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# College Women: Documenting the Student Experience at the Seven Sisters Colleges

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**WHITE PAPER**

**COLLEGE WOMEN: DOCUMENTING THE STUDENT EXPERIENCE  
AT THE SEVEN SISTERS COLLEGES**

**Grant PW- 234837-16  
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## Introduction

*College Women: Documenting the Student Experience at the Seven Sisters College* built upon the NEH-supported planning grant, **History of Women's Education Open Access Portal** project, completed in the summer of 2015. The purpose of these projects has been to create a public site that brings together collections of letters, diaries, scrapbooks and photographs of students at women's colleges in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries in order to encourage greater study and understanding of the lives, expectations and experiences of the first generations of college-educated women in America. Over the course of the two projects we succeeded remarkably well. As a result of the productive partnership with our developer, [Interactive Mechanics](#) of Philadelphia, we have an attractive, functional portal for searching, displaying, and linking to the collections; and thanks to the hard work of all of the member institutions, more than 75,000 pages of documents are now accessible through the site. There is still much work to be done to promote College Women, but the rich content and functioning site are now in place.

In creating a site that tied our collections together, we were also aware that we were developing tools and processes that could be useful for other subject-based, multi-institution collaborative digital projects. At the close of the planning project in 2015 we wrote a [White Paper](#) that shared our initial steps in establishing the site, in the expectation that it would be useful for others who wanted to explore similar collaborative projects. This white paper builds on the earlier one, and addresses the continuing site development done in the second project, and the extensive work that we did on refining metadata standards. As with the earlier white paper, there is also a section devoted to ongoing issues that will need to be addressed in order for the site to flourish now that the grant funding has ended.

The writing of this White Paper also provides an opportunity for us to reflect on the expectations and goals that we brought to the collaboration when we began discussing the project more than five years ago. While most of the project work focused on the practical issues of site design, functionality, and metadata standards, at the heart of the project was our conviction that the writings of the first generations of college-educated women had great potential for expanding our understanding of issues of gender, reform, and the changing opportunities for women during the late nineteenth and early twentieth centuries. We have only started to draw on the collections in classes and for research projects, but we can already see the potential for expanding our understanding of the women's reform networks that coalesced around issues of voting rights, education, health, and working conditions. But as rich as the collections are, we are also aware that they reflect the elite nature of our institutions. Nearly all of our students were white and Protestant in the years before World War II, with only small numbers of Black, Jewish, Catholic, Asian, and immigrant students, and no Black students at all at Barnard, Bryn Mawr and Vassar until well into the 1920s or later. We were certainly aware that our students came from privileged backgrounds when we started the project, but as the collections grew, the limited range of voices became painfully obvious, as did the problem of how to describe and index letters that reflected racial, ethnic, gender and class prejudice. The Metadata Committee particularly spent considerable time wrestling with the issues around privilege and bias. Their report, "Layers of Bias: College Women, Discrimination, and Metadata" is attached as Appendix A.

The writing of this report has been a team effort. The principal authors were Evan McGonagill and Eric Pumroy (Bryn Mawr College), Michael Tedeschi and LaNeshe Miller-White (Interactive Mechanics), Martha Tenney (Barnard College), Shaun Trujillo (Mount Holyoke College), and Joanna DiPasquale (Vassar College), with assistance from Sarah Goldstein (Mount Holyoke College), Marci Hahn-Fabris (Wellesley College), and Nicole Joniec (Bryn Mawr College).

## Site Development

### Background and Phase I Development (2014-2015)

During the course of the planning grant project, the team developed the first phase of the site and the creation of standards and processes for managing the digital collections from the Seven Sisters institutions. The goal was to create a platform that would be useful to scholars, students, and other researchers, while promoting sustainability by creating a framework that would allow the site to live on after the first phase of the grant. That work is outlined in the white paper [available online here](#), and is also described in detail below.

During the first phase of work, Interactive Mechanics and the project team worked through several iterations of the site design, including sitemaps, wireframes, and visual designs. The design phase was kept minimal to prioritize the prototype development of the site. In parallel to the design of the site, the institutions each evaluated and compiled sample data from each of their collection management systems. It was during this evaluation that we realized that the data structures available for output were vastly different between the institutions because of the different systems they used to store and make available their digital objects. In most cases, the data in partner repositories was available via OAI-PMH endpoints—the [Open Archives Initiative Protocol for Metadata Harvesting](#) is a protocol developed for harvesting metadata descriptions of records in an archive so that services can be built using metadata from many archives. At least one institution did not have OAI-PMH capabilities available for their digital collections, and opted to provide data to the College Women site via a CSV file upload.

The site was built on Drupal 7 based on the technical objectives of the project. The development team researched and outlined a series of Drupal modules that would satisfy these goals with minimal adjustment: Feeds, Feeds Tamper, and Feeds OAI-PMH to import and parse data automatically from the different institutions' collection management systems; Chaos Tools (CTools), Views, Features, and Field Collections for metadata field management; and Taxonomy Manager and Terms Merge to help administrate the various taxonomies used in the site.

There were several challenges encountered during the site's development: the inconsistency and nuances of the data from the various institutions made automated importing a challenge. Additionally, the data contained fields that were not part of the standard Dublin Core metadata, specifically about relationships between objects and nuanced name structures (e.g., the role a creator played in the formation of an object). Applying those fields and terms required manual adjustment or significant changes to the institutions' API endpoints to add that data. The Feeds

OAI-PMH module—originally used to harvest OAI-PMH data—was incomplete in its development and had several bugs, which prevented us from using it. The options to either change partner metadata to fit the Feeds OAI-PMH module or modify the module to better reflect diverse library metadata standards were both daunting, and represented the need for a “phase two” development cycle in future grant work. Thus for the purposes of this first phase of work, we settled on using a standard template CSV (comma separated values spreadsheet) to allow the institutions to import a subsection of their collections into the system. This allowed us to add approximately 500 records with the goal of increasing the collection to thousands in the next phase.

Through user testing research, we were able to make crucial changes to our initial version of the site, simplifying the search process, which enhanced the experience for students and researchers (a primary audience). Testing feedback also made it clear that more curated content was useful to users, sparking the content creation team to add a blog section, a Links & Resources page that directs to the digital collections of the seven partner institutions, and better cross-linking between institutions. These adjustments made content discovery easier for users, allowing visitors to find content they may not otherwise be able to discover on their own. Users who revisited the site after the new development reported informally that it was a vastly improved experience.

After the completion of the planning grant, the project was awarded additional funding through the National Endowment for the Humanities in 2016 to continue development of the portal.

Through the second phase of College Women, Interactive Mechanics worked to improve features and address issues that arose during the first phase of the project. This included changing web hosting and technical infrastructure, utilizing existing tools for data harvesting and transformation, user experience and design improvements, and reworking the elements of the portal that were already developed. Details of that development can be found below, and all development from the College Women site can be accessed through [a repo on the Barnard College GitHub](#).

## Phase II Development

### *Addressing Sustainability*

#### **Migrating to Pantheon**

Sustainability was a major consideration during the first phase of the project. For scalability and performance reasons (the free tier for a year didn’t hurt either), we used Amazon Web Services (AWS) Elastic Compute Cloud (EC2) to host the site originally. AWS provided us with the ability to scale the site as we grew the collection, anticipating thousands of records and the regular automated import from several partner collections. We were quick to realize that this posed many issues, from managing Amazon Web Services’ systems (and the training and onboarding time required to learn how to maintain these systems) to managing Drupal core and module updates for security enhancements. Managing the site on AWS required significant internal capacity of the institutions to keep the site running smoothly.

We evaluated alternatives to AWS that would allow easier long-term management of robust Drupal sites, and through our review, decided to migrate the site to Pantheon. Pantheon provides high-performance managed Drupal site hosting and robust operations tools, including automated Drupal updates and development environments. Once migrated, an SSL certificate was installed for improved site security.

Moving the site to Pantheon has resolved a number of concerns from the first phase of the project. By having the site on a managed hosting environment, new project staff could easily be onboarded and learn how to keep the site up-and-running with less technical investment. Drupal upgrades became easier through one-click updates, allowing non-technical staff to upgrade the site regularly, preventing security vulnerabilities. Development environments allow the teams to test features and enhancements without jeopardizing the live site. Pantheon also hosts their sites on fast content delivery networks (CDNs) to ensure the site is fast and reliable as it scales.

### **Installing and Using REPOX**

One of the major issues identified during the first phase of the project was the challenge of harvesting data from many institutions with different data models and structures. Data consistency via an API (Application Programming Interface) is a requirement in Drupal Feeds for automated imports from the various institutions' collection management systems. For the second phase of the project, selected institutions used REPOX and XSLTs to make the data more easily available to import.

[REPOX](#) is an open source data aggregation framework built by Europeana for importing, transforming, and exposing data from a variety of sources. REPOX allows us to transform data from each of the Seven Sisters institutions before importing it into the College Women site, allowing us to keep data changes external from the content management system and home institutions. This included the development of data transformations that make metadata more digestible by the Drupal Feeds module, and adding additional fields using a custom College Women schema (based originally on unqualified Dublin Core fields with additional elements for images, themes, and other required filterable data—including object format, subjects, and institution name).

Pantheon would not support running REPOX on their servers, so we used Amazon Web Services to set up the required server, using Apache Tomcat and Java, to run the tool. We documented the process of setting up REPOX on the [Interactive Mechanics blog](#).

Institutions with digital collections platforms that had OAI-PMH functionality created XSLT documents to transform their local metadata to the [College Women schema](#) in REPOX. Beginning with a standard MODS to Dublin Core XSLT appropriate to local metadata versions, Barnard (with the help of other partners) [developed an XSLT](#) that transformed their MODS metadata to qualified Dublin Core and added College Women-specific fields.

### **Reworking the Feeds OAI-PMH Module**

During the development of the site, the team experimented with several Drupal modules to import data from the various institutions. Since most content was available via CONTENTdm and Islandora, the data was available via OAI-PMH endpoints using Dublin Core and MODS



metadata formats. Although the Feeds OAI-PMH module was installed, several issues were identified that required redeveloping the module.

After thorough testing, several improvements were identified, including reworking the limited list of Dublin Core tags with a free input field. By defining a custom source field, it allows the module to map fields that are not included in standard Dublin Core. For example, the data requires information like start and end dates (for the ability to search for records that may have been created during a time period) and links to thumbnail and full-size images for use on the site. This improvement provides the flexibility required to import data automatically into College Women, and has been contributed to the larger Drupal community through [this repo](#) on the Barnard College GitHub to support the development of similar projects.

REPOX allows us to add these fields (and many others) through the transformation process, and the improvement to the Feeds OAI-PMH module allows us to specify field titles not part of the standard Dublin Core elements. We were able to use the Feeds Tamper module to separate out multiple entries per field, like several creators or themes.

