind of rich, focused interface for exploring a single topic that *College Women* does. The *College Women* site creates a model for how similar collections can be brought together and become more discoverable and useful through special search structures and agreed-upon metadata standards. As a portal for research and teaching on the history of women's education, the site also has a responsibility for encouraging the use of the collections, something that is not easily done through the larger aggregators. Through the site's blog, we are able to highlight important groups of collections, suggest uses of the collections in classrooms and research projects, and point to examples of successful programs, digital projects, or teaching programs that drew from the collections.

This is a model project not just in principle, but also in providing practical tools that can be easily adapted by other collaborative subject-focused projects. The basic site architecture, built on Drupal, is open source and will be available for others to download from a project GitHub at Barnard. The metadata standards and organizational structures being built for the project will not be as directly transferrable to other projects, but will nonetheless be useful starting points for other collaborative digital projects. Our experiences in developing the site through the NEH Preservation and Access planning grant are already available through our project White Paper at http://repository.brynmawr.edu/lib_pubs/17/ and we will write a follow-up to the paper at the conclusion of this much larger digitization project.

The collections to be digitized by each institution are described briefly below (**see Appendix 2** for itemized collection counts):

Barnard College will digitize ten scrapbooks from the turn of the century, a total of 1,914 pages. The scrapbooks document the vibrant student and academic life in New York City, highlighting in particular the experiences of Jewish women during the late 19th century and early 20th century, Barnard's involvement in WWI war efforts, and the suffrage movement on campus. For example, in her scrapbook, Florence G. Sammet Rothschild, Barnard student and correspondent for the *Evening Mail* and *Globe* newspapers, includes news clippings of her write-ups about visits from suffragists recruiting Barnard women to the cause. The collection also includes the diaries of Stella Bloch Hanau, secretary-treasurer of the Barnard Chapter of the Collegiate Equal Suffrage League of New York State.

Bryn Mawr College will digitize the college letters, scrapbooks and diaries from 13 students, covering the period 1889-1930, and consisting of about 2000 letters, 4 scrapbooks, and 14 diaries, totaling 16,762 pages. The collections of letters include two groups of letters documenting student experiences during World War I and the Influenza Epidemic; the letters of Susan Walker Fitzgerald, later a suffrage activist, regarding the formation of the College's Self-Governing Association; and letters of three women who later became prominent in their fields: literary scholars Dorothy Foster and Mary Katharine Woodworth, and archaeologist Lucy Shoe Meritt.

Mount Holyoke College will primarily digitize collections related to student life in the antebellum era, reflecting its longer history as Mount Holyoke Female Seminary, founded in 1837. Letters and diaries range from 1837 to 1907 and total approximately 2,000 pages. By adding these materials to the portal, along with other writings from later Mount Holyoke College students in the 1890s, the College's contributions will allow research opportunities to better track change over time.

Schlesinger Library, Radcliffe Institute will digitize the college letters, scrapbooks and diaries from nine students, covering the period 1892-1940, consisting of scrapbooks, diaries, and letters, totaling 5,990 pages. The collections include letters home from two generations of Radcliffe graduates, Eleanor Stabler Brooks (A.B. 1914) and her daughter, Margaret Brooks Morris (A.B. 1938). Morris and an earlier Radcliffe student whose letters will be digitized, Cornelia (James) Cannon (A.B.1899) both had long careers as political activists after leaving college.

Smith College will digitize the papers of early alumnae Elizabeth Crocker Lawrence, Class of 1883, and Marjory Gane, Class of 1901, ranging from the 1880s to the 1920s, and totaling 5,923 pages. Gane's scrapbook details numerous activities, academic and social, in which she participated. Gane was a member of musical, singing, and dramatics groups on campus. Her letters are filled with news of daily life at school. Lawrence made four scrapbook-like journals documenting her undergraduate experience. Her papers also contain letters from her family sent to her while a student, photographs of friends, her room in the student residence Hubbard House, as well as materials marking her post-Smith experience. She worked tirelessly for the College, and was instrumental in obtaining funding to build Alumnae Gymnasium, the first major gift to the College from alumnae.