One unanticipated challenge of ingesting with OAI-PMH was that the protocol is only able to harvest entire collections of items from a repository, but not a curated selection of items from within a collection, e.g. by use of individual resource identifiers. Because the scope of the College Women collections is limited by date, format, authorship, and other fields, our institutions' archival collections often contain a mixture of acceptable and non-acceptable items—making it impossible to easily mark whole collections from our DAMS as College Women collections for harvesting. To find the most sustainable solution, we took several experimental approaches to the problem.

- One proposed solution was to add a metadata field to our local schemas that would mark each item with a boolean value to indicate either a “yes” (for College Women) or “no” to be passed over. During the harvesting process our XSLTs would use that field to read whether to keep and transform the record for ingest, or discard it. We did not pursue this solution due to concerns about its potential fragility.
- Another proposal was to apply namespaces to designate College Women collections. Namespaces are used to provide a logical container or scope in XML; in Islandora+Fedora 3 repositories, as many of our partners use, namespaces can be used to delineate types of materials, collections, or more. The designated namespace for a resource makes up a component of the resource's PID, or persistent identifier. These provide an effective way to organize content in a way that persists across the repository. Newer versions of the Fedora repository [use namespaces as logical containers to express relationships via linked open data](#) and are less human-readable than current Fedora 3 namespace options, but the concept continues. We are interested in experimenting with this approach in the future for a more elegant solution.

To solve this problem we settled on the simplest approach known to us - creating curated collections of College Women items in our DAMS that remained unpublished, thus not visible to the public. In most cases the collections contain duplicates of items that are dispersed throughout other visible collections at that institution, but are held in a “shadow” collection for the purposes of harvesting. It is important to note that the resources were not “physically” duplicated in our

repositories, but rather shared between their primary collection and the additional shadow collection. For the institutions using this approach, the local project team will share items with the shadow collection as they are selected for the portal. REPOX harvests the entire contents on an automated schedule, discarding the recognized duplicates.

### Design and User Experience Improvements

While the site was released as a fully functional site at the conclusion of the first phase of the project, we also identified a list of desired improvements through user testing in the first phase and subsequent user evaluation before the second phase of the project began. In the second phase, we devoted time and resources to the improvement of these aspects of College Women, leading to a vastly improved user experience.

#### **Revised Site-Framing Text**

The top menu of the Phase I site featured links to “About,” where users could learn about the project, and “Links & Resources,” which featured a bibliography of other published sources on the history of women’s higher education in the United States and related consortial projects. In Phase II, we changed the title of the “About” link to the more specific “About the Project”, and updated the page with revised content. A common piece of user feedback, both in Phase I and Phase II, was that the site was not entirely intuitive for new users. While we were able to partially address this concern by making substantial improvements to the interface during Phase II (as detailed in the sections below), we also realized that additional user education would help our visitors get more out of the site. We decided that a better use of the space taken up by the content on the “Links & Resources” page would be a “Using the Collections” page offering a set of basic instructions and guidelines for how to get the most out of the site. We have preserved the content from the original “Links & Resources” page as a [blog post](#) so that it remains accessible.

#### **Improvements to Search and Browse**

User feedback revealed that many people found the difference between the “Search” and “Browse” functions confusing. In the site design that emerged from Phase I there were two buttons on the homepage to enter the collections: “Search” and “Browse.” The “Search” link opened an “Advanced Search” window, while the “Browse” link pointed to an unfiltered list of all site contents which users could manipulate using several tools including the “Themes” drop-down menu, the toggles to sort the list in ascending or descending order, or by narrowing the list running an advanced search (which would return results by keyword, subject, date, or item format). Users found it confusing that the “Browse” page was visually identical to the search results page, the only difference being that the former was unfiltered. In order to reduce confusion and streamline navigation we created a single button on the homepage to “Explore the Collections,” which replaced the separate “Search” and “Browse” buttons. We also made various other changes intended to improve the quality of the search/browse experience and make it more intuitive, the most significant of which are listed below.

- We improved searchability by allowing visitors to search by item format with a fixed set of options (including photographs, letters, scrapbooks, and diaries).
- We integrated the drop-down menu for Themes into the Advanced Search window, consolidating all of the available tools for filtering results into one menu.
- We simplified the “reset” functionality to allow users to reset the entire form at once (instead of several reset buttons per input, which created confusion for users as well as visual clutter).
- We removed the “Subject” field from both the Advanced Search window and the search results page to reduce confusion about the difference between Themes (a College Women-specific vocabulary) and subjects, which reflect institution-specific or Library of Congress standardized vocabulary. Subjects remain visible as a field on the Item page and are still factored into search results through keyword search.
- We added the ability to sort the results on the browse page in ascending or descending order by format.

### **Enhancements to the Blog**

The blog underwent a number of improvements. We refined the navigation system for blog posts, making it easier to jump between articles and pages. We improved formatting on blog posts, including adding modules for CKEditor (the WYSIWYG editor) to handle image uploading and captioning for consistency and better user experience for site editors. We changed the layout and structure of the blog page to accommodate thumbnail images and summary content to make browsing the blog easier.

### **Enabling Advanced Research on the College Women Collections**

User feedback also revealed that users craved access to more detailed metadata and contextual information about the items in the collections. To build that information directly into the site would have been outside the scope of the project, in addition to producing skewed search results and compromising the primary function of the site as a portal that redirects outwards to the original institutional collections. However, we recognized the need to enhance the research experience on the site and developed several new features with that aim in mind. We will solicit user feedback to see if they can be improved or expanded further in the future.

- *The Collection Guides field* - most of the items in College Women are included in larger collections at their home institutions that include finding aids—archival resources that describe the contents and significance of a collection, with supplementary information such as biographical information about the creator and historical context. Some institutions have also developed enriched resources like transcripts and indexes, which make the reading, navigation, and searching of handwritten textual documents much easier. In order to provide access to these additional materials, when available, we added a field to the item page called “Collection Guides” which allows the institutions to include links to any online resources that may exist for this purpose. We hope that this feature will help enable user engagement that begins with a search on College Women but extends beyond the scope of the site. An example can be seen on the item page for Vassar College’s [Alma Lutz photo album](#). Guidelines for the use of the field are available [here](#).

- *Data Export functionality* - We received feedback from researchers that the value of College Women would be greatly enhanced if it were possible to export item metadata from the site in bulk. In response, we developed a data export feature: there are now three buttons at the bottom of the search results page that allow users to download metadata from either the full contents of the site or from the results list of any search, in csv, txt, or JSON format. We hope that this ability will allow for more creative use of the site's contents. An example of such a project is the [Bryn Mawr College 2017 Digital Scholarship Summer Fellows' project](#)\*, in which several undergraduate students used the collections to create data visualizations that show patterns and connections between the items not surfaced by a regular site search. This project was accomplished with webscraping and manual data cleaning alone, a process that would have been expedited significantly by an export tool like the one we now provide, and would possibly have yielded cleaner data that was easier to update as the site contents grew. We hope that by providing easy access to the site metadata in a number of downloadable formats, we can encourage creative uses of the site for research or pedagogy in the model of the DSS 2017 fellows. We also hold open the possibility that the results of development projects using the College Women collections could be incorporated into site functionality in the future.

\*The project has not been updated to reflect the significant expansion of site contents and changes in College Women since summer 2017; thus certain aspects of the students' work no longer display properly on the project website.

## Metadata

### Revising the site metadata and producing documentation

After the usability testing in Phase I, the project team had a much better idea of how the metadata schema we had developed for the site would affect the user experience—and of the importance of clean data and clear documentation. In Phase II we set about revisiting, heavily revising, and documenting our metadata schema, with several goals: to better align with our mission of creating a specialized resource for research on the topic of women's higher education; to ensure the accuracy of search results; to support the sustainability of the project by providing documentation for future project team members to use when maintaining the site; and to address difficulties that we were encountering with the description of items that contain potentially triggering content such as blackface, homophobia, and other evidence of the systemic violence that is foundational to the history of our institutions. Our efforts resulted in the following:

- Revised and expanded [Metadata Schema and Ingest Guidelines](#) that provide detailed documentation of our updated metadata schema and instructions for adding new content to College Women via manual csv upload or automated harvest through REPOX (Appendix B).
- A guide to the [Scope of the College Women Collections](#), which clearly describes what qualifies (or disqualifies) an item for inclusion in the collections (Appendix C).
- A list of [accepted item formats](#) and controlled vocabulary for the Format field so that items can be accurately sorted and searched for by format type (Appendix D).

- A new list of [Themes and their definitions](#), revised from the terms originally used in Phase I. In Phase II we changed the names of certain themes for clarity (for example “Traditions” became “Traditions & Rituals” to better describe the intended content of the theme); we also standardized use of punctuation and ampersands for search functionality purposes, and we created clearer guidelines for the application of each term (Appendix E).
- The project team also conducted a site-wide cleanup effort to remove out-of-scope items and clean metadata on every item in the site. Because of the nature of the project as a collaboration between many institutions with varying local schemas, and the realities of inevitable staff turnover and transitions between DAMS/other systems that cause disruption and inconsistency in user practice, we expect that data on College Women will continue to contain inconsistencies requiring periodic cleanup by each institution as part of regular maintenance. The commitment to maintain data quality as needed will be included in our governance agreement for the future of the project.
- As part of our clean-up and standardization of College Women items, the project team set out to document a shared approach to digitizing, describing, and uploading compound items to the site. This category includes items made up of distinct units that could potentially be uploaded to the site at different levels of granularity. Examples include scrapbooks and photo albums that contain many images (as opposed to stand-alone photographs which would each constitute a single College Women item), collections of multiple diary volumes, or large letter collections that could be uploaded as an entire collection or one letter at a time. Various usability concerns were at stake here, especially for textual compound items with many units such as large groups of letters: to upload a collection as a single item obscures the individual items in the collection from search, making it more difficult for a user to find the exact letter or page that is most relevant to their query. However, to upload each individual letter with unique descriptive metadata would require an amount of labor far surpassing the resources afforded by the grant, resulting in a disadvantage for those institutions with fewer independent resources to allocate to such a task. To upload each individual letter with a separate item description would also weight the search results heavily because of the amount of additional textual metadata that could potentially be found by a keyword search. This would indirectly obscure the journals and diaries, photographs, photo albums and scrapbooks in College Women. The project team agreed that the practice of uploading whole collections as single items would be best aligned with the intended function of College Women as a portal to our institutional archives (rather than a standalone research tool): by mirroring the structure of our archives, and providing supplemental resources through the Collection Guides field to help users navigate to the individual items outside the portal, we would both achieve consistency and encourage use of the archives at their original locations. Ultimately, we settled to make this decision discretionary rather than mandated for letter collections: in general, institutions are advised to upload letters by the collection. However, if a collection contains relatively few items and each is content-rich, they can choose to upload them individually to increase findability. This will allow us to test both standards from a user perspective. Wellesley has chosen to upload most collections as individual items, and we have discovered that it does indeed make those letters easier to find through search, but as predicted it also weights the site heavily

towards Wellesley College letters. A clearer standard may be adopted eventually in a future phase of the project, or we may agree to settle on an imperfect standard in order to allow for institutional differences.

- As the metadata committee held conversations to refine our usage practices, we encountered items that were marked by histories of oppression with some frequency. These include textual or visual evidence of blackface and minstrel shows; racial, religious, ableist, and class-based discrimination by institutions and individuals; and a lack of representation of experiences from outside dominant groups. The language in our Phase I and II proposals explicitly calls out the project team's intention to surface the experiences of marginalized voices, and yet we found ourselves confounded by the inadequacy of both of our primary methods—the mechanics of a search-and-browse portal, and curatorial and interpretive methods like item descriptions and blog posts—as approaches to doing reparative work. Realizing that this aspect of our project is part of a much broader dialogue that spans other collections and projects, we opted to write a separate statement, *Layers of Bias: College Women, Discrimination, and Metadata* (Appendix A) that can be shared together or separately from this white paper, and we plan to author a series of blog posts (forthcoming) that would detail our process and our reflections.

## Digitization

All of the institutions began the project with an existing program of digitizing collections, although some of the programs were larger and more experienced than others. Most of us did not have previous experience with large-scale digitization projects, and one of the benefits of the project was the opportunity to systematize our digitization work-flows, procedures and policies to be better positioned to undertake new digitization projects both internally and collaboratively in the future.

Since Collegewomen.org provides links to the institution's digital collections, the long-term sustainability of the digital images is dependent upon the digital asset management systems (DAMS) maintained by each institution. Since the beginning of the project in 2014, there has been a gradual movement of most of the institutions to Islandora, a DAMS with a much greater preservation capability than most of the institutions' previous systems. Vassar was using Islandora before the project began, Barnard followed shortly thereafter, Smith and Mount Holyoke implemented their Islandora system in 2017, and Bryn Mawr will move to it in 2019-2020. Wellesley is using JStor Forum (formerly called Shared Shelf) for images and Digital Commons for text-based collections, and the Schlesinger Library uses a homegrown system developed by Harvard.

## Publicity

### SOCIAL MEDIA

As part of the ongoing publicity program, the Content Committee set up College Women [Facebook](#) and [Twitter](#) accounts (both @CollegeWmnHist). We established content

guidelines for each platform, and created a rotating “social media manager” position to collect and post contributions from the rest of the team with the goal of posting at least once a week, ideally more, on each account. We have used these outlets to signal boost our blog posts, as well as to share newly added collections and significant project updates, and to highlight interesting items from the collections that have a timely tie-in (such as school traditions, exam periods, elections, centennials of when a letter was written, birthdays of notables, etc.). In total we have posted more than 100 times on each platform since January of 2017.

To coincide with our publicity bump at the project’s end in April, we dedicated a small budget (of about \$300) for an experimental Facebook advertising campaign as a way to raise awareness of College Women beyond our immediate networks. The site analytics during that period showed somewhat boosted site traffic which corresponded to the click-throughs reported in the ad analytics, and we saw an increase in followers, but we agreed that the modest return on investment did not make the experiment worth repeating. We will build followers organically in the future. Our social media audience is still small—just over 100 followers on each platform, down from slightly higher numbers in the spring when we were posting and promoting more often—but we hope to grow these numbers with our planned publicity boost in the fall.

Overall, the project team has struggled to establish and sustain a strong social media presence due to the high level of overhead required. Social media is at its most effective when it is updated extremely consistently with fresh content: we have been unable to achieve the ideal volume and consistency of posts given that there is no one staff member who has enough time to incorporate it fully into their regular duties, and the administration of managing a shared task is a job unto itself. Going forward we plan to maintain these accounts, but we may not be able to rely on them as a source of exposure. Instead, we will focus on publications, events, and local networking at and beyond our institutions—as detailed below..

## PUBLICITY

### Professional and Academic Posts

Society of American Archivists, “In the Loop” May 2018

ExLibris List: “Seven Sisters Colleges Launch Updated and Expanded Portal for Archival Collections Documenting Student Life,” May 16, 2018

### College articles

#### **Schlesinger Library**

“[Collegewomen.org: Documenting the History of Women in Higher Education](#),” Schlesinger Library “Picks and Finds” blog, September 21, 2017

#### **Barnard**

“[NEH Grant for Digitization Projects at Seven Sisters Colleges](#),” Barnard College website, March 29, 2016.

[“Barnard Archives Digitizes Scrapbooks,”](#) by Martha Tenney. Barnard Library and Academic Information Services website.

### **Bryn Mawr**

[“Documenting the Sisters,”](#) Bryn Mawr Alumnae Bulletin, November 2016.

[“National Endowment for the Humanities Awards \\$260,000 to Expand Seven Sisters Archive Project,”](#) Bryn Mawr College website.

## PRESENTATIONS

### College events

**Barnard:** Site featured during the 2017 Reunion open house

### **Bryn Mawr:**

“Student Lives, Ambitions, and Dreams From a Century Ago: As Seen Through the Collegewomen.org Project,” Sean Keenan '20, Taylor McClain '20, Eric Pumroy (LITS), Emma Rutenberg '19, Anne Schreck '18. Bryn Mawr Community Day of Learning, March 20, 2018

Tech Talk: “Our History through a New Lens: Browsing Collegewomen.org,” Evan McGonagill, February 14, 2017.

Tech Talk: “Visualizing Data from Women's College Archives,” Mimi Benkoussa '19, Madeline Perry '19, Nathália Santos '18, Claudia Zavala '20, and Evan McGonagill, September 26, 2017.

### **Wellesley:**

Digital Scholarship Lightning Talk presentation: “College Women: Documenting the History of Women in Higher Education,” March 21, 2017. Presented by Marci Hahn-Fabris, Digital Collections Librarian and Sara Ludovissy, Assistant Archivist

Digital Scholarship Day: Interactive Scholarship Showcase on College Women, March 6, 2018, Hosted by Jenifer Bartle, Digital Library Services Librarian and Kara Hart, Systems Librarian.

### Professional Meetings

Cristina Fontáñez Rodríguez and Hannah Sistrunk (Barnard), *Low Cost, DIY Scrapbook Digitization*, Poster Session, Society of American Archivists Annual Meeting, Portland, OR, July 2017

Martha Tenney (Barnard) *Equity, justice and feminist ethics of care in digital archival practice*, Digital Library Federation, November 2017.



Eric Pumroy, Bryn Mawr, *Suffrage and Elite American Women's Colleges: Reading Letters and Diaries Through Collegewomen.org*. Education, College Women and Suffrage: International Perspectives. Royal Holloway, University of London, June 13, 2018.

Eric Pumroy, Bryn Mawr, *Personal Ambition, Family Pressures, and Political Reform: The Lives of the First Generations of Students at the Seven Sisters Colleges as Revealed through Collegewomen.org*. Pennsylvania Historical Association Annual Meeting, Oct. 14, 2017

Eric Pumroy, Bryn Mawr, *Collegewomen.org: Documenting the History of Students at American Women's Colleges*. Women's History in the Digital World Conference, Maynooth University, Ireland, July 6, 2017.

Eric Pumroy & Beth Seltzer, Bryn Mawr, and Joanna DiPasquale, Vassar College. [College Women: A Collaborative Cross-Institutional Archives Portal](#). Negotiating Borders through Digital Collaboration, Bucknell University, October 28, 2016.

## Post-Grant Issues

In the [2015 White Paper](#) we identified four major ongoing issues that would need to be addressed in order to ensure that the Collegewomen.org site flourished in the long run: 1) Maintenance of the Site; 2) Metadata Standards; 3) Building Content and Promoting Use; and 4) Governance. The implementation grant enabled us to fulfill our plans to populate the site with content, but the other issues will remain ongoing areas of focus as we attempt to sustain and grow the site in a collaborative manner. Nonetheless, in the three years of the project we have made progress on all of them.

**Maintenance of the Collegewomen.org site.** Maintenance of the site involves three components: 1) Hosting the site; 2) Technical support for repairs and minor upgrades to the site; 3) Major upgrades to the site. The hosting and technical support are relatively minor costs, roughly \$6000 per year, and the participants have agreed in principle to share them, although the details and formal agreements are not yet settled. While hosting and basic technical support looks affordable over time, more challenging will be identifying resources for the more expensive upgrades and redesigns that will be needed periodically to keep the site functioning and fresh. The availability of those resources will depend very much on how successful we are in building an audience for the site, and so building that audience will be our priority for the next few years.

**Standards.** We made considerable progress in establishing improved standards and approaches for describing complex objects such as scrapbooks, diaries, and collections of letters, as discussed in the Metadata section of this report. While the standards for the basic College Women schema have been solidly established, there may be more to discuss as we gather feedback and user experience data on the experimental approaches

to enhancing research methods that we describe earlier in this white paper (see Design and User Experience Improvements, *Enabling Advanced Research on the College Women Collections*). For example, as the partner institutions add more resources like transcripts and finding aids, and experiment with description techniques like indexes for long textual items, there will be a need to unify standards for those supplemental resources. Any future expansion of the scope of the collections will also require the team to revisit standards and draft new documentation that applies to any newly included material types (such as new formats, new date ranges, new categories of item creators). We are also very much aware of the need to maintain the metadata standards that were adopted during the project, something that can be challenging as new staff members become involved or new institutions join the project. Establishing a structure for continuing review of standards and orientation of new people is one of the issues we will be considering in the coming year.

**Building Content.** The 2016 NEH implementation grant provided the resources we needed to populate the Collegewomen.org site with a rich collection of student letters, diaries, scrapbooks and photographs from across the seven institutions. There are still a few more collections that were digitized during the project that are in the process of being loaded onto Collegewomen.org, so the collection will still continue to grow over the next few months. By the time these collections are in, Collegewomen.org will provide access to nearly 100,000 pages of writings, photographs and ephemera documenting women college student lives. None of the participants has plans to add more collections in the near future beyond the work now in the pipeline, but we anticipate the collections slowly growing beyond this point as opportunities arise to digitize and catalogue additional collections.

We also hope to expand the collections by adding new institutions to the group. It has always been our intention to open the site to other women's colleges once we were satisfied that the site was performing properly. We are especially aware that the site as it stands provides excellent documentation for the experiences of women at the elite schools of the northeast, women who were from privileged, prosperous families, and who were overwhelmingly white and Protestant. This is an important group to study, to be sure, but the site will be much richer if it also documents the experiences of students at regional women's colleges, black colleges, and Catholic colleges that served immigrant women. With this in mind, we have had conversations with several schools and have found considerable interest in participating. Once we have formalized the relationship among the current partners through a Memorandum of Understanding (see below), we will begin serious discussions with additional schools. Expanding the site so that it documents a much broader range of women college students will be one of our priorities in the immediate future.