Vassar College will digitize letters, scrapbooks, and photograph albums from nineteen students. The materials, ranging in date from 1871-1932, were chosen largely because of connections to previously or soon-to-be digitized material. For example, the scrapbook, photo album and diaries of Anne Southworth come together to form a detailed narrative of student life from 1878-1882, including academics, informal study groups, and friendships, including Southworth's relationship with Stematz Yamakawa, a Japanese student. The valentines and dorm-door notes in the scrapbook of Adelaide Claflin, Class of 1897, give a glimpse of Vassar life at its most informal

and show a side of Claflin she certainly did not share in letters home. The scrapbooks and photo albums of Lucille Cross Russell, Class of 1896, and Jeanne Russell Jannish, Class of 1924, juxtapose the experiences of a mother and daughter who attended Vassar two decades apart.

Wellesley College will digitize the college letters of thirteen students, totaling about 10,000 pages. The collection includes the letters of Edith B. Lehman, composed mostly of correspondence from Lehman to her mother, Carrie A. Lehman, from 1896-1900. It also includes letters sent home during a trip she took to visit family and see the Chicago World's Fair in 1893, as well as speeches and newspaper clippings from her high school graduation.

By digitizing and aggregating the collections selected by the seven partner institutions, this project will make public and add hundreds of thousands of women's words to the corpus of digital archives presently available. Until recently, women's educational history, and indeed, women's history in general has been underrepresented in the digital revolution in humanities scholarship, and much of what is available online has been held behind the paywalls of proprietary collections. This project will grant access to a new body of rich source material for those interested in studying the national landscape through women's lives and educational experiences in the late nineteenth and early twentieth centuries, and in so doing reveal stories and voices that are often absent from the cultural record. As these collections grow, and are discovered, they make the case for the importance of women's education, both historically and presently.

2.   **History, Scope and Duration**

This project is built upon the "History of Women's Education Open Access Portal Project," funded by a Preservation and Access grant from the National Endowment for the Humanities in 2014. The portal project grew out of conversations among staff at the seven institutions in 2012 and 2013 about the potential value to students and scholars of bringing together letters, photographs, diaries, and scrapbooks that document the experiences of the first generations of women college students. We settled on a plan to create a website that would harvest metadata and images from the institutions' digital libraries and bring them together in a single, searchable database, in a manner similar to the Digital Public Library of America. Over the last year we met as a group four times to discuss design and metadata issues and special working groups on metadata, content, and assessment met virtually on a regular basis to work on their specific parts of the project. As a result of these efforts, the portal is now complete and a beta version was released to the public in late May 2015 as *College Women: Documenting the History of Women in Higher Education.*

While this proposal is limited to the collections of the Seven Sisters Colleges, our longer term hope is to expand the portal to create a truly comprehensive site for documentation of life at

American women's colleges. Since the portal is still in a pilot phase, its development, maintenance and governance has necessarily been limited to the seven historically connected institutions in the Northeast. It has never been our intention to restrict membership to this group, though, as demonstrated by our choice of the more comprehensive title *College Women*: *Documenting the History of Women in Higher Education*. As the development of the site has progressed, we have already begun conversations with other women's collections about eventually incorporating their digital holdings into the site. We are especially interested in liberal arts colleges with different student populations and geographic emphases, such as Agnes Scott and Spelman Colleges in Georgia, and Mills College in California. There is also an important tradition of Catholic women's colleges serving the daughters of working class immigrant families, so incorporating letters and diaries written by students at these institutions would significantly enrich the value of the database.

3.   Methodology and Standards

The proposed project is built upon the "History of Women's Education Open Access Portal Project," funded by a Preservation and Access grant from the National Endowment for the Humanities in 2014. The goal of the project was to develop a publicly searchable portal for digital items and metadata relating to early student experiences at all seven institutions. Over the last year we have worked with a developer, Interactive Mechanics of Philadelphia, to build a Drupal-based system for harvesting, searching, and displaying these collections. A pilot version of the site, *College Women: Documenting the History of Women in Higher Education,* is now complete and its availability was announced on many newsletters and electronic lists in June 2015. For a detailed description of the project, see the project's White Paper (http://repository.brynmawr.edu/lib_pubs/17/).