**Promoting Use.** We sent out publicity to lists, publications, and our communications offices when the grant was announced in 2016, and we began doing more when the project drew to a close in the spring of 2018. We had originally planned to do more publicity during the project, but by the summer of 2017 we realized that the site was in need of additional development to address key user experience issues before we were

ready to encourage widespread use of the collection. Critical to this decision were the comments from a number of our Advisory Board members at the August 2017 project meeting at Barnard, expressing concern about the difficulties they were having navigating the site. As a result of those discussions, we delayed a publicity campaign until we could re-assess the site and have Interactive Mechanics make the appropriate changes. The bulk of that work was completed in early 2018, with some small adjustments still in progress that will be completed during the summer and fall of 2018. At the same time, we were also delayed in adding material to the site because of the unexpected length of time required to set up REPOX within our new hosting infrastructure and connect it to the Drupal Feeds module. Because our institutions' various DAMS configurations differed from those of the consortial project that developed REPOX, we found ourselves charting new territory with an unpredictable timeline (as described above in the section *Addressing Sustainability, Installing and Using REPOX and Reworking the Feeds OAI-PMH Module*). By the time the automated ingest functionality was working well, it was already early 2018.

With publicity on the project coming so late, we realize that the site will need a fresh launch and publicity campaign during the 2018-19 academic year in order to reach scholars and teachers who are the primary audience for the site. In addition to announcements about the site to lists and newsletters, we are also considering ways of encouraging scholars and teachers to use the collections and write about their experiences on the blog. The Digital Public Library of America has a program for recruiting scholars to develop lesson plans that draw from DPLA collections, and that looks like it could be a model for something that we might do either with faculty at our own institutions or through a broader call to scholars in the field.

As a result of the digitization and metadata work we did during the grant project, it is now possible to draw from the collections at multiple institutions for research projects on American women's history. We have started making use of the site's capability to write blog entries that cite students from several institutions (for example, [one on students pursuing teaching careers](#)), and presentations, such as Eric Pumroy's paper on suffrage activities at the colleges for the conference "Education, College Women and Suffrage: International Perspectives" (Royal Holloway College, June 2018). In the near future we plan to do more blog entries, presentations, and class projects that draw on the multi-institutional perspectives that the collections provide.

**Governance.** During the year following the planning grant project we established a governance structure centered on a Coordinating Committee with representatives from each institution. The governance documents are attached as Appendix F. This structure remained in place during the implementation grant, and revisiting governance arrangements will be one of our primary tasks in the coming year. One of the critical pieces to add to our governing documents will be a Memorandum of Understanding among the participants that codifies the governance and financial arrangements. In our preliminary discussions, we have talked about the possibility of a three-year MOU as a means of ensuring a regular re-assessment of the site.

While we now have three years of experience working with this governance model, for the last two years we also had the luxury of working with an excellent manager for the project, Evan McGonagill, whose salary was paid through the NEH grant. As project manager she took the lead in numerous critical areas: serving as our primary contact with the developer, Interactive Mechanics; participating in the meetings of all of the project committees, ensuring that they stayed on track and operated in concert with each other; playing a leading role in drafting policy and procedure statements; and planning and scheduling meetings of the Coordinating Committee and seeing that its decisions were carried out. Now that the grant project is over, we will have to learn to make do without this critical support, and it is a matter for some concern. The staffs at our institutions are fairly small, and we are all pulled in multiple directions meeting the needs of our students, faculty, and other programs, leaving limited time for collaborative projects like this one. Our intention is to proceed with a purely volunteer structure for now, but we have also started to consider the possibility of hiring a part-time person to provide structure and continuity to the effort.

Our experience in developing the Collegewomen.org project has been enormously satisfying. We have built an impressive research collection and infrastructure; wrestled with complex issues of technology, information retrieval strategies, and a legacy of racism and elitism; and developed strong working relationships with colleagues across our institutions. We have also come to appreciate how challenging it can be to build digital resources collaboratively. Even very similar institutions like ours have different organizational and technical structures, different levels of resources, and many competing demands on our time, all of which make working together on a collaborative project challenging, no matter how worthy the cause. Nonetheless, we have all learned enormously from the effort, and we look forward eagerly to seeing how the rich collections of Collegewomen.org are used for research and teaching in the coming years.

## Appendix A

### Layers of Bias: College Women, Discrimination, and Metadata

The partner institutions on the College Women project, once known as the Seven Sisters, are known for their concerted achievements in the advancement of women's education. The group is also known for its historical reputation as one of America's most respected and selective set of academic institutions. Regrettably, an implicit element of their shared history is the fact that the advancement that they helped achieve for women was staked on gatekeeping and exclusion of other marginalized groups—in keeping with the biases that were prevalent in the national climate from the time of their founding in the mid-nineteenth century, and continuing through the twenty-first. Each college, in practice and often also in policy, regularly denied admission to exemplary students because of race, ethnicity, religion, and class. And, when exceptions were made to these exclusionary policies, such students often found themselves in a hostile or indifferent environment once admitted.<sup>1</sup> Other threads of oppression include the marginalization and exclusion of LGBTQ students and limited access to accommodations for disabled students.

During the project's [pilot phase](#), the College Women team discussed intersections of race, gender, sexuality, religion, and class in our digitized collections, and we agreed on the need for improved access points to aid research in these areas.<sup>2</sup> The team entered phase two (the current phase) with the intention of applying a combination of descriptive and curatorial methods to raise the visibility of materials related to the experiences of marginalized students. However, we began from a flawed premise in which we centered our attention only on the “othered” subjects, failing to acknowledge either whiteness or white supremacy by name in our [grant proposal](#) or in our preliminary discussions. Thus, we were not well prepared to address the systemic causes of oppression. Without having dedicated resources for this purpose, we could not grapple adequately with the intertwined histories of white feminism and white supremacy at the Seven Sisters that were made apparent in the large-scale digitization of our student materials—documents from an era in which our institutions were actively engaged in upholding a model of education that left many potential scholars barred from our gates, or trapped in a system that kept them marginalized.

The white supremacy and oppression apparent in our digitized materials, although discomfiting and shameful for our institutions, were not problems our team had the responsibility to handle. Yet we needed to engage with these issues in order to accomplish the stated goal of our project—the establishment of a research tool that would allow users to navigate our collections—while avoiding reliance on common descriptive vocabularies that center whiteness and other dominant identities (heterosexuality, cisgenderedness, christianity, able-bodiedness, and others) as normative.

The goal of metadata is to map relationships between and within collections, and help users understand individual items in context. The effective application of metadata relies both on controlled vocabularies—often built and maintained by large, slow-to-adapt institutions, such as the Library of Congress—and the interpretive skill of an archivist. This system, while essential for building a repository with a working search engine, is problematic at best when trying to

choose language that is clear, intuitive, and inclusive. Much previously-accepted terminology for race, religion, sexuality, etc. is blatantly offensive. But while the College Women project did have a secondary goal of doing reparative work, the primary goal was to build a functional research tool. It became painfully clear that these purposes clashed with one another. We have struggled to build a website that returns consistent search results for topics that are germane to the identities of our institutions and the history of women's education, without perpetuating the violence that is enacted through harmful language and descriptions.

While grappling with these challenges, the project team had to face the inadequacy of current descriptive practice to both convey and mediate the white supremacy (and other hegemonic ideologies) that permeates the archival collections of predominantly white institutions. Through our discussions, we identified several sites of intersection between broader societal and cultural oppression and the oppression within (and translated by) library and archival practices:

1. Our collections are replete with materials containing racial and religious stereotypes, slurs, outdated and offensive terminology, and other forms of bigotry. Description of and access to this material requires sensitive description, contextualization, and in many cases, forewarning.
2. Metadata standards and practices provide insufficient access to items by or about people of color, queer people, gender-nonconforming people, and other marginalized groups.
3. The standards and practices meant to provide this kind of access generally do so in a tokenizing or essentializing way—delineating these identities as “other” while normalizing historical assumptions (whiteness, cisgenderedness, etc.).
4. Our institutions are only just beginning the process of formally addressing these deep-rooted histories. The sustained neglect of our responsibility to acknowledge and document our own white supremacist, exclusive, and marginalizing histories have left significant gaps (or perceived gaps due to inadequate description) in our archival collections—thus furthering the effects of discrimination.

Trying to address these issues with metadata alone will obviously have a limited effect, but the College Women project team hopes to move the conversation forward by questioning and improving our descriptive practices. Thus far we have accomplished the following:

1. Added a “Note on Bias in the Collections” to our [About the Project](#) page.
2. Brought these questions back to our individual institutions, applying a “many hands” approach to the search for solutions. Our catalogers, research librarians, and user services colleagues can supply a broader range of perspectives on research trends, technological developments, patron needs and habits, and related academic study.
3. Completed a preliminary literature search and queried colleagues on local practices not publicly or explicitly documented.
4. Begun to speak about the challenges of this project in larger fora, such as Martha Tenney's talk *Equity, Justice and Feminist Ethics of Care in Digital Archival Practice*, delivered at the Digital Library Federation in November 2017.

We see the work we've done so far on these issues as a starting point—for the College Women project, but also for the Seven Sisters, and for library and information studies writ large. Next steps we plan to achieve in future phases of this grant, or in similar projects, include:

- Extending an invitation to historically Black or other non-PWI institutions to contribute, re-shape, or completely reimagine the College Women project. We emphasize that this invitation should focus on directing any resources that these institutions would consider beneficial (e.g. funding for descriptive work, assistance in digitization, development of digital collections interfaces) to them, instead of solely continuing streams of funding to the current partners.
- Compensating the work of historians and other scholars of color to do research, create research guides or other teaching materials, write, amend/enhance description, and/or do other projects related to College Women, to further contextualize materials already digitized.
- Amending our own institutions' grant-writing practices to prioritize equity and justice. We see this as an essential part in any future grants we write (both those that concern the future of College Women as well as for other projects). Some possible updates to current practices could include:
  - Prioritizing projects that engage and perform reparative and/or redistributive work with people marginalized at/by our institutions, particularly those whose materials and memory-making practices are underrepresented in our collections.
  - For projects that include descriptive work about people underrepresented or misrepresented in our collections, insisting on collaborative metadata creation or other methods of description that hold up the self-determination of those described
  - Including appendices related to considerations of representation, equity, and justice in our applications (and asking funders to include requirements around these considerations in applications, similarly to how most digital library grants now require data preservation plans).
  - Asking vendors to demonstrate a commitment to upholding core values of equity, justice, and anti-oppression.

As mentioned earlier in this paper, we understand that we cannot address all of the issues raised in this paper within the confines of College Women. But we believe that every major project in our field, projects worthy of grant-funding, need to involve discussions of what Bergis Jules has characterized as failures of care around the legacies of marginalized people in the archives.<sup>3</sup> We hope that this documentation of our process can serve as an aide for other projects facing similar challenges, and as guidance for those who are designing projects with similar lines of questioning built in from an early stage. We commit to participating in the conversations as they continue to build on, and extend beyond, our work.

## FOOTNOTES

1. Although each institution has its own history, overt discrimination persisted in a variety of forms through the 1950s. For more background, see Linda M. Perkins's "[The Racial Integration](#)

[of the Seven Sisters Colleges](#),” *The Journal of Blacks in Higher Education*, No. 19 (Spring 1998), pp. 104-108. Various research initiatives by staff and students at the colleges have also revealed details of the threads of bias and oppression in our histories. Examples include the [Black at Bryn Mawr](#) project, [a blog post on Vassar's First Black Students](#), [blog post A History of Racism and Student Protest at Mount Holyoke and the Five Colleges](#), and [Columbia University and Slavery](#) (which describes a history that predates Columbia’s annex school Barnard College but provides necessary context for its foundation), among others.

2. The first phase of this project, the “History of Women’s Education Open Access Portal Project,” was funded by a Foundations grant from the National Endowment for the Humanities in 2014.

3. Jules, Bergis. “Confronting Our Failure of Care Around the Legacies of Marginalized People in the Archives.” *Medium*, *Augmenting Humanity*, 11 Nov. 2016, [medium.com/on-archivy/confronting-our-failure-of-care-around-the-legacies-of-marginalized-people-in-the-archives-dc4180397280](https://medium.com/on-archivy/confronting-our-failure-of-care-around-the-legacies-of-marginalized-people-in-the-archives-dc4180397280).



## Appendix B Metadata Schema

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### 1 - Guidelines

[General guidelines](#)

[Guidelines for REPOX uploads](#)

[Guidelines for TSV file uploads](#)

[Guidelines for editing themes in College Women \(themes may also be included in TSV or metadata records being uploaded to College Women\)](#)

### 2 - Fields?

## 1 - Guidelines

### General guidelines

- For fields that you do not use, leave them completely blank, with no spaces or characters.
- Metadata for College Women should be provided at the item level (and each of the following should be uploaded as one College Women item, even if they are stored in a different arrangement on the home repository):
  - Individual photograph (or photograph album)
  - Individual scrapbook
  - Individual diary
  - Collection of letters (institutions may choose to provide metadata at the individual letter level if there are substantive reasons to prefer that arrangement)
    - For letters where the College Women “collection” is not equivalent with an archival collection at the home repository (e.g., letters are a series contained within larger family collections or an assemblage of letters by one author that is spread out across different collections): College Women item title and description should adhere to some archival component that is faithful to the structure of the home repository’s archival hierarchy--collection, series, subseries, folder, or item; e.g., “Lucy Shoe Meritt Collection, Series I, Letters to Father 1923-1924, “Lucy Shoe Meritt Collection, Series IV, Letters to Mother 1924-1926”.
- Page-level (or lower-level) metadata will not be included in the College Women site. If the institution has generated more detailed metadata or supplemental information like a transcript or index, it may be linked to the item on College Women through the [Collection Guides](#) field (also see collection\_guides below).

- Information about the originating collection for the item/s can be listed in the Collection field; this might include name of collection, box or folder number, call number, etc.
- The College Women Drupal site recognizes unique records by the Identifier field.
  - Re-ingests of the same records, if they have a different identifier, will be ingested as new records.
  - Re-ingests of the same records, if they have the same identifiers, will result in updated records in Drupal (if there have been changes to other fields).
  - Re-ingests of the same records, if they have the same identifiers but are missing fields that exist on the records in Drupal (e.g. if Themes were added in Drupal and are not assigned in local metadata for ingest), will ignore those fields; they will not be written over.
- If you are re-ingesting or cleaning up already ingested (pre-2017) metadata, [consult metadata cleanup guidelines](#) and the [theme map 2015->2017](#) documents.

### Guidelines for REPOX uploads

- The records uploaded via REPOX follow a modified Dublin Core schema (with added custom fields for College Women).
- Full list of fields available  
here: [https://docs.google.com/spreadsheets/d/1d0PZ\\_YvLkLCxk10la9LVgRuF0BtXe-LqcepGMv8lslA/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1d0PZ_YvLkLCxk10la9LVgRuF0BtXe-LqcepGMv8lslA/edit?usp=sharing)
- Records that are deleted from the source institution will not be recognized as deleted by the Drupal Feeds module (they will remain in College Women). We are working on figuring out a way to flag these records to prompt them to be unpublished in the College Women site.
- To set up your collection in our [REPOX installation](#), use the [manual](#) (possibly add more instructions from this [document](#))
- Setting up/adjusting the Feeds Tamper: <https://www.drupal.org/node/1246562>
- Instructions for using the OAI Feeds importer:
  - Go to <https://www.collegewomen.org/import>
  - Use the “OAI Feeds Importer” option
  - Enter the URL of the REPOX endpoint (e.g. <http://54.214.112.66/repoX/OAIHandler>)
  - This should automatically get the OAI endpoint and fetch the collections it can pull below. Pick the collection you want to import
  - Press import—it should run immediately if it’s not a big pull, or may indicate that it’s going to take a while and will alert you when it’s done. If it runs immediately, it’ll show the amount of time it took and number of records imported.
  - Troubleshooting: if the OAI Feeds Importer is running but not importing any new records when you think it should, try running your REPOX harvest again and then re-running the OAI Feeds Importer

### Guidelines for TSV file uploads

- Spreadsheets should be saved as a TSV file. Make sure to delete any carriage returns (these may or may not cause problems), whitespace characters, and multibyte characters. (Use the "Log" tab on the TSV ingest page to troubleshoot these errors.)
- Fields on TSV must be in order of this schema. Full list of fields/mappings, in the correct order, available [here](#).
- Repeatable fields will be separated by a pipe: | (spacepipespace)
- Import steps:
  - Go to <http://collegewomen.org/import> and select the best option that applies to the TSV. (More information: "CSV Importer (Tamper w/Spaces)" is the script that maps the column headings to the relevant DC fields, splitting out single-column fields with repeating elements that are delimited by " | ". E.g., let's say you had multiple subjects, so you had a column that looked like this totally made up list: Radcliffe College | Colleges and universities -- social life and customs. If you used the pipe as a delimiter \*without\* spaces, you can choose "CSV Importer (Tamper w/o Spaces)" --for those with fields like "Radcliffe College|Colleges and Universities -- social life and customs." (I'm in this camp. :D)
  - From there, you should be able to import your items.
  - Make sure that you choose "TAB" in the delimiter box, and choose headers or no headers accordingly.
  - The importer is \*fast\* so don't be surprised if Drupal shows no real "thinking" time. Especially if there are under 20 items to import, the feed should make the new pages/nodes in a fraction of a second.

### Guidelines for editing themes in College Women (themes may also be included in TSV or metadata records being uploaded to College Women)

- Go to [collegewomen.org/content](http://collegewomen.org/content) as a logged in user
- Use the filters and search features to find the appropriate items you want to edit. Click the checkboxes to select the items you want to edit the themes for.
- Under "Operations:" select "Change Value" and press enter.
- Now, select the fields you want to edit. To change the themes, find the "Themes" checkbox under the "Fields for Type Browse Item" heading. Check the box, and it should expand to show the full list of themes (please note that this is not the updated list of themes on the test site).
- Check the themes that you want to apply to these items.
- Take note of the "Add new value(s) to Themes, instead of overwriting the existing values." checkbox. If you want to apply the theme without overwriting all existing themes, please make sure this is checked. For instance, if you want to apply "Academics" to a number of items but don't want to lose the existing themes on those items, use this option."
- Press "Next" and it will run the update on the items.

## 2 - Fields

This information is available in spreadsheet format (along with names of fields on back end of CW Drupal site and possibly-outdated mappings to local institutions' fields) [here](#). Format for these guidelines is as follows:

### **Name of field as used for TSV column headers [note if field is required]**

NEH rebox term for the field: [term]

Definition of field, usage notes

Controlled vocabulary if applicable

Repeatability of field

-----

### **Identifier [required]**

NEH rebox term: dc:identifier

Local identifier or filename of item used in originating institution.

(e.g., PA00021\_BMC\_f\_crop.tif, BC17-01\_ChemistryClasss1907). This must be a unique, persistent field and is used to signal to Drupal that a unique record is present. **IMPORTANT:** If a record is re-ingested with a different identifier, it will create a new node in Drupal.

Controlled vocabulary: no

Repeatable: no, unique

### **Title [required]**

NEH rebox term: dc:title

The name given to the resource; short and descriptive

Controlled vocabulary: none

Repeatable: no, unique

### **Description [required]**

NEH rebox term: dc:description

An account of the content of the resource; longer and more detailed description than Title

Controlled vocabulary: none

Repeatable: no, unique

### **Creator**

NEH rebox term: dc:creator

An entity primarily responsible for making the content of the resource.

Controlled vocabulary: If a person, Last Name, First Name (role; if applicable)

Repeatable: yes

### **Location**

NEH rebox term: dc:coverage

Geographic coverage. Local mapping-linked.

Controlled vocabulary: none (recommended best practice: TGN, <http://www.getty.edu/research/tools/vocabulary/tgn/index.html>)

Repeatable: yes

### **Display Date**

NEH repox term: dc:date

Date created, circa date, date span. Does not need to be machine-readable; will display to the end user in the date field.

Repeatable: no, unique

### **Start Date**

NEH repox term: startdate

A machine-readable year of creation, used for sorting/searching. For approximate dates or materials created over a span of years, include the first year of the approximate years/span here.

Controlled vocabulary: YYYY

Repeatable: no

### **End Date**

NEH repox term: enddate

A machine-readable year of creation, used for sorting/searching. For approximate dates or materials created over a span of years, include the last year of the approximate years/span here. For single dates, enter the same date here as in the Start Date field.

Controlled vocabulary: YYYY

Repeatable: no

### **Subject -- Local**

NEH repox term: dc:subject

Local to Institution (includes all from local repository)

The topic of the content of the resource.

- Controlled vocabulary: LOC subject headings strongly advised, local subject headings acceptable when necessary: <http://id.loc.gov/authorities/subjects.html>.
- Subject terms should ideally be broken up in [FAST-style](#) faceted headings.
- When subdivisions are needed to narrow the scope of a term or add context, concatenated subjects (such as "Women—Suffrage") are acceptable but should be limited to complex (formally concatenated) within the LOC terms.

Repeatable: yes

### **Themes**

***note that this field is called Tags on the TSV files but we refer to it as Themes in all other documentation***

NEH repox term: theme

\*\*\*Can be applied in metadata record or in CW site\*\*\*

Include between one and five theme terms per item. One is the minimum recommended.

Controlled vocabulary:

<https://docs.google.com/document/d/1M6soZUnzWkiX7WWOKq4eZmx9t5tQdww58chTzaxcdKU/edit>

Repeatable: yes

### **Contributor**

NEH repox term: dc:contributor

An entity responsible for making contributions to the content of the resource.

Controlled vocabulary: none

Repeatable: yes

### **Format**

NEH repox term: dc:format

The physical or digital manifestation of the resource.

Controlled vocabulary: subset of AAT (<http://www.getty.edu/research/tools/vocabularies/aat/>)

Please attempt to map local terms to this [subset of AAT](#).

Repeatable: yes

### **Type [required]**

NEH repox term: dc:type

The nature or genre of the content of the resource.