The *College Women* site serves as a portal to the digital collections of the seven institutions, and so houses only metadata and thumbnail versions of the institutions' digital images. Through the portal, users can search selections from the digital collections of all of the institutions simultaneously and have the results displayed together. To view the larger or more complete document images, researchers use the records in the portal as links to the larger viewable images in the holding institutions' digital libraries. By the time the portal was completed in May 2015, there were about 300 objects available through the site, most of them photographs since those were the digital documents that were most readily available for most of us. For the portal to be a truly useful research tool, though, the collections need to be much more extensive. Accordingly, the role of this project is to digitize and catalogue a large number of our most important collections of student letters, diaries and scrapbooks so that they can be accessible through the site. The project also recognizes that rich functionality -- such as superior content delivery mechanisms, high-quality metadata, and enhanced search options -- are also paramount to this

effort, for an important role of the *College Women* site is to offer value-added services that digitization and aggregated access bring to our collections.

Workflow: The details of the scheduling and workflow will vary with each institution, but the structure of the work will be the same, and will consist of the following steps:

1. Pre-digitization preparation of collections, including removing staples and paperclips and identifying oversized or fragile documents.

2. Packing and shipping collections to digitization vendor, or moving collections into in-house digitization queue.

3. Loading of completed images onto in-house server for review and metadata creation.

4. Review of images for quality and completeness by institution's project staff.

5. Creation of more extensive metadata following the project's metadata schema, including subject indexing and tagging with themes.

6. Images and data loaded onto each institution's digital collections system.

7. Images and data loaded onto the *College Women* site. During the early part of the project, the loading process will use our existing system, in which each institution downloads data and images from its site into a TSV file, which is then uploaded to a web server where it is harvested by the *College Women* crawler. When the upgraded harvester is available later in the project, we will be able to eliminate the time-consuming step of creating a TSV file.

8. Images and data on the *College Women* site reviewed by the project manager and the metadata committee for consistency and quality.

The work will be done at each institution by a combination of the institution's permanent staff, students and other temporary workers hired on the institution's budget, and temporary staff hired through the project grant funds. The metadata will be created following the standards set up during the planning grant project (**see Appendix 3**). Our metadata group will monitor the cataloging work done during the course of the project, and will advise on improvements in practice as needed.

Metadata Creation: The staffing for metadata creation was designed to allow for extensive description and indexing of the rich collections of letters, diaries and scrapbooks. During the testing of the *College Women* site last spring, we learned that students and scholars needed item-level subject indexing or else the contents of the letters, diaries and scrapbooks were effectively hidden from view, making most searches meaningless and eliminating much of the value of bringing together similar collections from multiple institutions. Accordingly, we will be creating metadata for each letter, at an average of 30 minutes per letter, a compromise that allows us to capture the basic content of the letters for indexing purposes without getting bogged down in detail. The individual letters will also be linked to collection level descriptions to provide easy access to the contextual information.   Scrapbooks and diaries will require several hours each to describe because of the complexity of these types of documents.   Scrapbooks in particular are rich sources of documentation on student life, and frequently include letters, manuscript poetry and other short writing pieces, programs, memorabilia from social events, artwork, photographs, and clippings on contemporary political and social events.

Digitization: Each institution will manage the digitization and metadata creation of its own collections. While some institutions will digitize in-house and some will outsource the digitization to vendors (**see Appendix 4** for Bryn Mawr, Vassar, and Wellesley), all will follow the common approach of producing a high-quality master, either a TIFF or JPEG2000 at 300 dpi or higher. The digitization arrangements at each institution are outlined below:

- **Barnard College**: Due to their fragility, the collections of scrapbooks, letters, and class notebooks will be digitized in-house. Barnard will utilize flatbed scanners, book scanners, and overhead studio cameras, and will explore the option of utilizing a neighboring institution's Zeutschel two-camera scanner. Images and metadata will be ingested into Barnard's digital collections (http://digitalcollections.barnard.edu/).

- **Bryn Mawr College**: The collections of letters and other loose documents will be digitized by the Lyrasis Digitization Collaborative. Scrapbooks will be digitized in-house using a Bookey Scanner because their fragility and complicated structure make them poor candidates for mass digitization operations. Images (TIFF masters) and metadata will be batch ingested into the digital library Triptych (http://triptych.brynmawr.edu/), a CONTENTdm site managed collectively by the TriCollege Library Consortium (Bryn Mawr, Haverford & Swarthmore).