Controlled vocabulary: <http://dublincore.org/documents/dcmi-type-vocabulary/#H7>

Repeatable: yes

### **Physical description**

NEH repox term: dcterms:extent

More detailed description of object

Controlled vocabulary: none

Repeatable: yes

### **Institution [required]**

NEH repox term: dc:publisher

The name of your institution and how you would like it to appear. This is boilerplate and can be added to all records from a given institution.

Controlled vocabulary: none

Repeatable: no, unique

### **Collection**

NEH repox term: dc:relation

Title of collection from originating institution.

Controlled vocabulary: none

Repeatable: yes

**Rights [required]**

NEH repox term: dc:rights

Information about rights held in and over the resource.

Controlled vocabulary: none

Repeatable: yes

**Reference URL [required]**

NEH repox term: URL

Callback URL to local repository

Repeatable: no, unique

**Image File Path [required: unless audio file]**

NEH repox term: browse\_image

Callback URL to larger image file

Repeatable: no, unique

**Thumb File Path [required: unless audio file]**

NEH repox term: browse\_thumbnail

Callback URL to thumbnail

Repeatable: no, unique

**collection\_guides**

NEH repox term: collection\_guides

A link to a finding aid, transcript, index, catalog record, or other more in-depth description of an object's collection created by the originating institution. Do not link to blog posts, general information on the institution's' collections, or externally-produced information such as Wikipedia articles. More info/usage notes [here](#).

Use format: title|url,title|url

Repeatable: yes; soft upper limit of three (if exceeding three, verify that all are relevant).

## **Appendix C**

### **Scope of the College Women Collections**

#### **Guidelines for Phase II, through October 31, 2017**

#### **Scope overview:**

College Women collects the documentation of students at the Seven Sisters colleges during their undergraduate years, prior to 1945, including letters, diaries, scrapbooks, photo albums, and journals.

#### **Time period for these guidelines:**

The notes here apply to the second phase of the project, which extends from May 1, 2016, through April 30, 2018. At the end of that period the partner institutions will map a plan for the maintenance and, potentially, expansion of the site. These scope guidelines will be reviewed at that time and possibly extended to be more inclusive; new documentation will record those changes.

#### **Scope and mission of College Women:**

The items included in the College Women collections should be chosen in accordance with the site's [mission](#) to open new avenues for research in American women's history by making the dispersed writings, images and documents of women students more easily accessible through a single search. More specifically, our goal is to prioritize the voices of our undergraduates themselves, rather than those of the administration, faculty, staff, or others, and to make sure that the scope of the site is narrow enough to encourage resonance between the items in format and content.

#### **Why it matters:**

Precise curation of the site content is an essential component of ensuring its success. We must be exacting in this area to avoid as best we can the tendency of large collaborative projects to creep outwards in scope, in ways that are imperceptible at first but can dilute the effectiveness of the project over time if left unchecked. More immediately, scope has direct relevance to College Women as a search tool: the technology behind the search and browse functionality is designed with the assumption that the collections are bounded by specific parameters. Limiting the collections to the scope guidelines below will make or break College Women's ability to provide a good user experience.

The intersections between the mission and the scope of the site, and the implications for research value, are discussed in more detail in the grant materials ([Phase I 2013](#), [Phase 2 2015](#)). Please **follow the scope guidelines below** and consult the Project Manager, Evan McGonagill ([emcgonagil@brynmawr.edu](mailto:emcgonagil@brynmawr.edu)) with any questions.



## FORMAT

### Accepted types/vocabulary

- Diaries/journals (format type “Diaries” will be used for both in the site’s [Format](#) field)
- Correspondence
- Scrapbooks
- Photograph albums
- Photographs

**Relevant documentation:** [College Women Formats](#) table

### Not in scope\*

- Printed materials, such as newspapers
- Publications or manuscripts authored by a student
- Ephemera, such as play programs or event announcements
- Coursework

\* Unless included as an insert in an in-scope item such as a letter, diary, or scrapbook

### Notes and exceptions

- As noted above, out-of-scope items, such as ephemera and printed materials, may be included if they are part of a scrapbook or are inserted into a letter or a diary.
- There is also a sixth accepted format type, “Writings (documents)” that may be used in cases where an item straddles the line between the formats listed above. However, items should be categorized as one of the five listed above wherever possible. If an item does not fit easily into one of those, it should be scrutinized carefully for relevance. For items with ambiguous formats, consult with your local Metadata Committee member or email the Project Manager.

## DATE

### Accepted date range

- Historical time period:
  - Start date: founding of the institution
  - End date: 1945/end of second World War
- Biographical time period: within the undergraduate years of the creator

**Notes and exceptions**

- Many collections contain mostly items within the date scope but also have a few from before or after the relevant period. (Examples: a diary from a student who graduated in 1946, or a collection of letters that include one folder from the year after her graduation.) Decisions can be made on a case-by-case basis: if the items are easily removed without damaging the narrative of the collection, they should be left out. If the items are deemed essential to the integrity of the collection and are few in number relative to the items within the date scope, they may be included.

**AUTHORSHIP****Accepted authorship/creator types**

- Collections must be primarily authored by undergraduate students at one of the Seven Sisters Colleges, during undergraduate years

**Not in scope**

- Collections of correspondence in which all or most of the letters were received by, rather than written by, the student
- Items created by the institution, such as entrance examinations or other academic materials\*
- Items written by a member of the faculty, staff, or administration\*

\* Unless included as an insert in a letter, diary, or scrapbook

**Authorship notes**

- If a collection that falls mostly within a student's undergraduate years contains several items at the end from after their graduation, those items may be considered for inclusion as long as they are from a period contiguous with the undergraduate years (no significant gap), and the bulk of the collection is based on material from within the date scope (see above). If it does not preserve important aspects of the collection's narrative to include them, they should be left out.
- Collections that contain letters written to the student are acceptable, as long as the student is an equal or primary correspondent. If letters to the student do not contain relevant research value and do not enhance understanding of the student's writings, decisions can be made on a case-by-case basis on whether or not to include that side of the correspondence. Fidelity to the structure of the collection should be prioritized over weeding out irrelevant material in most cases.
- Photographs that depict aspects of life at college but were not taken by undergraduates, or have no known creator, are acceptable.
- Scrapbooks and photo albums are considered to be "authored" by the student collector, even though they may contain contents that were not created by an undergraduate.

**Appendix D  
Formats**

<b>PREFERRED TERMS</b> (via AAT) <b>Genre/Forms</b> term	<b>Current terms on CW Women</b> (for cleanup)	<b>Scope Notes</b>
Photographs <a href="http://vocab.getty.edu/aat/300046300">http://vocab.getty.edu/aat/300046300</a>	Photograph Black-and-white photographs Photographic Print Carte-de-visite Portraits	Still images originally created via photographic process or digital photography. Use for: Lantern slides Black and white photographs Portraits Cartes-de-visite
Photograph albums <a href="http://vocab.getty.edu/aat/300026695">http://vocab.getty.edu/aat/300026695</a>	Photograph album	Albums containing mounted photographs.
Scrapbooks <a href="http://vocab.getty.edu/aat/300027341">http://vocab.getty.edu/aat/300027341</a>	Scrapbook	Blank books or albums designed to include photographs, clippings, and other ephemera. Use for: Memory books
Correspondence <a href="http://vocab.getty.edu/aat/300026877">http://vocab.getty.edu/aat/300026877</a>	Letters (correspondence) Postcards	Any forms of addressed and written communication sent and received, including letters, postcards, memorandums, notes, telegrams, or cables. Use for: Letters Postcards Telegrams Email

<p>Writings (documents)  <a href="http://vocab.getty.edu/aat/300189">http://vocab.getty.edu/aat/300189</a>  <a href="#">226</a></p>	<p>Manuscripts (documents) (in use on the site as “manuscript”)  <a href="http://vocab.getty.edu/aat/300028">http://vocab.getty.edu/aat/300028</a>  <a href="#">569</a>  Typescripts (in use on the site as “typescript”)  <a href="http://vocab.getty.edu/aat/300028">http://vocab.getty.edu/aat/300028</a>  <a href="#">577</a></p>	<p>Broadly used for the written works by an individual or a specific group of individuals.  Use for: Manuscripts  Typescripts  Essays  Unpublished/incomplete works</p>
<p>Diaries  <a href="http://vocab.getty.edu/aat/300027">http://vocab.getty.edu/aat/300027</a>  <a href="#">112</a></p>	<p>same</p>	<p>Books containing the chronological personal accounts of the writer's own experiences, attitudes, and observations.  Use for: Journals  Personal writings</p>
<p>(term eliminated)</p>	<p>Printed materials (object genre)  <a href="http://vocab.getty.edu/aat/300404">http://vocab.getty.edu/aat/300404</a>  <a href="#">588</a></p>	
<p>(term eliminated)</p>	<p>Newspapers  <a href="http://vocab.getty.edu/aat/300026">http://vocab.getty.edu/aat/300026</a>  <a href="#">656</a></p>	
<p><b>TERMS FOR FUTURE USE?</b></p>		
<p>Sound recordings  <a href="http://vocab.getty.edu/aat/300028">http://vocab.getty.edu/aat/300028</a>  <a href="#">633</a></p>	<p>None</p>	<p>Digital files transferred from discs, tapes, filaments, or other media on which sound has been recorded. Files may be records from college events, student activities, or personal narratives such as oral history interviews.</p>

<p>Yearbooks <a href="http://vocab.getty.edu/aat/300026646">http://vocab.getty.edu/aat/300026646</a> <a href="http://vocab.getty.edu/aat/300028024">http://vocab.getty.edu/aat/300028024</a></p>	<p>None</p>	<p>Annual publications of colleges and universities that provide information and photographs relating to activities and the students at the school during the previous year.</p>
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## Appendix E

### Using the Site: The College Women "Themes"

[College Women Blog Post, March 14, 2018]

While browsing the site, users may have noticed the option to search or filter by *Theme*. *Themes* is a custom metadata field developed by the College Women project team, which is intended to facilitate better curatorial connections between our materials and to enable scholars and students to easily pull together related results. The terms describe commonly occurring broad subjects that emerge across the collections. Most items in College Women have been assigned one or more themes by their contributing institutions. Browsing by theme, or doing an advanced search including a theme, will not necessarily provide an inclusive set of results. Rather, themes are designed to provide examples of the kinds of materials found in our collections grouped by this list of subjects, and an additional avenue for searching and browsing. As you explore the site you may have questions about why an item is categorized in a certain way. Below is a full list of the themes definitions, which lay out the exact criteria that the teams at each institution use as guidance:

#### Academics

Items under the Academics theme relate to aspects of students' academic experience at college in and outside of the classroom. In images, such items might include pictures of students in class, on field trips, studying, or with academic materials prominently featured. In text, items in this category would include mention of academic activities, ambitions, and subjects. In items where references to academics are present but are not the primary focus, such as books visible in a picture without being used, or a depiction of students in a classroom in a context in which academic use of the space is not the focus of the image, the theme does not apply. In text, the theme will apply to substantive discussion of academic subjects or interests but not to off-hand mentions of academic routines such as class attendance or coursework.

#### Alumnae Activities

Items in the Alumnae Activities theme include depiction or mention of events specifically related to connections between graduates and their institutions. Images may depict class reunions, alumnae/i gatherings or meetings, or fundraising directly highlighting alumnae/i. In text, items in this category may include reunion pamphlets/songbooks or letters between alumnae/i and their institution or current students.

#### Arts, Theater and Music

Items in the Arts, Theater and Music category relate to visual art and design, dance, theater and performance, music, costume, and stagecraft. Images might depict an opening at the campus art gallery, a theatrical performance, an orchestra rehearsal, or a Maypole dance. Other examples include playbills, ticket stubs, and show posters in scrapbooks or photo albums, or diary accounts of visits to the theater or the concert hall.

#### Athletics and Physical Education

Items in the Athletics and Physical Education theme relate to organized team/single athletic competition and non-competitive sports, as well as physical education. Images may depict team photographs, athletic competitions, calisthenics, or sports play. Text may include essays arguing

for or against competitive athletics and/or physical education in women's education, as well as pamphlets detailing health and wellness as part of women's education.

### Buildings and Grounds

Items under the Buildings and Grounds theme relate to buildings, landscapes, and other features of the natural & built environment on campus. For images, such items might include interior or exterior pictures of dormitories, academic buildings, libraries, gardens, landmarks, land features, athletic facilities, and cafeterias. In text, items in this category might include descriptions of dorm rooms, communal areas, or other public and private spaces. In items where buildings or landmarks are present but not the primary focus, as in a photograph where a dormitory appears in the distant background or a cursory mention of a classroom building in a letter home, the theme does not apply.

### Dress

Items in the Dress theme relate to clothing and dress as they connect to the social position of women, perceptions of women, or the health and fitness of women. In images, this theme is only applied to items depicting obvious examples of clothing that restricted a woman's movement, affected her health, or represented a diminished rank. We adhere to the precedent set by the Library of Congress, which specifically removes "costumes and fancy dress" from the subject heading "clothing and dress," and thus we do not include things such as commencement gowns, ball gowns, academic regalia, and dramatic costume. Further, we consider "fashion" to be a narrower term describing broad trends, and not useful to identify in every image. In text-based materials Dress is applied if clothing is a significant topic in a creator's life and is described at length in her writing.

### Special Events

Items in the Special Events theme describe planned occasions outside the normal activity of an institution. This includes anniversaries, celebrations of other one-time occurrences/historical moments (humankind landing on the moon), visits from dignitaries, memorial services, etc. Traditions, or events that happened every year, are not included under Special Events. Unplanned events/acts of nature/acts of god are not included in this Theme.

### Faculty, Staff and Administrators

Items in the Faculty, Staff and Administrators theme include depiction or mention of these figures, whether they are employed by one of the Seven Sisters colleges or at another institution if they appear in a student's account. Examples of images in this category include pictures including at least one staff, faculty, or member of the administration, especially those in which their role is contextually important to significance of the image. Textual examples include mentions in a diary, or correspondence with or about, an employee of the college; such as accounts of a conversation with a dean, an anecdote about the college president, reflections on tutelage of a professor, interactions with a member of the housekeeping staff, or other.

### Home and Family

Items under the Home and Family theme refer to the relationships that students maintained with their family and places of origin during their undergraduate years. "Home" here refers to the broader concept that includes people from home and the world of the student's past as well as the

physical place or places where she grew up. Examples of images in this category include pictures and keepsakes in scrapbooks or photo albums kept to remind the creator of her home and of friends and family there. Textual examples include substantial mentions of or inquiries after specific friends, neighbors, family members, or hometowns; items in which the inquiry is rote (“send my regards to Aunt Sue”) or made in passing, rather than as a topic of focus, are excluded. Correspondence is not categorized under Home and Family solely because of the identity of the sender or recipient.

### Personal Relationships

The Personal Relationships theme is used to identify materials that discuss platonic friendships or romantic relationships to a great extent or in great detail.

### Political and Social Activism

The Political and Social Activism theme identifies materials that are related to students’ organizing to create change, whether the causes have national and/or global relevance, are specific to the cultural climate and administrative policies on campus, or both. In text, items in this category include discussion of student clubs formed around specific issues, fundraising drives, political events, or accounts of conversations about politically or socially controversial topics. (Items with cursory political references, such as remarking that it’s an election year without subsequent commentary, are not included in this theme for political mention alone.) In images, example of items in this category include visual documentation of private or public events such as meetings of political groups, protests, or marches; or ephemera related to social or political issues.

### Religion and Spirituality

Items under the Religion and Spirituality theme refer to religious and spiritual life, places of worship, activities of faith-based student organizations, and religious or spiritual services and ceremonies on campus. Images under this theme may depict places of worship, religious ceremonies, students at prayer, or religious clothing and dress. In text, items in this category may include reflections on faith, mention of religious observances and tradition, and accounts of church trips or services.

### Student Life

Items in the Student Life theme document social and cultural aspects of the student experience, both on-campus and off. This theme covers organized activities, such as events sponsored by student organizations, societies, and clubs, as well as day-to-day goings on, like leisure activities, study sessions, and mealtimes. In images, examples of items under this category include group photos of student societies or depictions of students studying or enjoying a meal together. Other examples include diary accounts of dorm life, correspondence between members of a student organization, and scrapbook memorabilia from trips taken during winter break.

### Tradition and Ritual

The Tradition and Ritual theme includes depictions or descriptions of events or activities that happened seasonally or annually (tree ceremonies, commencement, May pole dances), celebrations of regular events (Washington’s birthday, Thanksgiving, Valentine’s Day), and



rituals or lore with symbolic meaning and cultural significance specific to the institution that were passed down through generations of students.

## Appendix F

### COLLEGE WOMEN COLLABORATIVE VISION AND GOVERNANCE STATEMENTS

September 26, 2016

#### Mission Statement for the College Women Collaborative

To develop an outstanding online resource for supporting scholarship, teaching, and dialogue on the importance of women's colleges in American society, both historically and today.

#### Statement of Purpose

The College Women Collaborative supports *CollegeWomen.org*: a platform for scholars, teachers, and the public to engage with the historical records documenting student experiences at current and former women's colleges, and to understand those early students' experiences as part of a larger phenomenon in the history of women in America, rather than as isolated fragments from the individual colleges.

At its initial stage, the site aggregates materials from the former "Seven Sisters" colleges (Barnard, Bryn Mawr, Mount Holyoke, Radcliffe, Smith, Vassar, and Wellesley). The College Women Collaborative, made up of representatives from these schools, supports and manages the work necessary to maintain *CollegeWomen.org*. These institutions all have extensive holdings of letters, diaries, scrapbooks and photographs written or created by students, and together these materials constitute an invaluable, but underused, source for studying the lives of many generations of American women who attended college. Gaining a greater understanding of these women's lives at college and beyond is essential for understanding the larger social, economic, political and cultural changes that have taken place in the United States since higher education for women began to pave the way for greater female engagement in the public sphere. The narratives in these collections will illuminate the ongoing debates about women's education and gender equality that continue both here and internationally. In later stages, the site could be expanded to provide access to materials and information from other current or former women's colleges from across the United States who may lack the resources to digitize and publish their own unique and valuable content.

#### Governance Outline

The "College Women Collaborative" (CWC) is a voluntary association among the libraries of Barnard College, Bryn Mawr College, Mount Holyoke College, Smith College, Vassar College, Wellesley College, and the Schlesinger Library, Radcliffe Institute, Harvard University. The principal effort of the collaboration is building and maintaining the *CollegeWomen.org* site and furthering the goals outlined in our Mission and Statement of Purpose. Members of the CWC agree to contribute staff time, financial support, and digital collections to the initiative (within the limits of each member's capabilities), as agreed upon and within the governance

structure/outline, which is detailed below. Governance of the collaborative is seated in the College Women Coordinating Committee (CWCC), whose role and duties are described in this document.

## The College Women Coordinating Committee

### Role of the CWCC

The Committee holds the responsibility to develop strategic areas of focus, set related goals, and communicate resulting action plans that will guide the work of the CWC and effectively manage the *CollegeWomen.org* site.

### Membership and Governance of the CWCC

1. The Committee will consist of one representative from each member institution, to be appointed by the project staff of the institution.
2. The members of the CWCC are expected to report to their respective Directors, Deans, etc.
3. The CWCC will have a chair who will be responsible for scheduling the meetings, setting and circulating agendas, and summarizing/forwarding notes after each meeting. The chair will serve for a year, and the position will rotate among the members of the CWCC.
4. During the period of the grant, from May 1, 2016 through October 31, 2017, the Project Manager will serve as an ex officio member of the CWCC and will help the committee chair organize agendas and meetings, as well as facilitate communication between the CWCC and other members of the CWC and subcommittees.
5. The CWCC will hold regular meetings, via Hangout or other online platform, approximately once per month and at least once per quarter.
6. The CWCC will create a shared online space (such as a Google Drive) to store and share all related documentation/policies/other that will be accessible to all staff involved in CWC. Additionally, the CWCC will create and maintain a mailing list (listserv) to streamline communications. The CWCC chair will be responsible for helping to maintain the shared space and email list(s).
7. All decisions will be made by the CWCC using a consensus model.

### Responsibilities of the CWCC

In order to fulfill its duties to guide the work of the CWC and manage the *CollegeWomen.org* site, the Committee will perform the following duties:

1. Oversee the creation of all policies and procedures for use and governance of the site, and ensure that the policies are accessible and up-to-date;

2. Set and oversee the budget for the site;
3. Write and submit a yearly report to member institution stakeholders (Directors, Deans, Provosts, etc.);
4. Ensure that all relevant partnering institution staff and stakeholders are informed of CWC activities;
5. Charge and guide the work of specific subcommittees to carry out related tasks and workflows to build and maintain *CollegeWomen.org*, as detailed below;
6. Seek out funding opportunities, such as grants or partnerships, and lead application processes;
7. The CWCC will create a Memorandum of Understanding (MOU) for all participating institutions that outlines the responsibilities and resources (including budgetary) required to maintain the *CollegeWomen.org* site and the CWC effort. The MOU will also outline the process by which members may join or leave the partnership, including the situation in which a departing member is also serving as the host for the site. This document will be drafted and submitted to the rest of the CWC for feedback by January 17, 2018, two weeks before the due date of the final report for the grant.

### Subcommittees

Subcommittees created by the CWC will be overseen by the CWCC. These working groups will convene to oversee technical issues, develop content for the site, and undertake other work on the site as needed.