- **Mount Holyoke College**: Digitization of materials will be completed in-house by MHC undergraduate students funded by the grant. The students will be overseen by staff from Archives & Special Collections (ASC) and Digital Assets & Preservation Services (DAPS). MHC's current model and workflow for capture involves creating about 14,000 discrete digital objects per year and utilizes a digital copystand. TIFF masters are ingested to the DAM system and derivatives can be created and shared easily.

- **Radcliffe Institute**: The material from the Schlesinger Library will be digitized at Harvard's Digital Imaging Services, which has been digitizing material for over a decade. Located in Widener Library, it contains many flatbed scanners, book scanners and studio cameras. The files will be JPG2000 files, full color, and will be made available through links in the collection finding aids and also through the Harvard Page Delivery System.

- **Smith College**: The collection of correspondence, journals, and photographs will be digitized in the Smith College Libraries' digital studio by qualified production staff. Recently this unit digitized over 4,000 Medieval MSS assets. Scanners and direct digital capture methods (e.g., cradles) will be used depending on the material type. Smith's digitization management and quality control system will track the workflow. Master preservation files and derivative assets will be stored and ready for ingest into Smith's publication repository and the Seven Sisters project.

- **Vassar College:** Digitization will be outsourced to Hudson Archival in Kingston, New York. Images and metadata will be uploaded to the Vassar College Digital Library, which uses the Islandora platform (http://digitallibrary.vassar.edu/).

- **Wellesley College**: Digitization work will be outsourced to the Northeast Document Conservation Center, and the images and metadata will be uploaded to Wellesley's Shared Shelf repository.

Portal Development: The *College Women* site was designed during the planning grant by the web development group Interactive Mechanics, working closely with the project team at the institutions. The site, built on Drupal, works very well for searching and displaying results, but we discovered in the middle of the planning grant that the Drupal module for harvesting data (the OAI-PMH Feeds Module: https://www.drupal.org/project/feeds_oai_pmh) was not sufficiently flexible and robust to work with the multiple systems and data structures that we manage across our seven institutions. As a workaround, we manually created TSV files of our data for the module to harvest. This approach requires too much staff time for it to be sustainable over the long term, so we are including funding for Interactive Mechanics to build a module that can be modified to accept multiple types of structured data. This development will automate the process of adding data to the portal, ensuring that it can continue to grow without significant staff intervention at each institution. This open source development project will be available for other institutions to use and adapt through a GitHub established at Barnard. Interactive Mechanics has also agreed to donate its modifications of the Drupal Views OAI-PMH module to the Drupal community (https://www.drupal.org/project/views_oai_pmh).

Our other budget requests for portal development include funding to improve the appearance and functionality of several features, including the presentation of accompanying document transcripts; and funding to allow Interactive Mechanics to "white-label" the site, so that we can make the structure easily available to other groups interested in undertaking similar collaborative projects.

Intellectual Property: The collections included in the project do not have any known restrictions or limitations that would prevent us from digitizing them and making them available to the public. Most of the collections came to our institutions as unrestricted gifts or were created by individuals who died prior to 1945, and are therefore in the public domain. The collections for which we lack documentation are ones that have been in our institutions for decades, and include letters, diaries and scrapbooks that were created more than a century ago. While we have published in print or digital form many similar documents without objection, we recognize that some of these collections do not have public domain legal status, and, therefore, posting them online may result in a complaint from the intellectual property rights holder. Should this situation arise, the institution holding the papers will evaluate the situation and, if appropriate, remove the digital images from both the portal and its own site.

4.   **Sustainability of project outcomes and digital content**

There are two major components involved in the sustainability of this project: 1) the maintenance of the *College Women* site after the end of the grant period; and 2) the long-term preservation of the digital images and associated metadata.