1. Each subcommittee will perform its duties according to the charge put to it by the CWCC.
2. Each subcommittee will have a chair who organizes meetings and reports to the CWCC.
3. During the period of the grant, the project manager will serve as an ex officio member on each subcommittee, attending meetings and participating in conversation where possible and appropriate, and assisting subcommittee chairs in streamlining communication between the committees including the CWCC.
4. The CWCC reviews subcommittee changes and initiatives involving the site, and its approval is required for changes that the CWCC considers substantive, or that involve additional costs.
5. Occasionally, the CWCC or a subcommittee may convene an ad hoc committee or working group to accomplish a particular task or engage in future development of the College Women site. The reporting structure and communication among College Women partners will proceed along the same lines as the workflow established by the subcommittee structure.

**APPENDIX G**  
**COLLECTIONS AVAILABLE THROUGH COLLEGE WOMEN**

**BARNARD**

- BC17 Photographs Collection, 1889-1950. 237 images.  
 BC15.12 Stella Hanau Bloch Diaries, 1903-1912. 668 images.  
 BC15.14 Eleanore Myers Jewett Scrapbooks, 1908-1912. 1461 images.  
 BC15.18 Grace R. Greenbaum Epstein Scrapbook, 1911-1913. 87 images.  
 BC15.2 Jessie May Wendover Scrapbook, 1892-1896. 564 images  
 BC15.20 Dorothy Oak Scrapbook, 1913-1920. 710 images.  
 BC15.4 Gertrude C. Clark Hitchcock Scrapbook, 1898-1906. 330 images.  
 BC15.5 Francis Hope Purdon Leavitt Scrapbook, 1901-1910. 656 images.  
 BC15.6 Edith Somborn Issacs Scrapbook, 1903-1906. 184 images.  
 BC15.7 Mary Catherine Reardon Scrapbook, 1903-1911. 370 images.  
 BC15.8 Sophie Parsons Woodman Scrapbook, 1905-1907. 437 images.  
 BC15.9 Florence G. Sammet Rothschild Scrapbook, 1908. 97 images.

**Bryn Mawr**

- Francis Arnold, Letters, 1893-1897. 555 images.  
 Susan Walker Fitzgerald, Letters, 1889-1893 (including letters on the formation of the Self-Governing Association) 298 images.  
 Marie Litzinger, Letters, 1916-1920. 1890 images  
 Lucy Shoe Meritt, Diaries, 1923-1927. 953 images.  
 Helen Calder Robertson, Letters, 1913-1916. 613 images  
 Dorothy Burr Thompson, Diaries, 1920-1922. 206 images.  
 Mary Whitall Worthington, Diaries, 1907-1910. 1872 images.  
 Scrapbooks & photograph albums: 8. 1270 images.  
 Photographs: 67  
 Anne Greene, Letters, 1902-1903. 188 images (Digitized, to be added to CW)  
 Jean Scobie Davis, Letters, 1911-1914. 1412 images. (Digitized, to be added to CW)  
 Natalie Gookin, Letters, 1916-1920. 7477 images. (Digitized, to be added to CW)  
 Dorothy Foster, Letters, 1902-1904. 843 images (Digitized, to be added to CW)

**MT HOLYOKE**

- Caroline Leconte Papers, 17 letters  
 Lucy Goodale Papers, 1 box; 2.5 linear inches  
 Julia Hyde Papers, 30 letters  
 Maria Savage Papers, 3 letters  
 Martha Coan Papers, 3 letters  
 Lucy Fletcher Papers, 3 letters  
 Mary Graves Papers, 2 letters  
 Lydia Baldwin Papers, 1 box; 2.5 linear inches  
 Rhoda Perkins Papers, 6 letters  
 Lydia Pomeroy Papers, 7 letters  
 Electa Wing Papers, 4 letters  
 Elizabeth Eaton Papers, 1 diary

Elizabeth Mary Bell Papers, 1 box; 2.5 linear inches  
 Harriet Landon Papers, 3 letters  
 Lucy Barlow Papers, 4 letters  
 Sarah Packard Papers, 1 box; 2.5 linear inches  
 Abigail Cowles Papers, 4 letters  
 Lucinda Guilford Papers, 2 boxes; 8 linear inches  
 Eliza Harding Papers, 3 letters  
 Jane Scudder Papers, 15 letters  
 Harriette Wells Papers, 1 diary  
 Sarah Fenn Papers, 2 letters  
 Elizabeth Hawks Papers, 9 letters  
 Mary Atwood Papers, 5 letters  
 Mary Quincy Brown Papers, 23 letters  
 Marion Harwood Papers, 4 letters  
 Margaretta Huntting Papers, 3 letters  
 Helen Newton Papers, 14 letters  
 Florence Polk Papers, 1 box; 5 linear inches  
 Mabel Hubbard Papers, 1 diary in 1 folder  
 Julia Adams Papers, 1 box; 5 linear inches  
 Edna Ferry Papers, 2 boxes; 1 linear foot  
 Amy Roberts Papers, 3 boxes; 1 linear foot

#### **SCHLESINGER LIBRARY, HARVARD UNIVERSITY**

Catherine Kyes Elberfeld, Diary, 1931-1932. 245 images  
 Mary White Morton Ziegler, Letters, 1893-1895. 146 images.  
 Floretta Elmore Greeley Letters, 1906-1909. 214 images:  
 Lucia R. Briggs Scrapbook, 1904-1912. 699 images  
 Photographs from the Radcliffe College Archives, 1890-1947. 10 images  
 Eleanor Stabler Brooks Letters and scrapbook, 1910-1915. 1843 images  
 Eleanor Stabler Brooks Letters, 1936-1939. 310 images.  
 Florence Heath Burt Scrapbook, 1899-1903. 740 images.  
 Cannon Family Letters, 1887-1899. 1374 images  
 Elsie Winchester Coolidge Diaries, 1893-1894. 1378 images.  
 Alice Sterling Cook Scrapbook, 1892-1905. 511 images  
 Margaret Young Doyle Scrapbook, 1938-1941. 89 images  
 Marion Hathway Scrapbooks, 1912-1916. 1337 images  
 Wilhelmina Wallace Martin Scrapbook, 1923-1927. 148 images.  
 Janet Wien McAllister Scrapbook, 1931-1935. 97 images.  
 Elizabeth Wright Plimpton Scrapbooks, 1925-1929. 921 images

#### **SMITH**

RG 80.07 Dramatics  
 RG 80.02 Undergraduate Classes  
 Elizabeth Crocker Lawrence papers  
 Marjory Gane papers  
 Hart-Lester Harris papers

**VASSAR**

Student Materials Collection.

Letters: 695 letters, 4,466 pages images.

Scrapbooks: 24, approximately 16,000 images

Photo albums: 4 photo albums, 1,000 images.

(in this case, we analyzed each photo and will submit those as transcripts as well, but we digitized the pages themselves -- so a 55 page photo album actually has 165 photo albums, assuming about 3 photos per page)

**WELLESLEY**

Eleanor Blair letters, 1913- 1917. 1493 images (282 letters, 98 with transcriptions)

Eleanor Blair scrapbook, 1913-1917. 146 images.

Jane Cary letters, 1910-1914. 855 images.

Jane Cary scrapbook, 1914. 881 images.

Janet Davison letters, 1911-1915. 2121 images.

Louise Pierce letters, 1896-1900. 422 images.

Louise Pierce scrapbook, 1900. 299 images.

Mary Rosa letters, 1910-1914. 1431 images. (316 letters, 231 with transcriptions)

Grace Rose letters, 1927-1930. 331 images.

Virginia Veeder Westervelt letters, 1933-1935. 738 images (190 letters, 179 with transcriptions)

Ruby Willis letters, 1905-1909. 611 images.

Mary Cole scrapbook, 1916. 1078 images

Frances Scudder scrapbook, 1885. 851 images.

## Appendix H

### LIST OF PROJECT PARTICIPANTS

#### A. Staff

##### **Barnard College**

Fontánez Rodríguez, Cristina. College Women Graduate Assistant  
 O'Neill, Shannon. Associate Director of Archives and Special Collections (Coordinating Committee)  
 Rosner, Benjamin. Instructional Application Developer  
 Sistrunk, Hannah. College Women Graduate Assistant  
 Tenney, Martha. Digital Archivist

##### **Bryn Mawr College**

Andrews, Rayna. College Women Graduate Assistant  
 Appel, Rachel. Digital Collections Librarian (through November 2016)  
 Dobrzynski, Christiana, College Archivist  
 Joniec, Digital Collections Librarian (since April 2017)  
 McGonagill, Evan. College Women Project Manager  
 Pumroy, Eric. Seymour Adelman Director of Special Collections (Project Director & Coordinating Committee)

##### **Mount Holyoke College**

Fields, Leslie. Head of Archives and Special Collections  
 Gehrt, James. Digital Projects Lead  
 Goldstein, Sarah. Director of Digital Assets and Preservation Services (Coordinating Committee)  
 Hunt, Miranda. Metadata Assistant  
 Leach, Rachel. Metadata Librarian  
 Trujillo, Shaun. Digital Library Applications Manager

##### **Schlesinger Library, Radcliffe Institute, Harvard University**

Aloisio, Paula. Archivist & Metadata Specialist (Coordinating Committee)  
 Weintraub, Jennifer. Digital Archivist/Librarian

##### **Smith College**

Jones, Jasmine. Metadata and Technical Services Archivist  
 Myers, Elizabeth. Director of Special Collections (Coordinating Committee)  
 Wassman, Libby. Project Assistant

##### **Vassar College**

Bielat, Isabel. Project Assistant



DiPasquale, Joanna. Digital Projects Librarian (Coordinating Committee)  
 Ditkoff, Andrea. Project Assistant  
 Streett, Laura. Archivist

### **Wellesley College**

Bartle, Jenifer. Digital Library Services Librarian  
 Bohrer, Karen. Director, Library Collections  
 Goldman, Rebecca. College Archivist (since May 2017)  
 Hahn-Fabris, Marci. Digital Collections Librarian (Coordinating Committee)  
 Hart, Kara. Systems Librarian  
 Ludovissy, Sara. Assistant Archivist  
 Yearl, Mary, Interim College Archivist (to May 2017)

### **Interactive Mechanics**

Reeves, Amber. Project Manager  
 Tedeschi, Michael. Owner/Creative Director

### **B. Advisory Board**

Gruber Garvey, Ellen. Professor, English Department of New Jersey City University  
 Horowitz, Helen Lefkowitz. Sydenham Clark Parsons Professor, emerita, Smith College  
 Kelley, Mary. Ruth Bordin Collegiate Professor of History, American Culture, and Women's Studies, University of Michigan  
 Mandell, Laura. Director of the Initiative for Digital Humanities, Media, and Culture and Professor of English, Texas A&M University  
 Mercado, Monica. Assistant Professor of History, Colgate University.  
 Rowe, Katherine. Provost and Dean of the Faculty, and Sophia Smith Professor of English Language and Literature, Smith College (now President, William and Mary)  
 Tucker, Susan. Archival consultant and former head of the Newcomb Archives and the Vorhoff Library, Tulane University  
 Woloch, Nancy. Adjunct Professor, Barnard College