Commitment to the Project: The seven institutions are committed to the success of the *College Women* site, as demonstrated by the accompanying letters of support from the colleges' administrators.   The support reflects how the project fits into the larger mission of these institutions to advance opportunities and education for women, particularly among the five

colleges which are still single sex (Barnard, Bryn Mawr, Mount Holyoke, Smith, and Wellesley). An important part of that advancement is built upon an understanding of how women have struggled for legal, political and economic equality over the last century and a half, and how so many of the leaders in that struggle were educated at women's colleges, and especially at the Seven Sisters schools. By encouraging research in the history of the colleges and their students, the *College Women* site both expands our knowledge about the interaction of education and social change, and at the same time celebrates the accomplishments of the first generations of women who pursued advanced education and professional careers.

Staff members at all seven institutions devoted substantial amounts of time over the last year to designing and building a shared site with a common metadata schema, an effort that is indicative of the great potential that we all see in having a unified portal to our collections.The next steps in the collaboration will be creating a formal governance structure, a topic that we discussed at the March 2015 planning group meeting, but tabled because of the greater urgency of the issues relating to completing the pilot portal and pursuing funding to expand the digital collections. Nonetheless, the meeting's discussion included a general agreement to share in the site's upkeep costs, and to move into a structure for shared governance. This proposal sets up such a structure with a coordinating committee made up of representatives from each institution, as well as a series of working committees. One of the responsibilities for the coordinating committee will be to draft a memorandum of understanding for approval by the participants' institutions to cover the ongoing decision-making process and maintenance of the site.

Digital Preservation: The *College Women* portal is the unified access point for our collections, but it is not critical to the long-term preservation of the digital images and metadata created during the project. The *College Women* site harvests and displays metadata and thumbnail images from the digital repositories maintained by each institution, and so it is at the institutional level where the preservation work will be managed. All of the institutions have active digital collections programs, staffed by digital collections specialists, and have programs in place to capture high-quality images and store them in reliable systems that are backed-up. Since each institution will also be hosting the digital collections created in the project in their own digital libraries, they will have regular opportunities and incentives to monitor the state of their digital collections and ensure that they are safe and useable.

5. Dissemination

Our plan for dissemination builds on outreach developed for the release of the *College Women* website, which launched in May 2015. That site has garnered interest from key groups as a result of early publicity by the seven partner institutions. We have built an audience that eagerly anticipates use of the portal with its expanded content and functionality. Therefore, during and upon completion of this project, we will release a new wave of publicity to spread awareness of the availability of the collections to researchers, college and high school teachers, women's

college alumnae/i, and other stakeholders.

We have begun to build an audience on our seven campuses and beyond through several methods, beginning with each institution's locally tailored plan for outreach to its own communities. We will utilize campus emails, visual advertising, and social media directed at each institution's students, administrators, and faculty, as well as important off-campus supporters: women's college alumnae/i and friends. These efforts are targeted at the casual browser; additional plans target two groups who will make scholarly and pedagogical use of the site: researchers and teachers.

In order to connect a dispersed network of scholars who are likely to use the newly accessible collections, we will release news and information about the portal and newly digitized collections to electronic mailing lists for scholars in History, Women's Studies, Digital Humanities, Education, and Archives and Library Science. We will also leverage the strong social media presence of the participating institutions. The Albert M. Greenfield Digital Center at Bryn Mawr, in particular, has cultivated an international following with a specific focus in the history of women's higher education, and the Center's biennial conference Women's History in the Digital World, blog, and social media network regularly reaches a large number of people who will find our aggregated collections relevant to their work and interests. These existing channels of communication can be used throughout the project to publicize our progress, and upon its completion, to announce the availability of the collections.

We are also committed to facilitating use of the expanded portal and newly digitized hidden collections in the classroom. The project team includes subject specialists and instructional librarians who will target interested faculty at our institutions who teach in the areas of Women's and Gender History and History of Education, to workshop the site and design classroom activities and assignments using the digital collections. These ideas will be publicized through the portal's blog. Additionally, members of the project team have plans to present the project at professional conferences over the course of the grant—including the annual meetings of the American Historical Association, the Digital Library Federation, RBMS, National Women's Studies Association, and the History of Education Society.

Finally, we intend to develop an outreach plan to target researchers, faculty, and students at other women's colleges and secondary schools in the U.S. and abroad, building our networks outward from the Seven Sisters institutions. This will help us strengthen relationships with other institutions of women's higher education, raise awareness of the collections for a key interest group, and lay groundwork for the future possibility of including collections from additional schools.

6.   Work Plan

Summary: The project's work plan consists of six components:

1)   Digitizing approximately 50,000 pages of student letters, diaries and scrapbooks from the seven institutions' collections.
2)   Creating metadata for the images, following the metadata standards established during the planning grant.
3)   Loading the images and metadata in each institution's digital library, from which they will

be harvested for the *College Women* site.

4)   Enhancing the functionality of the *College Women* site by working with Interactive Mechanics to develop an efficient harvesting module in Drupal, improving other functionality in the site, and develop a "white label" version of the site so that it can be easily adapted by other, similar projects.

5)   Promoting the site through announcements about the site and individual collections to newsletters and electronic lists, and enhancing the usability of the site through writings about the collections on the site's blog.

6)   Settling the terms of the long-term maintenance and governance of the site.

The work of planning, refining standards, establishing the sustainability structures, and overseeing the day-to-day work of digitizing and cataloging will be conducted by staff at the seven institutions, and coordinated by a project manager hired specifically for the project. The participating staff have already had the experience of working together extensively over the last year as they developed and tested the *College Women* site and the metadata standards for the images. In addition, each institution will hire part-time workers, typically graduate students in information science programs and their own undergraduate students, to do much of the day-to-day work of digitizing, cataloging, and reviewing.

Technical support for the project will come from Interactive Mechanics, a Philadelphia based web, mobile, and interactive design firm that that did the development work on the *College Women* site during the NEH-funded planning grant. Interactive Mechanics has also worked closely with Bryn Mawr College in recent years to develop the website for The Albert M. Greenfield Digital Center for the History of Women's Education. The firm will be responsible for developing a more effective harvesting module in Drupal, and will "white label" the site so that other projects can adopt it easily for future digital projects (**see Appendix 5**).

Time Schedule

May-June 2016:
- Hiring of Project Manager at Bryn Mawr, and hiring of part-time project digitizers and metadata creators at the other institutions.
- Contract with vendors for digitization of documents, or begin in-house digitization.
- Contract with Interactive Mechanics for developing harvesting module for the site.
- Organize virtual meeting of the Project Planning Team for May to discuss project timeline, standards, portal development, and governance.
- Metadata Team begins discussions about application and revision of the project's existing metadata standards.

July - December 2016
- At each institution, beginning of ongoing digitization, metadata creation, and uploading of catalogued images to the *College Women* site.
- Project Manager visits each institution during the summer to talk about processes and standards.

- Begin development of the metadata harvesting system by Interactive Mechanics and the members of the portal development team.
- Meeting of the Project Planning Team in the fall to discuss the project's progress, metadata and technical issues that have arisen, publicity for the project, and the long-term maintenance and governance of the site.

January –May 2017
- Ongoing digitization, metadata creation, and uploading of catalogued images to the *College Women* site.
- Ongoing submission of announcements about collections and findings to newsletters and electronic lists, as well as to the site's blog.
- Testing of the harvesting module for the site.

June – August 2017
- Ongoing digitization, metadata creation, and uploading of catalogued images to the *College Women* site.
- Ongoing submission of announcements about collections and findings to newsletters and electronic lists, as well as to the site's blog.
- Meeting of the Project Planning Team to discuss the project's progress, metadata and technical issues, and publicity, and to come to final agreement on long-term maintenance and governance of the site.

September – October 2017
- Completion of digitization, and metadata creation for the site.
- Submission of announcements about the projects and collections to newsletters and electronic lists.
- Prepare final project report and add updated project history and standards information to the site.

7.   Staff

The coordination of the project will be based at Bryn Mawr College, the lead partner in the application, but the oversight of the project will include a Coordinating Committee made up of representatives from each institution, and subcommittees working on individual parts of the project. The Project Director will be Eric Pumroy, the Associate Chief Information Officer and Seymour Adelman Director of Special Collections. His role will be to provide overall coordination for the project, manage the project's budget, ensure that reports are written, and supervise the work of the Project Manager hired through the grant. Technical leadership will be provided by Joanna DiPasquale, Digital Initiatives Librarian at Vassar College, and Elisa Lanzi, Director of Digital Strategies & Services at Smith College. (**see Appendix 6**).

There will also be a full-time staff member for the project hired at Bryn Mawr who will spend 40% of her time as the Project Manager, reporting to the Project Director and meeting regularly with the project's Coordinating Committee (**see Appendix 7**). In this role she will coordinate

communications among the project's working groups, monitor the development of the site's content and metadata creation, serve as the principal liaison with the site's developer, write or solicit others to write blog entries for the site, and write announcements for submissions to newsletters and electronic lists. The other 60% of her time will be devoted to managing the digitization and cataloging of Bryn Mawr's collections.

In a collaborative project of this sort, there will be several staff members at each institution who will be playing a prominent role in the project. As part of the governance of the project, there will be a Coordinating Committee made up of one member from each institution, and that group will meet virtually on a monthly basis, with the meetings coordinated by the Project Manager. There will also be committees working on specific parts of the project, and reporting to the Coordinating Committee: Metadata, Portal Development, Content, and Testing. Metadata, Content and Testing were all committees established during the planning project, and they will be continued. In addition, there will be three project meetings that will involve all of the staff who are participating in the project. The purpose of those meetings will be to discuss project goals and processes, review and revise standards adopted during the planning project, consider issues that arise during the course of the project, and plan for the post-grant maintenance and governance of the site. The first of these meetings will be a virtual one at the beginning of the project; the second will be in person during the fall of 2016, and the third will be during the summer of 2017.

The leading staff members and their roles at the seven institutions are as follows:

Barnard College: Shannon O'Neill, Associate Director of Archives and Special Collections will serve on the project's coordinating committee, will review Barnard documents on the project website, and will recruit and train graduate student staff to assist on the project. Martha Tenney, Digital Archivist, will oversee the digitization and metadata creation for Barnard's collections, and will manage the uploading of images and metadata to the Barnard digital collection site.

Bryn Mawr College: In addition to Eric Pumroy and the Project Manager, three Special Collections staff members will be active on the project. Evan McGonagill, Interim College Archivist, and Rachel Appel, Digital Collections Librarian, will oversee the digitization and metadata creation for Bryn Mawr's collections, and Rachel Appel will manage the uploading to Bryn Mawr's ContentDM site, Triptych. In addition, Monica Mercado, Director of The Albert M. Greenfield Digital Center for the History of Women's Education, will serve on the Content Committee and provide overall support.

Mt. Holyoke College: Leslie Fields, Head of Archives and Special Collections, Sarah Goldstein, Director of Digital Assets and Preservation Services, and Shaun Trujillo, Digital Library Applications Manager will manage the digitization and metadata creation for Mount Holyoke's collections.

Schlesinger Library, Radcliffe Institute: Jennifer Weintraub, Digital Archivist/Librarian, and Paula Aloisio, Archivist & Metadata Specialist, will oversee digitization and metadata creation for Schlesinger's collections. Amanda Hegarty, Collections Conservator, will oversee conservation of materials as needed during preparation for digitization.

Smith College: Elisa Lanzi, Director of Digital Initiatives, and Nanci Young, the College Archivist, will manage the digitization and metadata creation for Smith's collections, and Elizabeth Myers, the Director of Special Collections, will provide overall support. In addition, Elisa Lanzi will serve as co-project technical lead.

Vassar College: Vassar College Archivist Laura Streett and Digital Projects Librarian, Joanna DiPasquale, will oversee the digitization and metadata creation for Vassar's collections. In addition, Laura Street is currently serving as chair of the Content Committee that is developing blog entries and other enrichments for the site, and Joanna DiPasquale will serve as co-project technical lead.

Wellesley College: Kara Hart, Systems Librarian, and Jane Callahan, Archivist, will manage the digitization and metadata creation for Wellesley's collections, and Ian Graham, Director of Library Collections, will provide overall support for the project.

The project will have an advisory board made up of leading figures in the fields of women's history and the digital humanities (**see Appendix 8**). The board members will review the site's content as it develops and advise on further enhancements to the site to improve its functionality; they will also participate virtually in the large group planning meetings. 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, the 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, Provost and Dean of the Faculty, and Sophia Smith Professor of English Language and Literature at Smith College; Susan Tucker, archival consultant and former head of the Newcomb Archives and the Vorhoff Library at Tulane University; and Nancy Woloch, historian at Barnard College.